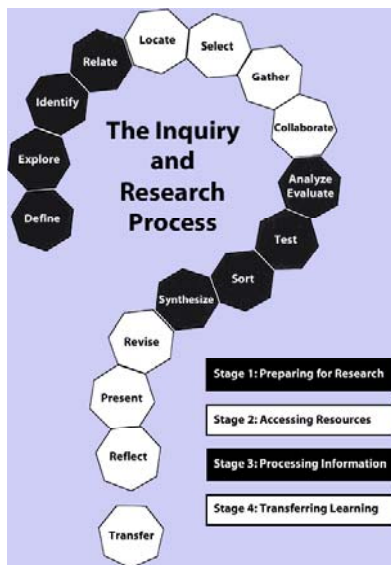# New France: The Research Process

A Partner Unit

Including:
Introduction to New France
Overview of the Research Process
KWL charts
Preliminary Research - Encyclopedias
Finding Resources: Using the Library Catalogue
Jot notes
Web site evaluations
Analyse and Synthesize Information
Preparing Visual Aids
Presentation Skills
Presentations
Reflection (Copied)

An Integrated Unit for Grade 7

Written by:

TDSB Library Writing Team
Length of Unit: approximately: 11.9 hours

July 2005

An Integrated Unit for Grade 7
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New France: The Research Process
A Partner Unit **An Integrated Unit for Grade 7**

Unit Context

The unit is meant be used as a partnered project with the participation of the classroom teacher, teacher-librarian, computer teacher (if possible), and the students. The project integrates language, research, and computer skills into the grade 7 Social Studies curriculum.

Most of the lessons need to be taught in the library or computer lab using the resources there. Many of these lessons require follow up in the classroom or, in some cases, as homework. Some lessons can be taught in the classroom prior to the group visit to the library so that the students have the requisite skills for the study.

A variety of student groupings is available in this open-ended project. Students can work individually or, preferably, partnered.

Unit Summary

The students will research one topic relating to the study of New France, and present their study to the class as a teaching opportunity. The focus of the lessons is on the research process, but there is also an emphasis put on evaluating information for relevance, and presentation skills. The students will be expected to act as the teacher for their topic, with the rest of the class listening attentively to the presentation, and taking notes on each of the presentations. The students will be expected to write a short evaluation and reflection on the presentations.

Students will be expected to keep a research folder during the process and hand in all pieces of work up to and including the culminating task.

Culminating Task Assessment

Students will present their research findings on their topic relating to New France to the class.
Students will act as the teacher for their topic distributing their handouts, and presenting their information to the class. The rest of the class will listen attentively to the presentation and take notes on the information.

Links to Prior Knowledge

Students will need to have some basic computer skills. They will need to know how to work with a partner if that grouping is chosen.

This unit should be attempted later in the year, if possible, once the students are somewhat familiar with the study of history.

If time allows, teacher can provide an overview of New France by showing a video on New France such as Canada: A People's History or browsing websites such as:

New! New France, New Horizons
http://www.champlain2004.org/html/exhibition.html

An online exhibition that describes the adventure of New France, from the first voyages of discovery, to the end of the French Regime. It is comprised of 350 archival documents arranged under 12 themes. The

manuscripts, printed material, maps and charts, plans, portraits, engravings, and medals have been chosen for their visual and illustrative quality, their emotional impact, and their relevance.

Adventures in New France
http://www.civilisations.ca/vmnf/avent/avent-en.htm

This site targets children of the senior elementary level, who will explore the site with their guide, Pierre Boucher. While reading an imaginary travel diary, students are given the opportunity to live the experiences of the famous pioneer and they must consult various documents in order to situate the events in their proper context. During their "voyage", participants are invited to maintain their own personal diary and communicate their discoveries to other students.

Considerations

TECHNOLOGY
-book time and work with computer teacher

LIBRARY / INFORMATION CENTRE
-book time in the library and partner with the Teacher-Librarian

Notes to Teacher
Expectations from: *Information Studies, Kindergarten to Grade 12* (Ontario School Library Association)

Inquiry and Research
Overall Expectations: Prepare for Research
- define information needs
- explore information needs

Overall Expectations: Access Resources
- locate a variety of appropriate resources
- select information appropriate to need using a variety of strategies
- gather information using organizers, and conventions of text
- collaborate with others to share findings and ideas

Overall Expectations: Process Information
- analyse and evaluate the information
- test ideas to adjust research and problem-solving strategies
- sort information using a variety of formats and organizers
- synthesize findings to create meaning and formulate conclusions

Overall Expectations: Transfer Learning
- revise product appropriate to purpose, audience, and format
- present findings in a variety of forms
- reflect on and evaluate research process and product
- transfer skills and knowledge to solve problems and make decisions

New France: The Research Process
A Partner Unit   **An Integrated Unit for Grade 7**

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1   Introduction to New France

This subtask is divided into two lessons. The first lesson is an introduction to New France that will help students activate prior knowledge of the subject and encourage students to ask questions about this new topic.

The second lesson is an overview of the unit as a whole and the division of research topics.

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2   Overview of the Research Process

The class will be introduced to the research process, and why we undertake research.

---

3   KWL charts

The students will begin work on "Know, Want to Know, and Learned" (KWL) graphic organizers. They will describe the background information they have about New France, and formulate questions to guide their research.

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4   Preliminary Research - Encyclopedias

A short lesson on how to use encyclopedias and why students should access encyclopedias as their first research source to get a general overview of their topic.

---

5   Finding Resources: Using the Library Catalogue

Students will be shown how to use the Library Catalogue, search the catalogue for relevant resources, and locate the resources within the library. Students will also devise a series of search terms to help them find resources.

---

6   Jot notes

The students will review the jot note taking process, and begin taking notes from their print resources.

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7   Web site evaluations

The students will be introduced to the process of evaluating a web site for quality and reliablity before they begin using information from the site.

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8   Analyse and Synthesize Information

Students will take the notes they have made from various sources and begin to classify, prioritize and sequence the information they have gathered.

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9   Preparing Visual Aids

Students will be introduced to the idea of preparing visual aids or handouts to help the class with the upcoming oral presentations. They will learn of various options for their aid, and the expectations for this activity.

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10 Presentation Skills

Teacher will review exemplary presentation skills with students.

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11 Presentations

Students will present their research findings on their topic relating to New France to the class. Students will act as the teacher for their topic distributing their handouts, and presenting their information to the class. The rest of the class will listen attentively to the presentation and take notes on the information.

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12 Reflection (Copied)

Students will have the opportunity to think back over the research process and evaluate the work they have done througout the unit.

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Description
This subtask is divided into two lessons. The first lesson is an introduction to New France that will help students activate prior knowledge of the subject and encourage students to ask questions about this new topic.

The second lesson is an overview of the unit as a whole and the division of research topics.

Expectations

7e48	• ask questions and discuss different aspects of ideas in order to clarify their thinking;
7e50	• express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
7e64	– listen and respond constructively to alternative ideas or viewpoints;
7e65	– express ideas and opinions confidently but without trying to dominate discussion;
7h15	– formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);

Groupings
Students Working In Pairs
Students Working Individually
Students Working As A Whole Class

Teaching / Learning Strategies
Lecture
Buddy System
Visual/graphic Organizers
Media Presentation

Assessment
Collect and mark RVL Organizer. Provide a level 1-4 assesssmnt for their work. Students should add this work to their Research Folder.

Assessment Strategies
Observation
Question And Answer (oral)

Assessment Recording Devices
Rating Scale
Anecdotal Record

Teaching / Learning
Lesson 1: Introduction of New France

To provide the students with an overview of the times, people, historical events, and some general background knowledge about New France. Use a video such as *Canada: A People's History* as an introduction to this unit.

Provide *RVL Connect* organizer from *Build Your Own Literate School* to help students focus as they view the video and record their thoughts and questions for discussion. This will help them select their topic during the next class.

Lesson 2: The Project Outline

The teacher will introduce the assignment and provide an outline of the project to the class explaining that they will be responsible for teaching this unit to each other. Students will also be responsible for keeping a Resarch

Folder. A checklist of all the items to be included in the folder should also be given to students at this time. Teachers may also want to go over the evaluation of the project at this time by looking at the Resrach Rubric included with this unit.

Students need to be partnered and provided with a research topic that will become their responsibility for the rest of the unit. Teachers should remind student of expectations for partnered work. Emphasise that partners may share ideas and learning, but are individually responsible for their own work. Students should be provided with research folders to contain their work.

Handouts needed during this subtask:
> Research Folders
> Project Outline
> Research Folder Checklist
> Research Project Rubric

Adaptations

Student partnering should take into account the strengths and weakness of the students. Stronger students may be partnered with weaker students to help them through the reseach project.

Resources

	Project Outline	ResearchProcess.doc
	Research Folder Check List	CheckList.doc
	Research Rubric	Research Rubric.doc
	Build Your Own Information Literate School	Koechlin, Carol and Sandi Zwaan
	Canada A People's History	CBC
	Medianet	TDSB
	Research Folder	1

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

~ 90 mins

Notes to Teacher

Keep in mind the availability of resources for each topic. Library collections vary from school to school so there is no guarantee that the necessary print resources will be available. Teachers may wish to work with the Teacher-Librarian prior to assigning topics to make sure that the appropriate resources are available.

Also check media collection from Library and Learning Resources (online selection/booking), and the school library website.

Expectations from: *Information Studies, Kindergarten to Grade 12* (Ontario School Library Association)

Inquiry and Research
Overall Expectations: Prepare for Research
- explore information needs
- relate prior knowledge

Overall Expectations: Access Resources
- collaborate with others to share findings and ideas

Overall Expectations: Process Information
- analyse and evaluate the information

Teacher Reflections

Description
The class will be introduced to the research process, and why we undertake research.

Expectations

> **Groupings**
>   Students Working As A Whole Class
>   Students Working In Small Groups
>
> **Teaching / Learning Strategies**
>   Brainstorming
>   Discussion
>   Inquiry Process
>   Questioning Process
>
> **Assessment**
> Teacher will observe students' participation and listening skills during this lesson and keep anecdotal records.
>
> **Assessment Strategies**
>   Observation
>
> **Assessment Recording Devices**
>   Anecdotal Record

Teaching / Learning
The teacher-librarian will brainstorm the research process with the students.
Do you remember a project from a previous grade? What did you do? How do you research or find out about "stuff" that you are interested in?

The teacher-librarian will outline the 4 stages of research using an overhead transparency or poster of the research Question Mark (*Student Research Guide* p. 4) and the handout "What is the Research Process?" (*Student Research Guide* p. 3)
Stage One: Prepare for research (getting ready to research)
Stage Two: Accessing Resources
    Brainstorm with students all the different resources available for the gathering of information. You may need to suggest places, experts, as well as standard video, books, Internet etc.
Stage Three: Processing Information (taking notes and keeping track of sources)
Stage Four: Transferring Learning (presenting/sharing with the class)

At the end of the lesson, have students complete the organizer "Research Process Word Scramble" in pairs or small groups. They can then check their answers with the overhead transparency of the research question mark.

Adaptations
You may want to provide students with a copy of the research Question Mark (transparency) to include in their Research Folders.

New France: The Research Process
A Partner Unit **An Integrated Unit for Grade 7**

Resources

Research Process Word Scramble　　　research word scramble.doc

Student Research Guide　　　Research "?" - copy and make transparency

Research Inquiry Poster　　　OLA

Overhead Projector

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* **(Ontario School Library Association)**

Inquiry and Research
Overall Expectations: Prepare for Research
- explore information needs
- identify ways information is organized
- relate prior knowledge

Overall Expectations: Access Resources
- collaborate with others to share findings and ideas

Teacher Reflections

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Description
The students will begin work on "Know, Want to Know, and Learned" (KWL) graphic organizers. They will describe the background information they have about New France, and formulate questions to guide their research.

Expectations

7h15 A	– formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);
7h19	– construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);

Groupings
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies
Prompt
Visual/graphic Organizers
Questioning Process

Assessment
Assess the students' ability to formulate questions to guide their research. Have they produced a suitable number of questions? Are the questions relevant? thoughtful or superficial? Provide a level 1-4 assessment for their work. Include KWL Chart in Research Folder.

Assessment Strategies
Performance Task

Assessment Recording Devices
Rating Scale

Teaching / Learning
Students should be introduced to the KWL charts and told that they will only be filling out the first two columns (Know, Want to Know) of this organizer based on their topic selection.

Guide the class in thinking about what sorts of questions they might want to research.

Allow time for individuals to fill in their charts and then allow the students to work with their partners, share their ideas, and brainstorm as many new questions as they can.

Circulate through the class while the students work to help prompt them for ideas.

Collect KWL charts for assessment at end of period.

Adaptations

Resources

KWL chart   KWL chart2.doc

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* (Ontario School Library Association)

Inquiry and Research
Overall Expectations: Access Resources
- gather information using organizers, and conventions of text
- collaborate with others to share findings and ideas

Overall Expectations: Process Information
- sort information using a variety of formats and organizers

Teacher Reflections

Description

A short lesson on how to use encyclopedias and why students should access encyclopedias as their first research source to get a general overview of their topic.

Expectations

7h15 A	– formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France);
7h17 A	– analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
7e38	– identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays);
7e25	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;
7e27	• read independently, selecting appropriate reading strategies;

Groupings
Students Working In Pairs
Students Working As A Whole Class

Teaching / Learning Strategies
Advance Organizer
Discussion
Media Presentation

Assessment
Review the updated KWL charts. Provide a level 1-4 assessment for their work. Include revised KWL Chart in Research Folder.

Assessment Strategies
Observation

Assessment Recording Devices
Rating Scale

Teaching / Learning

Introduction

The purpose of this task is to discuss with students why we use encyclopedias as a research tool, different types of encyclopedias and which ones are best for this topic, how encylopedias are orgnized and how information is arranged in the text.

For on-line encyclopedias show students the various encyclopedia sets and explain the various educational levels of each encyclopedia. For example: *Encyclopedia Americana* (High School), *Grolier Multimedia* (Middle School), *New Book of Knowledge* (Grade 3 and up)

Explain that using the box "searching grolier on-line" will search all of the listed encyclopedias and reference resources.

Time to Research

Give students time to do some preliminary research using print or on-line encyclopedias only.

Allow access to Grolier on-line using the School Library website.

Now that the students have done some initial research into their topic, they are in a position to jot down what they have learned and revise their research and KWL charts (want to know questions).

Ask the student to think about what they read in the encyclopedias, and mark down some of the key ideas in

in the third column of their KWL chart. Partners can work individually then share, or work with their partner from the onset.

Classroom Work or Homework

Ask the students to revise their research questions (want to know) based on what they have learned so far. What new questions do they have? Can they eliminate some old questions that are not relevant? They may need to use the back of their work sheet for extra room.

Adaptations

For struggling and ESL readers, use *New Book of Knowledge* (on-line encyclopedia) or primary/easier language encyclopedias if available.

Resources

Encyclopedia Set(s)

Teacher's Guide: Encyclopedia

Grolier On-line Encyclopedia

New Book of Knowledge (Grolier Online Encyclopedia)

Notes to Teacher

Some on-line encyclopedias need a paid subscription. Many school board have paid for access to these on-line resources. You may need to investigate which sites your school/board has access to and if any passwords are required.

It would also be beneficial to spend some time browsing the sites you are planning to introduce so that you are familiar with how to navigate the site and some of the specific designs of the site.

Expectations from: *Information Studies, Kindergarten to Grade 12* **(Ontario School Library Association)**

Inquiry and Research
Overall Expectations: Prepare for Research
- relate prior knowledge

Overall Expectations: Access Resources
- select information appropriate to need using a variety of strategies
- gather information using organizers, and conventions of text
- collaborate with others to share findings and ideas

Overall Expectations: Process Information
- analyse and evaluate the information
- test ideas to adjust research and problem-solving strategies
- sort information using a variety of formats and organizers

Teacher Reflections

Description
Students will be shown how to use the Library Catalogue, search the catalogue for relevant resources, and locate the resources within the library. Students will also devise a series of search terms to help them find resources.

Expectations
7e37   – plan a research project and carry out the research;
7h16   – locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);

Groupings
    Students Working Individually
    Students Working In Pairs

Teaching / Learning Strategies
    Online Public Access Catalogues (opac)
    Questioning Process

Assessment
Teacher-Librarian and teacher observe students as they search the online catalogue, use and develop key words, locate and select resources in the library.

Check key words on students' KWL charts.

Resource lists printed from Library Catalogue search should be included in Research Folder.

Assessment Strategies
    Observation

Assessment Recording Devices
    Rating Scale

Teaching / Learning
Lesson 1

Tell the class that in their next classes they will be asked to find more information on their topic.
Discuss with the students the importance of having a *variety* of search words to help them find resources.
Most school libraries will not have books on the seigneurial system, or Port Royale *per se*. They will, however, have books that discuss these topics. They should think of terms and ideas that will help them broaden their search. Prompt the class to think of bigger ideas:
What unit is the class studying? "New France"
What is the bigger topic still? "Canada - History"
What are books about people called "biography"
In which province is Port Royale located "Nova Scotia"
and so on.
Ask the student to compile a list of their own search words (key words) to find resources and add their key words to the bottom of their KWL charts.

Lesson 2

The Teacher-Librarian will demonstrate to students how to use the school library catalogue and how to do a subject search.

Students will learn about using keywords (subject, author, title) and how to enhance or narrow their search based on their results.

Students will complete a list of resources available from the school library that they would like to look for and print this list for future reference. This list should be included in their Research Folder.

The Teacher-Librarian will also explain how the Dewey Decimal system works and how students can find the resources they have book marked from their search. The Teacher-Librarian may want to use the on-line multimedia tour of the Dewey Decimal system listed in the resources for this task.

Adaptations

Partner ESL and/or Special Education students with stronger students.

ESL and/or Special Education students may choose to use Picture Pac.

Resources

School Library Website

Dewey Decimal Multimedia Tour

School Library Catalogue: Ipac, Picture pac

Projector and Computers   1

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* **(Ontario School Library Association)**

Inquiry and Research
Overall Expectations: Prepare for Research
- define information needs
- identify ways information is organized
- relate prior knowledge

Overall Expectations: Access Resources
- locate a variety of appropriate resources
- collaborate with others to share findings and ideas

Teacher Reflections

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Description
The students will review the jot note taking process, and begin taking notes from their print resources.

Expectations

7e25	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes;
7e29 A	• decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources;
7e46	– use a variety of conventions of formal texts to locate information they need (e.g., hypertext, footnotes).
7h16 A	– locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
7e2 A	• use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions);

Groupings
Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies
Research Process
Questioning Process
Note Making

Assessment
Keep track of the students' ability to process the information, and produce notes.

Students should hand in all jot notes for teacher to look over and provide feedback. Provide a level 1-4 assessment for their work. Allow students to revise and add to their jot notes. All jot notes should be included in Research Folder at the end of the project. Jot notes are also part of the final project rubric.

Assessment Strategies
Observation
Conference

Assessment Recording Devices
Rating Scale
Rubric
Anecdotal Record

Teaching / Learning
Key concepts for this lesson are explained in the TDSB's *Student Research Guide*, pp. 25-33.

Discuss with the class the importance of taking jot notes over copying information out of a text. Introduce (or remind) the class of plagiarism, and how the note taking process can help them avoid plagiarism.

Provide a shared text (overhead projector, data projector, photocopied text) for the class to review and practice the idea of jot notes. Work through a paragraph or two with the students focusing on jotting down the key concepts in the fewest number of words so that is maintained. Guide the students away from notes that are either too long (mostly copied) or too short (won't remember ideas when they return to the notes in the future).

Distribute copies of pages 28 and 29 from the *Student Research Guide.*
Explain to the class the importance of noting the bibliographic information of their source at the top of the page.

Allow any time remaining in class for the students to begin taking notes from their sources. They will need additional time in class or as homework to continue. Over the next few days they should continue gathering notes from the variety or resources they are introduced to. The students should be expected to use at least one print resource, one encyclopedia, and one web site for their work. The students, however, should not begin their notes from the Internet until they have done the Web Site Evaluation (see next lesson).

Adaptations

Allow students to work with their partners during the note taking process so that they can discuss the information as they go, and decide on its relevance.

The teacher may want to help the weaker students through this process and provide additional time and support to complete their jot notes.

Resources

Research Rubric   Research Rubric.doc

Student Research Guide   Library and Learning Resources TDSB

Overhead Transparency

Overhead Projector

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* **(Ontario School Library Association)**

Inquiry and Research

Overall Expectations: Access Resources
- select information appropriate to need using a variety of strategies
- gather information using organizers, and conventions of text
- collaborate with others to share findings and ideas

Overall Expectations: Process Information
- analyse and evaluate the information
- sort information using a variety of formats and organizers

Teacher Reflections

Description
The students will be introduced to the process of evaluating a web site for quality and reliablity before they begin using information from the site.

Expectations

7h17	– analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
7h16	– locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
7e34 A	– make judgements and draw conclusions about ideas in written materials on the basis of evidence;
7e39 A	– use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose;

Groupings
Students Working In Pairs

Teaching / Learning Strategies
Analysing Bias/stereotype
Internet Technologies
Media Analysis

Assessment
Teacher and Teacher-Librarian observe how students apply demonstrated Internet website searching, how students are using website evaluation criteria, and monitor how students are adding to their jot notes.

Collect web site evaluation forms (*Student Research Guide* pp. 21-22). Provide a level 1-4 assessment for their work.

All jot notes should be included in students' research folders.

Assessment Strategies
Question And Answer (oral)
Observation

Assessment Recording Devices
Rating Scale
Anecdotal Record

Teaching / Learning
Key concepts for this lesson are explained in the TDSB's *Student Research Guide*, pp. 20-22.

Explain to the students the strengths and weaknesses of information available on the Internet.
Weaknesses include:
- too much information
- un-vetted information
- paid sponsorship for sites
- biased information ...

Strengths include:
- ease of access
- available from convenient locations

- lots of information ...

Handout copies of the *Checklist for Evaluating an Internet Site* (Research Guide, p. 21-22).

Explain the various catagories and ideas covered on the handout. Use a data projector to demonstrate the various ideas for the class.

Students will be expected to search the Internet for a variety of websites on their topic. Students will be expected to choose one site that meets most of the criteria agreed upon, and evaluate the site based on those criteria. This web site will be the one they should use for their internet jot notes.

Adaptations

The Checklist for Evaluating an Internet Source may be a bit complex for a typical grade 7 class. The teacher may wish to focus on a few key concepts: authorship indicated, sources cited, bias free or clearly indicated, relevent information.

Resources

Student Research Guide	Library and Learning Resources - TDSB	
School Library Website		
Data projector conected to a computer	1	

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* **(Ontario School Library Association)**
Inquiry and Research

Overall Expectations: Prepare for Research
- define information needs
- identify ways information is organized
- relate prior knowledge

Overall Expectations: Access Resources
- locate a variety of appropriate resources
- select information appropriate to need using a variety of strategies
- gather information using organizers, and conventions of text
- collaborate with others to share findings and ideas

Overall Expectations: Process Information
- analyse and evaluate the information
- test ideas to adjust research and problem-solving strategies
- sort information using a variety of formats and organizers

Teacher Reflections

Description
Students will take the notes they have made from various sources and begin to classify, prioritize and sequence the information they have gathered.

Expectations

7h14	– use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
7h17	– analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias);
7e3 A	• organize information to develop a central idea, using well-linked and well-developed paragraphs;

Groupings
Students Working In Pairs

Teaching / Learning Strategies
Research Process
Visual/graphic Organizers

Assessment
Students should hand in the Topic Organizer. Provide a level 1-4 assessment for their work and conference with students, allowing them to revise and expand their notes as necessary. Topic Organizer and any additional notes should be included in the Research Folder.

Assessment Strategies
Conference
Question And Answer (oral)

Assessment Recording Devices
Anecdotal Record
Rubric

Teaching / Learning
Once students have gathered lots of data, it is time to begin analysing the data that has been gathered. Students need to take a closer look at the information, dissect it and rearrange the information.

Refer to the lessons in *Information Power Pack*, *Intermerdiate Skillsbook* p. 51- 60 for further details.

Step One: Analysing Notes
Students will need to read over their notes, looking for key ideas.

Step Two: Organizing Ideas
Students will use a graphic organizer to regroup and reorganize the information from the various jot notes into appropriate categories.

Step Three: Evaluating
Students will look at their organized notes and make decisions, draw conclusions about the information. Is it balanced? Do they have enough information in each catagory? Do they need to find more information in one or two areas?

Adaptations

Resources

📄	**Topic Organizer**	Organizing Your Information.doc
📄	**Research Rubric**	Research Rubric.doc
📚	**Information Power Pack Intermerdiate Skillsbook**	Carol Koechlin, Sandy Zwaan
📚	**Think Literacy: Cross-Curricular Apporaches, Grades 7-12**	Ministry of Education Government of Ontario

Notes to Teacher

A further lesson on how to descriminate important information from jot-notes would be "Most/Least Important Ideas and Information" from *Think Literacy* p. 44

Expectations from: *Information Studies, Kindergarten to Grade 12* (Ontario School Library Association)

Inquiry and Research
Overall Expectations: Process Information
- analyse and evaluate the information
- test ideas to adjust research and problem-solving strategies
- sort information using a variety of formats and organizers
- synthesize findings to create meaning and formulate conclusions

Teacher Reflections

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Description
Students will be introduced to the idea of preparing visual aids or handouts to help the class with the upcoming oral presentations. They will learn of various options for their aid, and the expectations for this activity.

Expectations

7e1 A	• communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology);
7e6 A	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
7h19	– construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France);
7h20 A	– communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneury).

Groupings
Students Working In Pairs

Teaching / Learning Strategies
Communication Applications
Concept Clarification

Assessment
Teacher and Teacher-Librarian will confere with pairs to discuss and monitor what students are planning to produce.

The visual aids will be assessed with the final project rubric.

Assessment Strategies
Performance Task
Conference

Assessment Recording Devices
Anecdotal Record

Teaching / Learning
Have the class brainstorm the sorts of visual aids used during the lessons they see at school:
charts, maps, PowerPoint presentations, overheads, etc. Discuss how these aids help learners focus on the main idea of the lesson.

Students are asked to think about their oral presentation and the information they will present and visual aids needed to enhance their delivery. They will be asked to plan what items of information the audience needs help visualizing.
Students will be asked to produce a handout that they will use with their oral presentations.
They should focus on the 3 or 4 most important points to include on the handout.
They should decide on a picture, map, graph, etc. to include on the handout. The Internet is a good source for electronic resources, or the images can be scanned into a computer.

The images and text should be put together in a word processing program.

Remind the students that they will need to credit the source of their image on the handout.

Adaptations
If time and the resources allow, the students may be able to get into more involved visual aids. The computer teacher, for example, could introduce the students to PowerPoint or a slide show application.

Resources

AppleWorks 6.2

ClarisWorks 5.0 (English)

Internet access for images

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* (Ontario School Library Association)

Inquiry and Research
Overall Expectations: Process Information
- analyse and evaluate the information
- test ideas to adjust research and problem-solving strategies
- sort information using a variety of formats and organizers
- synthesize findings to create meaning and formulate conclusions

Overall Expectations: Transfer Learning
- revise product appropriate to purpose, audience
- present findings in a variety of forms

Teacher Reflections

Description
Teacher will review exemplary presentation skills with students.

Expectations

7e61   – rehearse and revise their material before making a
          presentation (e.g., reorder ideas, change the
          conclusion);
7e62   – identify some of the ways in which non-verbal
          communication techniques (e.g., tone of voice and
          body language) can affect audiences, and use
          these techniques in their own speech to arouse and
          maintain interest, and convince and persuade their
          listeners;
7e63   – use eye contact, variations in pace, appropriate
          gestures, and such devices as the "pause for effect"
          in presentations;

Groupings
Students Working In Small Groups

Teaching / Learning Strategies
Oral Presentation
Rehearsal/repetition/practice

Assessment
This activity is preliminary work. Their final
presentations will be assessed later.

Assessment Strategies
Question And Answer (oral)
Observation

Assessment Recording Devices

Teaching / Learning

Based on the lesson in *Think Literacy* "Presentations: Presentation Modeling" p. 194 - 196

The teacher prepares a brief presentation for the class that demonstrates ineffective presentation skills.
Students will observe this presentation and write down areas in need of improvement.

Ask students to discuss their observations in small groups. The groups need to compile a list of ideas to be
presented to the class. The class, as a whole, discusses the areas in need of improvement.

The teacher prepares a new presentation for the class, making the improvements suggested.

Distribute the BLM from *Think Literacy* "Effective Presentation Skills" p. 195. Have a discussion with students
to see if anything is missing that needs to be added.

Adaptations

Resources

Think Literacy: Cross-Curricular   Ministry of Education Government of Ontario
Apporaches, Grades 7-12
Think Literacy Teacher Resource

Notes to Teacher

Expectations from: I*nformation Studies, Kindergarten to Grade 12 (*Ontario School Library Association)
Inquiry and Research

Overall Expectations: Transfer Learning
- revise product appropriate to purpose, audience, and format
- present findings in a variety of forms
- transfer skills and knowledge to solve problems and make decisions

Teacher Reflections

Description
Students will present their research findings on their topic relating to New France to the class.
Students will act as the teacher for their topic distributing their handouts, and presenting their information to the class. The rest of the class will listen attentively to the presentation and take notes on the information.

Expectations

7e6 A	• produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);
7e37 A	– plan a research project and carry out the research;
7e57 A	– regularly incorporate new vocabulary into discussions and presentations;
7h14 A	– use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;
7h16 A	– locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet);
7h20 A	– communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneury).
7e63 A	– use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;

Groupings
Students Working In Pairs

Teaching / Learning Strategies
Oral Presentation

Assessment
Teacher and TL conference with paired students and provide time for students to plan, finalize presentation/resources, and practice oral presentation.
Share rubric at the planning stage so that students have criteria.

Assessment Strategies
Classroom Presentation

Assessment Recording Devices
Rubric

Teaching / Learning
Students will have had multiple opportunities to plan, finalize presentation/resources, practice, conference with the teacher and Teacher-Librarian prior to oral presentation.

Adaptations
ESL students may take on less of speaking role while contributing to written, visual aids

Resources

New France Presentation Rubric

Notes to Teacher

Expectations from: *Information Studies, Kindergarten to Grade 12* (Ontario School Library Association)

Inquiry and Research
Overall Expectations: Transfer Learning
- revise product appropriate to purpose, audience, and format
- present findings in a variety of forms
- transfer skills and knowledge to solve problems and make decisions

Teacher Reflections

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Description
Students will have the opportunity to think back over the research process and evaluate the work they have done througout the unit.

Expectations

> **Groupings**
> Students Working Individually
>
> **Teaching / Learning Strategies**
> Reflection
>
> ## Assessment
> Students will submit their reflections to the teacher.
>
> **Assessment Strategies**
> Self Assessment
>
> **Assessment Recording Devices**

Teaching / Learning
Ask the student to think back about all the work they have done during this unit and to complete the Research Reflection page (*Build Your Own Information Literate School,* p. 171).
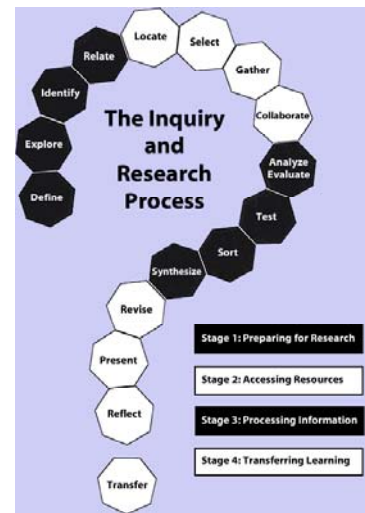
Adaptations

Resources

Build your Own Information Literate School Keochlin, Carol and Sandi Zwaan

Notes to Teacher

Teacher Reflections

Appendices
New France: The Research Process

A Partner Unit

Resource List:
Blackline Masters:
Rubrics:
Unit Expectation List and Expectation Summary:
Unit Analysis:

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Rubric

☐ **New France Presentation Rubric**   **ST 11**
   3
   A rubric based on the presentation and the information
   contained in the presentation.

Blackline Master / File

☐ **KWL chart**   **ST 3**
   KWL chart2.doc

☐ **Project Outline**   **ST 1**
   ResearchProcess.doc
   A written outline of the project with the culminating task
   outlined for students.

☐ **Research Folder Check List**   **ST 1**
   CheckList.doc

☐ **Research Process Word Scramble**   **ST 2**
   research word scramble.doc

☐ **Research Rubric**   **ST 1**
   Research Rubric.doc

☐ **Research Rubric**   **ST 6**
   Research Rubric.doc

☐ **Research Rubric**   **ST 8**
   Research Rubric.doc

☐ **Topic Organizer**   **ST 8**
   Organizing Your Information.doc
   Students can use this organizer to divide their information
   from a variety of sources into sub-topics.

Licensed Software

☐ **AppleWorks 6.2**   **Unit**
☐ **AppleWorks 6.2**   **ST 9**
☐ **ClarisWorks 5.0 (English)**   **Unit**
☐ **ClarisWorks 5.0 (English)**   **ST 9**

Print

☐ **Build Your Own Information Literate School**   **Unit**
   Koechlin, Carol, and Sandi Zwaan
   0931510899
   -a collection of comprehensive lessons to teach
   information literacy.

☐ **Build Your Own Information Literate School**   **ST 1**
   Koechlin, Carol and Sandi Zwaan
   RVLConect - p. 59 (Skill Explanation- p.56-57

☐ **Build your Own Information Literate School**   **ST 12**
   Keochlin, Carol and Sandi Zwaan
   1-55138-133-8
   My Research Reflections. p.171

☐ **Encyclopedia Set(s)**   **ST 4**
   -it is important to have print encyclopedia sets as well as
   electronic

☐ **Information Power Pack Books**   **Unit**
   Koechlin, Carol and Sandi Zwaan
   Series of 3 Books
   Teaching Tools for the Information Age 1-55138-084-6;
   Junior Skillsbook 1-55138-085-4; Intermediate Skillsbook
   1-55138-086-2
   Resource -lots of reproducible pages to support the
   research process

☐ **Information Power Pack Intermerdiate Skillsbook**   **ST 8**
   Carol Koechlin, Sandy Zwaan
   1551380862
   - p. 51- 60

☐ **Information Studies: Kindergarten to Grade 12**   **Unit**
   OSLA (Ontario School Library Association)
   School library curriculum document that provides a
   foundation of informaiton skills including the 4 stage
   research process.

☐ **Research Inquiry Poster**   **ST 2**
   OLA
   Available in most school libraries.

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

☐ **Student Research Guide** **Unit**

Library and Learning Resources - TDSB
Curriculum Distribution -Tippett Centre
A student guide developed by the Library and Learning
Resources Dept. of the Toronto District School Board to
support the implementation of the Ont. curriculum and to
assist students in developing information literacy skills.

☐ **Student Research Guide** **ST 2**
Research "?" - copy and make transparency
TDSB Library and Learning Resources
Research "?" (question mark) p. 3, 4 - copy and make
transparency
Available on school library website

☐ **Student Research Guide** **ST 6**
Library and Learning Resources TDSB
notetaking pp. 25-31

☐ **Student Research Guide** **ST 7**
Library and Learning Resources - TDSB
Evaluating web sitespp. 20-22

☐ **Teacher's Guide: Encyclopedia** **ST 4**
Most encyclopedias come with a teacher's guide.

☐ **Think Literacy: Cross-Curricular Apporaches,** **ST 8**
Grades 7-12
Ministry of Education Government of Ontario
077945426X
p. 44

☐ **Think Literacy: Cross-Curricular Apporaches,** **ST 10**
Grades 7-12
Ministry of Education Government of Ontario
077945426X
p. 194-196

☐ **Think Literacy - Cross-Curricular Approaches** **Unit**
Gr. 7 - 12
Ministry of Education Government of Ontario
ISBN 0-7794-5426-X
 A resource document intended for teachers of all subject
areas from grades 7 to 12. It provides practical
approaches to help students master basic skills of reading,
writing and oral communication in all subject areas.

Media

☐ **Canada: A People's History** **Unit**
CBC
Library and Learning Resources Media Library-
Tippett
Book through Medianet

☐ **Canada A People's History** **ST 1**
CBC
Episode 3: Claiming the Wilderness

☐ **Medianet** **ST 1**
TDSB
Check video resources available from Medianet

Website

☐ **Adventures in New France** **Unit**
http://www.civilisations.ca/vmnf/avent/avent-en.htm
This site targets children of the senior elementary level,
who explore with their guide, Pierre Boucher. While
reading an imaginary travel diary, students are given the
opportunity to live the experiences of the famous pioneer
and they must consult various documents in order to
situate the events in their proper context. During their
"voyage", participants are invited to maintain their own
personal diary and communicate their discoveries to other
students

☐ **Canadian Encyclopedia** **Unit**
http://www.thecanadianencyclopedia.com/i
access from SLIC website

☐ **CBC History** **Unit**
 http://history.cbc.ca/histicons/
Information and resources to support the CBC series,
Canada: A People's History

☐ **Dewey Decimal Multimedia Tour** **ST 5**
http://www.oclc.org/dewey/resources/tour/
Online tour of the Dewey Decimal Classification (DDC)
system explains how you can use the DDC to organize
information on any topic under the sun. access from the
School Library Website

☐ **Grolier On-line Encyclopedia** **ST 4**
http://go.grolier.com/
Launch form the School Library Website. For Home
Access password check with TL

☐ **New Book of Knowledge (Grolier Online** **ST 4**
Encyclopedia)
http://go.grolier.com
Launch form the School Library Website. For Home
Access check with TL for password

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

☐ **New France, New Horizons** **Unit**

http://www.champlain2004.org/html/exhibition.html

An online exhibition that describes the adventure of New France, from the first voyages of discovery, to the end of the French Regime. It is comprised of 350 archival documents arranged under 12 themes. The manuscripts, printed material, maps and charts, plans, portraits, engravings, and medals have been chosen for their visual and illustrative quality, their emotional impact, and their relevance

☐ **School Library Catalogue: Ipac, Picture pac** **ST 5**

http://www.tdsb.on.ca/libraries/Links.asp?schoolNo=1
0

Access IPAC, Picture Pac from SL website All TDSB school libraries have a web site. Listed is the generic address, each school has its own unique web address

☐ **School Library Website** **Unit**

http://www.tdsb.on.ca/libraries/Links.asp?schoolNo=1
0

Each school library has it's own unique address, use your school library website. The address given here is a generic one. You can use the school library website to access Internet search tools, online encyclopedias and databases and preselected websites.

☐ **School Library Website** **ST 5**

http://www.tdsb.on.ca/libraries/Links.asp?schoolNo=1
0

Each Toronto District School Library ha a website with a unique web address- Listed is the generic TDSB School Library Websites

☐ **School Library Website** **ST 7**

http://www.tdsb.on.ca/libraries/Links.asp?schoolNo=1
0

Toronto District School Board's Library Website- generic address-each school has its own unique address
access Google one key, Link to Learning, Historica site, Kidsclick

☐ **Think Literacy Teacher Resource** **ST 10**

http://www.hpcdsb.edu.on.ca/literacy/think_literacy_te
acher_resource_.htm

Put together by the Perth-Huron District School board, sections of the Think Literacy document is available on-line.

Material

☐ **Internet access for images** **ST 9**

☐ **Overhead Transparency** **ST 6**

Choose a piece of non-fiction text to use as a model for demonstrating jot notes.

Equipment / Manipulative

☐ **Data projector conected to a computer** **ST 7**

1

per class

☐ **Overhead Projector** **ST 2**

☐ **Overhead Projector** **ST 6**

☐ **Projector and Computers** **ST 5**

1

per person

Using the computer lab would be the best option for this lesson. Teachers will, however, have to adapt to the equipment they have available and access to.

☐ **Research Folder** **ST 1**

1

per person

Student Name: _____

Date: _____

New France Presentation Rubric
for use with Subtask 11 : Presentations
from the Grade 7 Unit: **New France: The Research Process**

Expectationsfor this Subtask to Assess with this Rubric:

7e6 • produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic);

7e57 – regularly incorporate new vocabulary into discussions and presentations;

7e63 – use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations;

7h14 – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations;

7h20 – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneury).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Presentation	– speaks unclearly – presents limited information – rarely addresses audience	– speaks with some clarity and some precision – presents some meaningful information – occasionally addresses audience	– speaks clearly and precisely – presents meaningful information – addresses audience throughout	– speaks clearly, precisely, and confidently – presents a great deal of meaningful information – captivates audience
Visual Aid	– contains few key points of presentation – image does not help clarify presentation – language conventions below grade expectations	– contains some key points of presentation – image vaguely relates to topic – language conventions approaching grade expectations	– contains many key points of presentation – image helps clarify presentation – language conventions meet grade expectations	– contains all key points of presentation – image clarifies presentation – language conventions exceed grade expectations
Understanding of concepts	– shows understanding of few of the concepts – rarely gives complete explanations – rarely uses appropriate terminology, vocabulary, and symbols	– shows understanding of some of the concepts – sometimes gives complete explanations – sometimes uses appropriate terminology, vocabulary, and symbols	– shows understanding of most of the concepts – usually gives complete or nearly complete explanations – usually uses appropriate terminology, vocabulary, and symbols	– shows understanding of all (or almost all) of the concepts – consistently gives complete explanations – consistently uses appropriate terminology, vocabulary, and symbols

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

		Selected	Assessed

English Language---Writing

☐ **7e1** • communicate ideas and information for a variety of purposes (to outline an argument, to report on observations) and to specific audiences, using forms appropriate for their purpose and topic (e.g., write a lab report for an audience familiar with the scientific terminology); — **1**

☐ **7e2** • use writing for various purposes and in a range of contexts, including school work (e.g., to make point-form notes from a text, to jot down personal impressions); — **1**

☐ **7e3** • organize information to develop a central idea, using well-linked and well-developed paragraphs; — **1**

☐ **7e6** • produce media texts using writing and materials from other media (e.g., a poster inviting members of the community to a school play; a multi-media presentation on an assigned topic); — **2**

English Language---Reading

☐ **7e25** • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes; — Selected **2**

☐ **7e27** • read independently, selecting appropriate reading strategies; — Selected **1**

☐ **7e29** • decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources; — Assessed **1**

☐ **7e34** – make judgements and draw conclusions about ideas in written materials on the basis of evidence; — Assessed **1**

☐ **7e37** – plan a research project and carry out the research; — Selected **1** Assessed **1**

☐ **7e38** – identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays); — Selected **1**

☐ **7e39** – use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose; — Assessed **1**

☐ **7e46** – use a variety of conventions of formal texts to locate information they need (e.g., hypertext, footnotes). — Selected **1**

English Language---Oral and Visual Communication

☐ **7e48** • ask questions and discuss different aspects of ideas in order to clarify their thinking; — Selected **1**

☐ **7e50** • express and respond to a range of ideas and opinions concisely, clearly, and appropriately; — Selected **1**

☐ **7e57** – regularly incorporate new vocabulary into discussions and presentations; — Assessed **1**

☐ **7e61** – rehearse and revise their material before making a presentation (e.g., reorder ideas, change the conclusion); — Selected **1**

☐ **7e62** – identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners; — Selected **1**

☐ **7e63** – use eye contact, variations in pace, appropriate gestures, and such devices as the "pause for effect" in presentations; — Selected **1** Assessed **1**

☐ **7e64** – listen and respond constructively to alternative ideas or viewpoints; — Selected **1**

☐ **7e65** – express ideas and opinions confidently but without trying to dominate discussion; — Selected **1**

History---New France

☐ **7h14** – use appropriate vocabulary (e.g., seigneurial system, rivalry, expulsion, Acadian) to describe their inquiries and observations; — Selected **1** Assessed **1**

☐ **7h15** – formulate questions to facilitate gathering and clarifying information (e.g., on the impact of the Church on life in New France); — Selected **1** Assessed **2**

☐ **7h16** – locate relevant information about how early settlers met the challenges of the new land in a variety of primary sources (e.g., artefacts, journals, letters, statistics, field trips, interviews, original documents, maps) and secondary sources (e.g., maps, illustrations, print materials, videos, CD-ROMs, Internet); — Selected **2** Assessed **2**

☐ **7h17** – analyse, synthesize, and evaluate historical information (e.g., examine historical accounts for evidence of bias); — Selected **2** Assessed **1**

☐ **7h19** – construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information (e.g., create a diagram illustrating the structure of the government in New France); — Selected **2**

☐ **7h20** – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written notes and reports, drawings, tables, charts, and graphs (e.g., create a chart illustrating the organization of the seigneury). — Assessed **2**

Expectation Summary

Selected `Assessed`

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

English Language

7e1 **1**	7e2 **1**	7e3 **1**	7e4	7e5	7e6 **2**	7e7	7e8	7e9	7e10
7e11	7e12	7e13	7e14	7e15	7e16	7e17	7e18	7e19	7e20
7e21	7e22	7e23	7e24	7e25 2	7e26	7e27 1	7e28	7e29 **1**	7e30
7e31	7e32	7e33	7e34 **1**	7e35	7e36	7e37 1 **1**	7e38 1	7e39 **1**	7e40
7e41	7e42	7e43	7e44	7e45	7e46 1	7e47	7e48 1	7e49	7e50 1
7e51	7e52	7e53	7e54	7e55	7e56	7e57 **1**	7e58	7e59	7e60
7e61 1	7e62 1	7e63 1 **1**	7e64 1	7e65 1	7e66	7e67	7e68	7e69	7e70

Core French

7f1	7f2	7f3	7f4	7f5	7f6	7f7	7f8	7f9	7f10
7f11	7f12	7f13	7f14	7f15	7f16	7f17			

Mathematics

7m1	7m2	7m3	7m4	7m5	7m6	7m7	7m8	7m9	7m10
7m11	7m12	7m13	7m14	7m15	7m16	7m17	7m18	7m19	7m20
7m21	7m22	7m23	7m24	7m25	7m26	7m27	7m28	7m29	7m30
7m31	7m32	7m33	7m34	7m35	7m36	7m37	7m38	7m39	7m40
7m41	7m42	7m43	7m44	7m45	7m46	7m47	7m48	7m49	7m50
7m51	7m52	7m53	7m54	7m55	7m56	7m57	7m58	7m59	7m60
7m61	7m62	7m63	7m64	7m65	7m66	7m67	7m68	7m69	7m70
7m71	7m72	7m73	7m74	7m75	7m76	7m77	7m78	7m79	7m80
7m81	7m82	7m83	7m84	7m85	7m86	7m87	7m88	7m89	7m90
7m91	7m92	7m93	7m94	7m95	7m96	7m97	7m98	7m99	7m100
7m101	7m102	7m103	7m104	7m105	7m106	7m107	7m108	7m109	

Science and Technology

7s1	7s2	7s3	7s4	7s5	7s6	7s7	7s8	7s9	7s10
7s11	7s12	7s13	7s14	7s15	7s16	7s17	7s18	7s19	7s20
7s21	7s22	7s23	7s24	7s25	7s26	7s27	7s28	7s29	7s30
7s31	7s32	7s33	7s34	7s35	7s36	7s37	7s38	7s39	7s40
7s41	7s42	7s43	7s44	7s45	7s46	7s47	7s48	7s49	7s50
7s51	7s52	7s53	7s54	7s55	7s56	7s57	7s58	7s59	7s60
7s61	7s62	7s63	7s64	7s65	7s66	7s67	7s68	7s69	7s70
7s71	7s72	7s73	7s74	7s75	7s76	7s77	7s78	7s79	7s80
7s81	7s82	7s83	7s84	7s85	7s86	7s87	7s88	7s89	7s90
7s91	7s92	7s93	7s94	7s95	7s96	7s97	7s98	7s99	7s100
7s101	7s102	7s103	7s104	7s105	7s106	7s107	7s108	7s109	7s110
7s111	7s112	7s113	7s114	7s115	7s116	7s117	7s118	7s119	7s120
7s121	7s122	7s123	7s124	7s125	7s126	7s127	7s128	7s129	7s130
7s131									

Geography

7g1	7g2	7g3	7g4	7g5	7g6	7g7	7g8	7g9	7g10
7g11	7g12	7g13	7g14	7g15	7g16	7g17	7g18	7g19	7g20
7g21	7g22	7g23	7g24	7g25	7g26	7g27	7g28	7g29	7g30
7g31	7g32	7g33	7g34	7g35	7g36	7g37	7g38	7g39	7g40
7g41	7g42	7g43	7g44	7g45	7g46	7g47	7g48	7g49	7g50
7g51	7g52	7g53	7g54	7g55	7g56	7g57	7g58	7g59	7g60
7g61	7g62	7g63	7g64						

History

7h1	7h2	7h3	7h4	7h5	7h6	7h7	7h8	7h9	7h10
7h11	7h12	7h13	7h14 1 **1**	7h15 1 **2**	7h16 2 **2**	7h17 2 **1**	7h18	7h19 2	7h20 **2**
7h21	7h22	7h23	7h24	7h25	7h26	7h27	7h28	7h29	7h30
7h31	7h32	7h33	7h34	7h35	7h36	7h37	7h38	7h39	7h40
7h41	7h42	7h43	7h44	7h45	7h46	7h47	7h48	7h49	7h50
7h51	7h52	7h53	7h54	7h55	7h56	7h57			

Health and Physical Education

7p1	7p2	7p3	7p4	7p5	7p6	7p7	7p8	7p9	7p10
7p11	7p12	7p13	7p14	7p15	7p16	7p17	7p18	7p19	7p20
7p21	7p22	7p23	7p24	7p25	7p26	7p27	7p28	7p29	7p30
7p31	7p32	7p33	7p34	7p35	7p36	7p37	7p38	7p39	7p40
7p41	7p42								

The Arts

7a1	7a2	7a3	7a4	7a5	7a6	7a7	7a8	7a9	7a10
7a11	7a12	7a13	7a14	7a15	7a16	7a17	7a18	7a19	7a20
7a21	7a22	7a23	7a24	7a25	7a26	7a27	7a28	7a29	7a30
7a31	7a32	7a33	7a34	7a35	7a36	7a37	7a38	7a39	7a40
7a41	7a42	7a43	7a44	7a45	7a46	7a47	7a48	7a49	7a50
7a51	7a52	7a53	7a54	7a55	7a56	7a57	7a58	7a59	7a60
7a61	7a62	7a63	7a64	7a65	7a66	7a67	7a68	7a69	7a70
7a71	7a72	7a73	7a74	7a75	7a76	7a77	7a78		

New France: The Research Process
A Partner Unit An Integrated Unit for Grade 7

Analysis Of Unit Components

- 12 Subtasks
- 40 Expectations
- 51 Resources
- 82 Strategies & Groupings

-- Unique Expectations --
- 20 Language Expectations
- 6 History Expectations

Resource Types

- 1 Rubrics
- 8 Blackline Masters
- 4 Licensed Software
- 16 Print Resources
- 3 Media Resources
- 12 Websites
- 2 Material Resources
- 5 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 0 Parent / Community
- 0 Companion Bookmarks

Groupings

- 4 Students Working As A Whole Class
- 8 Students Working In Pairs
- 2 Students Working In Small Groups
- 5 Students Working Individually

Teaching / Learning Strategies

- 1 Advance Organizer
- 1 Analysing Bias/stereotype
- 1 Brainstorming
- 1 Buddy System
- 1 Communication Applications
- 1 Concept Clarification
- 2 Discussion
- 1 Inquiry Process
- 1 Internet Technologies
- 1 Lecture
- 1 Media Analysis
- 2 Media Presentation
- 1 Note Making
- 1 Online Public Access Catalogues (opac)
- 2 Oral Presentation
- 1 Prompt
- 4 Questioning Process
- 1 Reflection
- 1 Rehearsal/repetition/practice
- 2 Research Process

Assessment Recording Devices

- 6 Anecdotal Record
- 6 Rating Scale
- 3 Rubric

Assessment Strategies

- 1 Classroom Presentation
- 3 Conference
- 7 Observation
- 2 Performance Task
- 4 Question And Answer (oral)
- 1 Self Assessment

New France: The Research Process

A Partner Unit **An Integrated Unit for Grade 7**

3   Visual/graphic Organizers

Name_____   Topic_____

KNOW	WANT TO KNOW	LEARNED from preliminary research

Search Words for future research:

THE RESEARCH PROCESS - NEW FRANCE

Welcome to the library. Over the next few weeks your class will be working in the library on a research project. During this time the librarian and your classroom teacher will be here to help you with the assignment.

TASKS:

- Research an aspect of life in New France using a variety or print and electronic resources
- Prepare a one-page handout on your topic including information, and a picture/ map/ chart/ etc.
- Present your information to the class orally.

For this assignment the process is as important as the final product. You will be asked to perform a variety of specific tasks along the way, which will be evaluated as part of the project. All notes, charts, worksheets, and rough drafts should be kept in a research folder, and submitted with the final project. You are expected to be learning not just about New France, but about the research process as well. During this assignment you will be working with a partner for many of the tasks. It is important to note, though, that you are responsible for your own work. You may, for example, help each other take jot notes, but you should each have a copy of the notes.

Topics:

Seven Years' War	Jean de Brebeuf	Samuel de Champlain
Entertainment	Clothing	Port Royale
The Fur Trade	Ste. Marie among the Hurons	Acadia & the expulsion
The Signeurial System	Life on a Farm	Life in Town
Governance	The Catholic Church	The Quebec Act
The Plains of Abraham	Treaty of Paris	other?

All information should relate to life in New France in the 17th and 18th centuries.

Handout:

Your handout should be 1 page long and include the 3 or 4 most important points on your subject; and a chart, map, picture, or illustration to help the class understand the ideas. The handout should be type written and submitted to the teacher at least 1 day before your presentation so that it can be photocopied for the class.

Due Dates:

Handouts due:

Presentations in class

Name:_____

Checklist for Research Folder

The following items should be included in your research folder:

❑ Project outline

❑ Evaluation rubric

❑ RVL Chart

❑ Handout: "What is the Research Process?"

❑ Research Process Word Scramble (graphic organizer)

❑ KWL chart

❑ Printed Resource List (catalogue search)

❑ Jot note sheets
    ❑ Encyclopedia
    ❑ Print resource
    ❑ Internet resource

❑ Web Site evaluation

❑ Topic Organizer

❑ Handout - rough draft

❑ Handout - good copy

Research Process Word Scramble

Name: _____

Class: _____   **Date:** _____

Put the following terms into the correct stage:

- Define
- Transfer
- Synthesize
- Collaborate
- Locate
- Identify

- Present
- Gather
- Reflect
- Sort
- Analyse
- Select

- Explore
- Test
- Select
- Relate

Stage One
Preparing for Research

-
-
-
-

Stage Two
Accessing Resources

-
-
-
-

Stage Three
Processing Information

-
-
-
-

Stage Four
Transferring Learning

-
-
-
-

Name_____

Research Assignment Rubric

	level 1	level 2	level 3	level 4
Preparing for Research	• formulates few questions to guide research • produces few search terms • locates resources only with assistance	• formulates limited questions to guide research • produces some search terms • locates resources with some assistance	• formulates questions to guide research • produces a variety of search terms • locates resources independently	• formulates strong questions to guide research • produces a large variety of search terms • locates a large variety resources independently
Accessing Information	• has used little variety of sources • needs assistance to evaluate internet sources for reliability and suitability	• has used a limited variety of sources inc-luding some of books, encyclopedias, or the internet • evaluated internet sources for reliability & suitability with some assistance	• has used a good variety of sources including books, the internet and encyclopedias • evaluated internet sources for reliability and suitability	• has used a large variety of sources inc-luding books, the internet and encyclopedias. • critically evaluated internet sources for reliability and suitability
Processing Information	• takes few jot notes • includes little or no bibliographic material with notes • little organisation of notes into appropriate headings	• takes some jot notes • includes incomplete bibliographic material with notes • organised most notes into appropriate headings	• takes suitable jot notes • includes some bibliographic material with notes • organised notes into appropriate headings	• takes many jot notes • includes complete bibliographic material with notes • fully organised notes into appropriate headings
Transferring Learning	• project does not include edited rough draft • final project not typed or neatly written	• rough draft included, but little sign of editing • project typed or neatly written but with several errors	• project includes edited rough draft • final project typed or neatly written	• project includes well edited rough draft • final project typed or neatly written and well presented
Information	• little relevant information included • few aspects of the topic are covered	• some information is correct and complete • many aspects of the topic are covered	• information is mostly correct and complete • almost all aspects of the topic are covered	• information is correct and complete • all aspects of the topic are covered

Notes:

Organizing Your Information

Topic: _____

Sub-Topic:	Sub-Topic:
Sub-Topic:	**Sub-Topic:**