

ACTIVITY TWO: CREATING A RESEARCH PLAN

ACTIVITY TIME: 60 MINUTES

TEACHER CREATED MATERIALS

- › Student Research Plan
- › Sample Student Research Plan

ACTIVITY PREPARATION

- › Make one copy of the Student Research Plan for each student (or distribute electronically).
- › Decide if students will work individually or in small groups.
- › Test all online resources before class.

ACTIVITY PROCEDURE

WHAT IS A RESEARCH PLAN? (20 MINUTES)

- › Explain that the next step in historical research involves creating a research plan.
- › Discuss the goal of a research plan:
 - › A research plan allows students to brainstorm keywords and concepts related to their research question.
 - › A research plan helps students develop a strategy for finding relevant primary and secondary sources.
- › Ask a volunteer to share a “Wonder” question from the Student Inquiry Notes they developed in Activity One.
- › Lead the class to brainstorm keywords, people, events, places, ideas, or dates useful in searching for information about the question. Make a list that is visible to the students.
- › Lead the class to brainstorm places where they could find primary and secondary sources. Make a list that is visible to the students.

RESEARCH PLAN COMPLETION (40 MINUTES)

- › Organize students into groups if desired.
- › Distribute one Student Research Plan to each student and briefly introduce the students to the questions.
- › Draw attention to the fact that the last question is open-ended.
- › Tell students that they will be developing a Student Research Plan.
 - › Topic: Harlem Renaissance
 - › Research Question: How did African Americans define cultural freedom during the Harlem Renaissance?
- › Direct students to work individually or in their groups, referring to the Historical Background handout used in Activity One.
- › Monitor and encourage students to choose terms that are as specific as possible. Encourage students to consider using synonyms.
- › Lead a classroom discussion once students have had sufficient time to complete their plan, using the Sample Student Research Plan as your guide.
- › Remind students that research and inquiry are recursive and reflective. They will be returning to and editing their research plan as they move through the research process.

STUDENT RESEARCH PLAN

Topic: _____

Research Question: _____

What are some important keywords, events, ideas, dates, and people related to your topic? These words will help you search for information. Remember to double-check your spelling.

What kind of secondary sources will be helpful in your research? Check the types of sources you will search for below. List your own as well.

- | | | | |
|---|---|-----------------------------------|---|
| <input type="checkbox"/> book | <input type="checkbox"/> database article | <input type="checkbox"/> website | <input type="checkbox"/> academic journal |
| <input type="checkbox"/> documentary film | <input type="checkbox"/> biographies | <input type="checkbox"/> textbook | <input type="checkbox"/> newspaper articles |

What kind of primary sources will be helpful in your research? Check the types of sources you will search for below. List your own as well.

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> newspaper articles | <input type="checkbox"/> diary/journal | <input type="checkbox"/> government documents | <input type="checkbox"/> photographs |
| <input type="checkbox"/> speeches | <input type="checkbox"/> autobiographies | <input type="checkbox"/> material objects | <input type="checkbox"/> sheet music/song lyrics |
| <input type="checkbox"/> films | <input type="checkbox"/> letters | <input type="checkbox"/> eyewitness interviews | <input type="checkbox"/> legal records |

Where can you find these secondary and primary sources?

STUDENT RESEARCH PLAN

Topic: The Harlem Renaissance

Research Question: How did African Americans define cultural freedom during the Harlem Renaissance?

What are some important keywords, events, ideas, dates, and people related to your topic? These words will help you search for information. Remember to double-check your spelling.

| | | | |
|-----------------|--------------------|----------------------|------------------|
| New Negro | Harlem | 1920s | Langston Hughes |
| Bessie Smith | Zora Neale Hurston | James Weldon Johnson | Carl Van Vechten |
| Great Migration | Jazz | Blues | New York City |

What kind of secondary sources will be helpful in your research? Check the types of sources you will search for below. List your own as well.

| | | | |
|--|--|--|--|
| <input checked="" type="checkbox"/> book | <input checked="" type="checkbox"/> database article | <input checked="" type="checkbox"/> website | <input checked="" type="checkbox"/> academic journal |
| <input checked="" type="checkbox"/> documentary film | <input checked="" type="checkbox"/> biographies | <input checked="" type="checkbox"/> textbook | <input checked="" type="checkbox"/> newspaper articles |
| museum guides | exhibition materials | literary analysis | museum blog |

What kind of primary sources will be helpful in your research? Check the types of sources you will search for below. List your own as well.

| | | | |
|--|---|--|---|
| <input checked="" type="checkbox"/> newspaper articles | <input checked="" type="checkbox"/> diary/journal | <input type="checkbox"/> government documents | <input checked="" type="checkbox"/> photographs |
| <input type="checkbox"/> speeches | <input checked="" type="checkbox"/> autobiographies | <input checked="" type="checkbox"/> material objects | <input checked="" type="checkbox"/> sheet music/song lyrics |
| <input checked="" type="checkbox"/> films | <input checked="" type="checkbox"/> letters | <input type="checkbox"/> eyewitness interviews | <input type="checkbox"/> legal records |
| poems | short stories and novels | music recordings | paintings |

Where can you find these secondary and primary sources?

Student answers will vary.