**Subject area/course**: English/Language Arts

**Grade level/band**: 11

**Task source**: New Hampshire Task Bank

**Junior Research Paper**

**TEACHER'S GUIDE**

1. **Task overview**:

The Junior Research Paper is the culmination of a yearlong process designed to enable students to create a thesis-driven research essay. Students choose their specific topic but it must be grounded in a global, or non-U.S., context.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

[CCSS.ELA-Literacy.RI.11-12.1](http://www.corestandards.org/ELA-Literacy/RI/11-12/1/) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.2](http://www.corestandards.org/ELA-Literacy/RI/11-12/2/) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.5](http://www.corestandards.org/ELA-Literacy/RI/11-12/5/) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

[CCSS.ELA-Literacy.RI.11-12.6](http://www.corestandards.org/ELA-Literacy/RI/11-12/6/) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

[CCSS.ELA-Literacy.RI.11-12.7](http://www.corestandards.org/ELA-Literacy/RI/11-12/7/) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.W.11-12.1](http://www.corestandards.org/ELA-Literacy/W/11-12/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.4](http://www.corestandards.org/ELA-Literacy/W/11-12/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.11-12.5](http://www.corestandards.org/ELA-Literacy/W/11-12/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.7](http://www.corestandards.org/ELA-Literacy/W/11-12/7/) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](http://www.corestandards.org/ELA-Literacy/W/11-12/8/) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-Literacy.W.11-12.9](http://www.corestandards.org/ELA-Literacy/W/11-12/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RH.11-12.5](http://www.corestandards.org/ELA-Literacy/RH/11-12/5/) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[CCSS.ELA-Literacy.RH.11-12.6](http://www.corestandards.org/ELA-Literacy/RH/11-12/6/) Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

[CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

[CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

1. **Critical abilities**

Research: Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

Analysis of Information:Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

1. **Time/schedule requirements:**

This task could take two to three weeks, depending on the amount of time that students dedicate to the project outside of class.

1. **Materials/resources:**

Students will use the Internet to conduct research.

You may use exemplar papers as models, asking students to identify the paper outline, the essential question, the thesis statement, and a Works Cited page that is correctly formatted.

1. **Prior knowledge:**

* Developing an essential question and a thesis
* Conducting research, specifically choosing reliable sources on the Internet
* Annotating a Works Cited page using MLA format
* Note-taking skills

1. **Connection to curriculum:**

This task is intended to be used as a culmination of a yearlong process designed to enable students to create a thesis-driven research essay.

1. **Teacher instructions:**

This is a sample timeline.

Day 1:

* Provide overview of project
* Lead Q & A session with students to check for student understanding of project
* Mini-Lesson: The Right Question Protocol - From topic ideas to research questions

Day 2:

* Students begin pre-research to determine feasibility and focus/scope of topic and begin to formulate ideas for an essential question
* Have short (2-3 minute) individual conferences with students to assess engagement with project
* Facilitate whole class "popcorn" session in which students share their ideas about topics and essential questions

Day 3:

* Essential question check
* Mini-lesson: Note-taking strategies
* Students begin their research, focusing on the feasibility and scope of the topic

Days 4-5:

* Notes/source check
* Continue research.
* Begin essay planning
* Individual conferences with students who need additional assistance

Day 6:

* Mini-lesson: Good, Better, Best Thesis Protocol
* Individual conferences with students to assess progress/performance on project
* First/partial draft due

Days 7-8:

* Draft 1 Due
* Mini-lesson: Introductions
* Writing/drafting
* One-on-one writing conferences

Day 9:

* Mini-lesson: Organization, transitions, building a logical flow to an argument
* One-on-one writing conferences
* Continue drafting/revising
* Works Cited/MLA formatting

Day 10:

* One-on-one writing conferences
* Continue drafting/revising
* Works Cited/MLA formatting

Day 11:

* Final draft due

1. **Student support:**

* When you hand out the assignment, you may wish to provide specific advice regarding timelines or allow students time to create their own timelines.
* You may want to spend time reviewing the rubric and exploring the expectations set by the rubric.
* You will want to schedule at least 1-2 days where you have access to the library or computer lab to ensure that students can conduct research.
* Students with special needs may have an extended deadline.
* You may provide supplementary materials to aid student understanding of requirements for success (e.g. graphic organizers).

1. **Extensions or variations:**

None listed.

1. **Scoring:**

Student work can be scored using the Researched Writing Rubric.