

Name \_\_\_\_\_

## 9<sup>th</sup> Grade Research-Based Persuasion



### Part II

#### Statement of Inquiry

Critical readers logically interpret perspectives and identify their point of view through moral reasoning and ethical judgment.

#### Ethically Working with Sources and Organizing

##### Benchmarks

##### Due Dates:

Evaluating Sources for Research

\_\_\_\_\_

Potential Sources Tracking Graphic Organizer

\_\_\_\_\_

Source Cards (from the library)

\_\_\_\_\_

Perspective Tracking Tool

\_\_\_\_\_

Annotating Research Texts or Note-taking (student choice)

\_\_\_\_\_

Organizing Your Evidence Based Claim

\_\_\_\_\_

##### Task

In this part of the research process, you will use the Evidence Based Claim/Thesis you created in Part I to drive your research. Using databases and books in our library, you will find evidence to support your claim as well as address counterclaims. When researching, you will learn to evaluate the sources you are using to verify that they are reliable and valid. It is important to read with a critical lens, identifying bias in a text in order avoid misconceptions. You will use the Perspective Tracking Tool to record the perspective of the author in each source you read. This will help you identify if the source is both valid and reliable and determine where the source fits in your research or if it must be discarded.

As you read, you may choose to use the Note-taking charts in the packet or to print out the article and annotate directly on that page.

##### **Minimum Source Requirements:**

3 reliable sources supporting your claim

1 reliable source supporting a counterclaim

4 properly documented Source Cards (1/2 sheets available in the library)

Next, you will use the powerful evidence in these sources to Organize Your Evidence Based Claim. Once organized, you will use your annotated articles or note-taking charts to create a Research Paper Outline.

# ASSESSING SOURCES

## ASSESSING A SOURCE TEXT'S CREDIBILITY

Look at the information you can find about the text in the areas below, and consider the following questions to assess a source text's credibility:

PUBLISHER	DATE	AUTHOR	TYPE
<ul style="list-style-type: none"> <li>• What is the publisher's relationship to the topic area?</li> <li>• What economic stake might the publisher have in the topic area?</li> <li>• What political stake might the publisher have in the topic area?</li> </ul>	<ul style="list-style-type: none"> <li>• When was the text first published?</li> <li>• How current is the information on the topic?</li> <li>• How does the publishing date relate to the history of the topic?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the author's qualifications/credentials relative to the topic area?</li> <li>• What is the author's personal relationship to the topic area?</li> <li>• What economic/political stakes might the author have in the topic area?</li> </ul>	<ul style="list-style-type: none"> <li>• What type of text is it: explanation, informational article, feature, research study, op/ed, essay, argument, other?</li> <li>• What is the purpose of the text with respect to the topic area?</li> </ul>

## ASSESSING A SOURCE TEXT'S ACCESSIBILITY AND INTEREST LEVEL

Consider your initial experience in reading the text, how well you understand it, and whether it seems interesting to you:

ACCESSIBILITY TO YOU AS A READER	INTEREST AND MEANING FOR YOU AS A READER
<ul style="list-style-type: none"> <li>• Am I able to read and comprehend the text easily?</li> <li>• How do the text's structure and formatting either help or hinder me in reading it?</li> <li>• Do I have adequate background knowledge to understand the terminology, information, and ideas in the text?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the text present ideas or information that I find interesting?</li> <li>• Which of my Inquiry Paths will the text provide information for?</li> <li>• Which inquiry questions does the text help me answer? How?</li> </ul>

## ASSESSING A SOURCE TEXT'S RELEVANCE AND RICHNESS

Using your Research Frame as a reference, answer the following questions:

RELEVANCE TO TOPIC & PURPOSE	RELEVANCE TO AREA OF INVESTIGATION	SCOPE AND RICHNESS
<ul style="list-style-type: none"> <li>• What information does the text provide on the topic?</li> <li>• How might the text help me accomplish the purpose for my research?</li> <li>• Does the text provide accurate information?</li> </ul>	<ul style="list-style-type: none"> <li>• How is the text related to the specific area I am investigating?</li> <li>• Which of my paths of inquiry might the text provide information for?</li> <li>• Which inquiry questions might the text help me address? How?</li> </ul>	<ul style="list-style-type: none"> <li>• How long is the text and what is the scope of the topic areas it addresses?</li> <li>• How extensive and supported is the information it provides?</li> <li>• How does the information in the text relate to other texts?</li> </ul>

## Perspective Tracking Tool

**Directions:** It is important to understand the author's purpose in writing a passage. The perspective of the author influences the words he/she chooses as well as the persuasive techniques he/she applies. Use the following chart to note the perspectives in the articles you are reading for your research:

Article Title	Perspective	What information or details demonstrate this perspective?

Name Model Topic Tissue Ownership



Area of Investigation Tissue Ownership

<b>SOURCE</b>	<b>Title:</b> A Court Allows Payment for Bone Marrow: Should People Be Able to Sell Their Parts?	<b>Location:</b> Time.com
#1	<b>Author:</b> Alice Park	<b>Text Type:</b> Internet Article <b>Publication Date:</b> 2012
<b>General Content / Key Ideas / Personal Comments:</b> This article investigates the impact of a recent U.S. appeals court decision that allows individuals to legally sell their bone marrow. The article also points out how helpful this decision is for thousands of sick patients who need bone marrow transplants. Then it begs the question: "What other body parts might up for sale next?"		<b>Connection to Inquiry Paths:</b>
<b>Credibility:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		<b>Relevance/Richness:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <b>Accessibility/Interest:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

<b>SOURCE</b>	<b>Title:</b> Do We Own Our Own Bodily Tissues?	<b>Location:</b> Voice of San Diego
#2	<b>Author:</b> Margaret Ng Thow Hing	<b>Text Type:</b> Internet article <b>Publication Date:</b> 2014
<b>General Content / Key Ideas / Personal Comments:</b> This article considers the similarity between a person's personal belongings and his/her bodily tissue. It argues that "if someone takes our material possessions, it is considered theft or grounds for a civil action...." but that "....when it comes to our tissues, our rights are less clear." It goes on to point out that our rights to privacy do not extend to excised body tissue.		<b>Connection to Inquiry Paths:</b>
<b>Credibility:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		<b>Relevance/Richness:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <b>Accessibility/Interest:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

<b>SOURCE</b>	<b>Title:</b> Paying Patients for Their Tissue: The Legacy of Henrietta Lacks	<b>Location:</b> Science
#3	<b>Author:</b> Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe	<b>Text Type:</b> Internet article <b>Publication Date:</b> 2002
<b>General Content / Key Ideas / Personal Comments:</b> This article begins with a brief description of the story of Henrietta Lacks and the immortal cell line that came from her. It points out that although the cell line became extremely lucrative, her family never received any compensation from it. The article then acknowledges that while this may appeal to people's sense of fairness, "it requires critical examination before becoming accepted as precedent regarding payments to patients."		<b>Connection to Inquiry Paths:</b>
<b>Credibility:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		<b>Relevance/Richness:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low <b>Accessibility/Interest:</b> <input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

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Name ..... Topic .....



Area of Investigation .....

<b>SOURCE</b>	Title:	Location:		
#	Author:	Text Type:	Publication Date:	
General Content / Key Ideas / Personal Comments:				Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

<b>SOURCE</b>	Title:	Location:		
#	Author:	Text Type:	Publication Date:	
General Content / Key Ideas / Personal Comments:				Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

<b>SOURCE</b>	Title:	Location:		
#	Author:	Text Type:	Publication Date:	
General Content / Key Ideas / Personal Comments:				Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

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Name ..... Topic .....

Area of Investigation .....



<b>SOURCE</b>	Title:	Location:		
#	Author:	Text Type:		Publication Date:
General Content / Key Ideas / Personal Comments:				Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

<b>SOURCE</b>	Title:	Location:		
#	Author:	Text Type:		Publication Date:
General Content / Key Ideas / Personal Comments:				Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

<b>SOURCE</b>	Title:	Location:		
#	Author:	Text Type:		Publication Date:
General Content / Key Ideas / Personal Comments:				Connection to Inquiry Paths:
Credibility: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Relevance/Richness: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low		Accessibility/Interest: <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

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Name Sample Student Responses

Inquiry Question/Path How do researchers measure animal intelligence?



REF.	DETAILS	COMMENTS
Source # and location in the source:	I record details, ideas, or information that I find in my sources that help me answer my inquiry questions:	I explain the reason why I think they are important, and write personal comments:
Source #2 and Paragraph #4	"Certain skills are considered key signs of higher mental abilities: good memory, a grasp of grammar and symbols, self-awareness, understanding others' motives, imitating others, and being creative."	These are characteristics scientists look for when measuring animal intelligence. Humans also have these abilities or characteristics. So, researchers are comparing the same "intelligences" between humans and animals when conducting animal intelligence research.
Source#2 and Paragraph #8	"Nevertheless, this is not the same thing as having an animal look up at you, open his mouth, and speak."	This source is proving animal intelligence through a parrot talking. This is one way to measure animal intelligence: verbal communication.
Source #2 and Paragraph #6	"She let the store's assistant pick him out because she didn't want other scientists saying later that she'd deliberately chosen an especially smart bird for her work."	The researcher's study on the parrot is credible. This is credible research that shows animal intelligence.
Source #1, Second Page	"Experiments with animals have long been handicapped by our anthropocentric attitude: We often test them in ways that work fine with humans but not so well with other species. Scientists are now finally meeting animals on their own terms instead of treating them like furry (or feathery) humans, and this shift is fundamentally reshaping our understanding."	This is saying that animal intelligence research design has to be from the animal's point of view. This is what Grandin was saying in Animals in Translation; animals are different than humans and research must think about that.

Name Student Response Inquiry Path How is animal intelligence measured?



<b>CLAIM:</b> Animal intelligence can be measured by observing qualities of intelligence that are shared by humans, but experiments must be designed considering the animal's perspective.			
<b>Point 1</b> The animal's perspective is essential to consider if experiments are going to accurately measure their intelligence.		<b>Point 2</b> Animal intelligence can be measured by observing social awareness skills.	
<b>A Supporting Evidence</b>  "Experiments with animals have long been handicapped by our anthropocentric attitude: We often test them in ways that work fine with humans but not so well with other species."  (Reference: 1 )	<b>B Supporting Evidence</b>  "We suggest a simple answer: by pursuing animal cognition with the methods of natural science." "...but careful and impartial experimentation alone can yield incontestable evidence of animal cognition."  (Reference: 5 )	<b>A Supporting Evidence</b>  "The researchers discovered that when one chimp laughed others sometimes engaged in "laugh replications" that lacked the full acoustic structure of spontaneous laughter. In other words, they were fake-laughing."  (Reference: 3 )	<b>B Supporting Evidence</b>  "A few recent research papers describe animal competence at social and cognitive tasks that humans often struggle with — mastering conversational etiquette..."  (Reference: 3 )
<b>C Supporting Evidence</b>  "Scientists are now finally meeting animals on their own terms instead of treating them like furry (or feathery) humans, and this shift is fundamentally reshaping our understanding."  (Reference: 1 )	<b>D Supporting Evidence</b>  Today's researchers are proceeding to fashion shrewd behavioral tests that provide other ways for animals to disclose their intelligence to us. Although animals may not use human words, we may be able to provide other ways for animals to disclose their intelligence to us.  (Reference: )	<b>C Supporting Evidence</b>  "Although imitation was once regarded as a simpleminded skill, in recent years cognitive scientists have revealed that it's extremely difficult...actions that imply an awareness of one's self."  (Reference: 2 )	<b>D Supporting Evidence</b>  This is the larger lesson of animal cognition research: It humbles us. We are not alone in our ability to invent or plan or to contemplate ourselves - or even to plot and lie.  (Reference: 2 )

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Name ..... Inquiry Path .....

<b>CLAIM:</b>			
<b>Point 1</b>		<b>Point 2</b>	
<b>A</b> Supporting Evidence	<b>B</b> Supporting Evidence	<b>A</b> Supporting Evidence	<b>B</b> Supporting Evidence
(Reference: )	(Reference: )	(Reference: )	(Reference: )
<b>C</b> Supporting Evidence	<b>D</b> Supporting Evidence	<b>C</b> Supporting Evidence	<b>D</b> Supporting Evidence
(Reference: )	(Reference: )	(Reference: )	(Reference: )

Name

Text



<b>CLAIM:</b>					
<b>Point 3</b>		<b>Counter claim</b>		<b>Point 4</b>	
<b>A</b> Supporting Evidence	<b>B</b> Supporting Evidence	<b>A</b> Supporting Evidence	<b>B</b> Supporting Evidence	(Reference: )	(Reference: )
<b>C</b> Supporting Evidence	<b>D</b> Supporting Evidence	<b>C</b> Supporting Evidence	<b>D</b> Supporting Evidence	(Reference: )	(Reference: )

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# 61010  
General