



## 9-12 | Lesson 12



# LESSON 12

## ESSENTIAL QUESTION

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The unit essential questions developed through this lesson are...

- What opportunities and challenges exist for an education ecosystem experiencing an increase in its multilingual learner population?

## TASK

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The task that students will fulfill through this lesson is...

- Identify and use multiple sources of information to gather information both for and against their central argument.

### CONTENT FOCUS

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By engaging in this lesson, students will demonstrate their knowledge/understanding that...

- Historical practices of injustice are still permeating the educational landscape of Indiana today in various manners.

### SKILL FOCUS

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By engaging in this lesson, students will demonstrate their ability to...

- Conduct systematic review of supporting information to help build strong arguments.

### LITERARY OBJECTIVE

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- Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources. (11-12.W.5.b)
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience. (11-12.W.5.c)

## LAUNCH (5 MINUTES)

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This segment focuses on guiding students in gathering helpful information from relevant sources.

*In our last lesson, we discussed the foundational components of Op-Eds and further used what we learned to craft these basics for our individual project. Today, we will focus on how to source relevant information for our Op-Ed. While Op-Ed pieces allow us to include our own voice and express our opinion, it is important to provide relevant information to support our voice. This involves acquiring facts, quotations, citations, or data from sources and personal observation.*

## CREATE (20-25 MINUTES)

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*Op-Eds don't comprise only of a sound argument backed by a compilation of facts and evidence. They should include concrete, action-oriented recommendations. So, as we gather information about our topic to answer our research questions, it might be helpful to explore information that might guide our thoughts on what recommendations might be suitable based on our findings.*

*As we have learned, we can use both primary and secondary sources to gather information. These could range from field research (going to the scene, interviews etc.), observation, library, academic or internet research (scholarly articles, textbooks, news reports).*

*Finding sources for research is important, but using unreliable sources will hurt your credibility and make your arguments seem less powerful. It is important to be able to identify which sources are credible. In assessing your source, whether primary or secondary, you need to consider the following characteristics:*

- **Depth:** *What is the depth of coverage of the information? A source that is completely reliable may still only give a light overview of the important information.*
- **Objectivity:** *Is the information you are using biased in any way? If so, does the bias affect the conclusions of the research? Does the source use proper citation?*
- **Currency:** *How up-to-date is the information? It is important to use sources that reflect current status of a situation.*
- **Authority:** *Who is the author? Is the author an expert in the field? Is the author affiliated with an unbiased reputable organization?*
- **Purpose:** *What is the purpose of the source? Is it to entertain, to change public opinion, to present re-search, or to teach? Who is the intended audience?*
- **Scope:** *Does the source cover the region, time period etc. you are interested in?*

*As you seek your sources, it is important to consider these criteria.*

*Can someone mention any subject matter and provide a reliable source of information on that subject matter?*

**Students may say: a wide variety of topics ranging from health to education to equity and cite sources like the news, doctors, CDC, school teacher, parent, etc.**

*Great answers. So, you see, whenever we need information about anything, we rely on sources that we believe are relevant to that subject matter. It is the same for an Op-Ed.*

## **DISCOURSE (5-10 MINUTES)**

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*Great job, everyone. Now let's do a review of our processes.*

**During this time, students should discuss the credibility of their possible sources for their Op-Ed and share their thinking behind the credibility review process.**