



**Arlington Public Schools
History & Social Studies Department**

School Committee Presentation

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Denny Conklin- Director of History & Social Studies



“Research” as defined by the APS History & Social Studies Department:

Research used to be going to the library, finding books, and checking out books. Today, many students view research as Googling a question and sorting through the results that appear on the first page. Today’s research is far more dynamic and requires a broader skillset from students. To meet these new demands, all history teachers require that students conduct research from online sources, books, magazines, charts, maps, and primary sources. In addition, the students are taught how to organize and use the information gained from these sources and how to recognize credible sources from the vast amount of information that results from Internet research. As the students progress, these skills expand to include a recursive approach to research that requires student to revisit earlier claims when confronted with evidence that is challenges their original claim(s).

History & Social Sciences Department Core Values



Academic Skills:

- Reading
- Writing
- Speaking & Listening
- **Research**
- Organization & Time Management
- Collaboration
- Note-taking



Historical Thinking Skills:

- Historical significance
- Evidence
- Continuity and change
- Cause & consequence
- Historical perspectives
- Ethical reflection
- Civic participation



Research in 2nd Grade



Jeanne Orlando @MrsOrlando206 · Mar 29
Great teamwork during our Japan research groups this afternoon!



Lynne Dichter @MsDichter210 · Mar 21
Today Japanese researchers looked at maps, books, photos and artifacts to "see, think, wonder."



Research in grades 3-5: Integrated Social Studies/ELA Units



3rd Grade Focus-Sources:

- Accessing information gained from nonfiction sources (maps, photographs, films, captions, etc...)
- Understanding the structure of a main idea and supporting details
- Writing information to convey ideas and information clearly.

4th Grade Focus- Evidence:

One of the reasons we know so much about the past is because of the artifacts that people have left behind. From the immigration time period, we have photographs, journals, diaries, newspaper articles, ship logs and many other primary sources that help historians piece together what happened in the past.

5th Grade Focus- Claims

- Creating an organization plan before research
- Strategies for evaluating sources and selectively taking notes
- Prioritizing information to share in research.
- Organizing information to developing their own ideas and claims about the information.

Research in Grades 6-12: Proficiency Benchmarks



Proficient students will be able to:

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

6-12 Research Paper Guide



Research Handbook

We Need Your Help



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- Writing a Paper
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- In-Text Citations

Introduction

In the immortal words of Douglas Adams:

DON'T PANIC

Research assignments can be complicated, but this guide is here to help.

Why research? Research isn't just something done by scientists in white lab coats, and it's not just a ten-page term paper during spring semester, though it could be either. Research is the process of investigation: finding, evaluating, and using information from multiple sources to answer a question, solve a problem, or support an argument. It's about being curious, seeking the truth, and creating new knowledge.

Research is how we educate ourselves, in or out of school, all the time, from understanding the causes of the Civil War or the effects of antibiotics on the human body, to deciding whether to buy a new phone, where to go to college, or which presidential candidate to support.

In different disciplines, research questions and methods vary. For example, research in experiments, whereas research in the humanities and social sciences may include arch Whatever the subject, when you conduct research you become part of an academic cor who came before you, participating in that conversation, and leaving something new be

It is as much about process as product. Research as a process includes asking question answers, reflecting back, then rinsing and repeating. In this handbook, we use the PRIC

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Although we discuss the steps in this order, it is really not a simple, linear process. Res you can and often should return to a previous stage. For example, as you develop your evidence and go back to take more notes. This does not mean you did it wrong the first

The research process is flexible and can be adapted to any information need, for schoo breath and dive in!



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Looking Ahead



- Summer PD work to begin a re-evaluation of the vertical alignment of the research process from grades 1-12
 - Repetition, practice, and reinforcement of skills
 - Student developed inquiry questions
- A specific grade 8-11 focus on the history research paper
- Gibbs project block as a way to build research skills and executive functioning skills
- History department research paper website with teacher-made instructional videos
- Continued work on source reliability