

Lesson 7: Where will the research take you?

Essential Questions/Enduring Understandings:
How are different perspectives on history found?
How do we choose what history is “important”?

Materials needed:

Research notebooks and handouts collected over the unit’s duration
[“Where do I go from here?” handout](#)

Setting the Purpose:

The students will determine their own research questions and research multiple sources to see what answers they come up with. Students will then write a research paper from the information they gather and create a flowchart of the pathway of their research.

Procedure:

1. Have students get into groups of 4 or 5. Have them take a few moments to dig through their research notebooks and pull together all the questions they came up with while researching Abel Harwood.
2. Pass out the “Where do I go from here?” handout.
3. Students use the list of questions generated to develop the list.

If students are not sure where to go with their research, possible research projects could include:

Illinois State Constitution

Women’s Suffrage

Abolitionists

The Whig Party

Harwood Family line (there are genealogy sites on the web)

George W. Harwood (Civil war soldier, brother of Abel)

Landmarks in Champaign Co.

Land ownership in Illinois around the time of Abel

And much more!

4. After completing the list, walk through the research project (explained on handout) to the children. Depending on their grasp of research, you may want to spend a day just reviewing research techniques and documentation. They will have previous knowledge of writing expository work, but depending on the experiences of the class, you may want to review what a good expository paper looks like.
5. Once the questions are formulated, have the students list first steps they will take in their research. Where do they think they should look first, what smaller questions might they start with that would answer their bigger question?

6. Pass around a piece of paper and have students write down their final question (with their name). Take this list, type it up and make a copy for each student. This way, as they run into information, if it helps another student, they know who to direct information to.
7. Depending on the time you choose to spend on this unit, having time set aside for web research, a visit to the [Champaign](#) or [Urbana public library](#), and a visit to the [Cattle Bank in Champaign](#) would be of great benefit to find answers to their research questions.
8. During the research phase, each day distribute a research page where they can record information for the day, and close thinking of questions/paths to explore the next day. Have daily meetings with students to check in on how they are progressing. Encourage students to talk to each other when they are stuck, especially those that came up with similar questions. Remind students to refer to class question list, and to let others know when they might have found answers to another question.
9. After information has been compiled, give students time to write up their findings into a clear research paper. Give time for peer editing as well, and typing of the final copy. Remind students to do their flowchart.
10. On the last day, have students display their research papers and flowcharts so that all can read all the wonderful history found, and the different paths they took from one historical document.
11. After the last day of study, have the children complete the [self-reflection](#) sheet. If time, discuss reflections.

Time frame for lesson:

Week to week and a half/5-8 class periods, or more depending on quality of research done.

Analysis of Local Primary Sources:

They will use all of the documents they gathered and analysis to write a coherent paper on their research question.

Assessment:

[Rubric](#) to assess final research project.

Check flowchart for completion.

Daily check in grades to see how research is coming along.