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2. Bios:
Lisa Lopez-Carickhoff is the Director of Libraries and Information Services at The Baldwin School, a PreK-12 all-girls independent school, in the suburban Philadelphia area. Much of her research work with students centers around the Upper School History curriculum. Through a partnership with colleagues in the Department of History, she is able to contribute to a deep research experience for students, that both builds their information literacy and writing skills and encourages an authentic curiosity about history. Lisa has worked in education for twelve years, as both a teacher and a librarian in independent and public schools, primarily at the secondary level.

Jennifer Cutler is an Upper School History teacher at the Baldwin School, a PreK-12 all-girls independent school, in the suburban Philadelphia area. Previously, she taught Upper School History at The Chapin School, a private all-girls school in Manhattan. Jennifer began her teaching career in the D.C. suburbs at McLean High School, where she taught History and French. Jennifer teaches history through inquiry and project-based learning and has made presentations about these methods at EdCamp and PAIS (Pennsylvania Association of Independent Schools) conferences.

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4. Lesson plan title:
Learning History Through Research: Religious Belief Systems of South and East Asia
Learning History Through Research:
Religious Belief Systems of South and East Asia

Subjects covered:
- History (content knowledge including religious belief systems, role of religion in society, cultures and communities of South and East Asia)
- Using information resources and the historical research process

Target grade level:
- Grade 9
- Note that the process described in this lesson plan is also used with students in older grades with only slight modifications, including shorter overall time frame and little/no in-class time for writing workshop. Additionally, students in older grades may begin to work with non-text primary sources (images, objects, etc.).

Learning objectives:
After successful completion of the learning experience, students will be able to answer the questions:
- What are the steps of the historical research process?
- What are primary sources and how do we find them?
- What are scholarly secondary sources and how do we find them?
- What does it mean to analyze and synthesize primary and secondary sources?
- How do we effectively use primary and secondary sources to support our assertions and arguments?

Time estimate for lessons and assignments:
- 3-4 weeks of regularly scheduled classes on a block schedule (approx. 8, 70 minute class sessions)
Detailed lesson plan description:

Prior Knowledge Expected:

Prior to beginning the research project, the students will have obtained an overview of the origins of and core beliefs of four particular religions of South and East Asia - Hinduism, Buddhism, Confucianism, Daoism. They will be familiar with the texts that hold the core beliefs of these religions, and excerpts from these texts may be used as the primary sources for this project. This background piece occurs in the History classroom, and is directed by the History teacher. Methods and resources for the background learning include but are not limited to: selected readings from the history textbook, selected secondary source articles (from databases), direct instruction by the teacher, guided large-group conversation, individual and small group assignments focused on content knowledge (including content question sets, comparison charts, etc.)

Research Project Step I: Using prior knowledge to build curiosity (independent assignment to be completed outside of class time)

Working independently, students complete a KWL chart (see attached) for each of the four religions studied.

Students then select one of the four religions and, in the “W” (What I Want to Know) column of their chart for that religion, they highlight 1-2 questions that will guide their search for primary and secondary source documents and help them move toward a research question and thesis.

Research Project Step II: Introduction to primary sources and scholarly secondary sources (approx. 20 min.)

Use sample primary and secondary sources on one specific sample topic (see below), to address the following questions through a combination of direct instruction and large group discussion:
-What does the term “primary source” mean? What does the term “scholarly secondary source” mean?
-What is/is not a primary source? What is is not a scholarly secondary source?
What are the differences between primary and secondary sources? How do we use them in conjunction?

**Sample primary source:**
The *Analects of Confucius*, excerpted relevant sections

**Sample research question:**
What does the *Analects of Confucius* say about ethical behavior?

**Sample scholarly secondary sources:**

**Research Project Step III: Exploring the primary sources (120 min. over two sessions)**

Brief review through large group discussion: What primary sources are relevant to the study of these four South and East Asian religions? (approx. 5 min.)

Review of the sacred texts that are core to the origin of each of the religions, discussion of other documents (communications, stories, etc.) that may be relevant to the origin of each of these religions.

Direct instruction and large group discussion: Where do we find primary sources? (approx. 20 min.)

**Print:**
- Explanation of the various tools and processes for locating (text) primary sources in print, including use of online catalog to identify books on library shelves.
- Demonstration/modeling of the various “paths” to a primary source: collections of primary sources, excerpted pieces within secondary sources, author’s research notes in secondary sources, bibliographies of secondary source articles and books

**Digital:**
- Explanation of the various tools and processes for locating digital primary sources. The databases and websites selected by the teachers for the project are made available to the students along with the other project instructions and resources, within the online course management system (in our case, Haiku learning).
Demonstration/modeling of the various digital collections: databases exclusively containing primary sources, broader databases that contain a mix of primary and secondary sources, and selected websites (higher ed. and historical institution collections) dedicated only to primary sources.

Independent student exploration of primary sources (approx. 95 min., over two sessions)
Using their “W” questions (see Step I, above), students begin to explore primary sources. This is an open session in which teachers are largely “hands-off.”
-Students identify and locate print materials that may contain relevant primary sources using online library catalog, then use search strategies as described in direct instruction/class discussion (search terms, excerpted sections, author notes, bibliographies) to locate individual primary sources.
-Students search relevant databases and websites using search terms, as described in direct instruction/class discussion, to find primary sources in electronic format.

Teacher gives final approval of each student’s primary source selection, checking for:
-Length: most sources are excerpted sections of longer texts. Checking to ensure that selection has enough “meaty content” to provide material for analysis but does not go beyond what can be successfully analyzed within the project time frame and within the page-limit for the finished paper (2-3 pages). Most students work with sources that are 1-2 pages long, with some going below this amount but few going beyond.
-Completeness: Has the student selected a section that can be taken as a distinct unit, or will it be necessary to take more at the start or end of the selection in order to avoid cutting off ideas, quotes, etc. in an unnatural way?
-Complexity: Consider the reading level of the source and the background knowledge required to understand the source. Does the student have sufficient background knowledge to begin to decipher and understand the piece within the scope of the project?

Project Step IV: Reading and analyzing a primary source (one 70 min. session, with additional time working outside of class, as needed)

Large group instruction: What does it mean to be an “active reader?” (approx. 15 min):
Using SMART board, teacher demonstrates the process of “active reading” on an actual sample primary source (underlining, circling, highlighting, making notes, jotting down questions).

Independent student work (approx. 55 min):
- Students use the active reading techniques to read and mark up their primary sources, reading through and annotating the source a minimum of two times and identifying words, ideas, and questions that will require further investigation in the secondary sources.
- Using the document *Detailed Analysis of Your Primary Source* (attached), students answer detailed questions to further their understanding of the primary source and its relevance.

**Research Project Step V: Drawing conclusions from the primary source and formulating a preliminary thesis (one 70 min. session):**

Direct instruction and large group activity: What is a thesis statement?, What is NOT a thesis statement? (approx. 20 min.)
- Using examples on the SMART Board, the teacher explains the role and characteristics of strong thesis statements (arguable, go beyond summarizing, etc.).
- Working as a class, the group troubleshoots and edits several weak thesis statements.

Independent student work and one-on-one instruction (approx. 50 min.)
- Using the primary source together with their notes and Detailed Analysis, students draft a preliminary thesis.
- Teacher talks briefly with each student to look over thesis draft and make any necessary recommendations.

**Research Project Step VI: Finding and using scholarly secondary sources to (1) fill in gaps in understanding and (2) find support for thesis (two 70 min. sessions with additional independent work outside of class, as needed)**

Brief review (from Project Step II): What are scholarly secondary sources? (approx. 5 min.)
Direct instruction and large group discussion/activity: Where and how do I find scholarly secondary sources? How do we formulate search terms to find scholarly secondary sources that address our research questions? (approx. 15 min.)

- Discussion of the types of print and digital sources that contain scholarly articles and book chapters, with a heavy focus on academic journals.

- Using a sample research question (What is the role of the Vedas in Hinduism?), teacher leads class through process of identifying search terms that will lead them to relevant primary sources (1) in print sources and (2) in digital sources. With the list of search terms the class generated, sample searches are conducted in several print sources. Sample searches are conducted in JSTOR, using subject area limiters and other filters to produce useful results.

- Demonstrate process of sifting through and select from search results using summaries, subject terms, and abstracts, using internal questions: “Can I understand the source?,” “Will the source likely address my research question?”

Independent student work: Locating scholarly secondary sources and analyzing scholarly secondary sources (approx. 120 min., over two sessions, with additional independent work outside of class, as needed):

- Students use print resources and selectted databases (provided via the online course management system) to locate 2-3 scholarly secondary sources that (1) help to fill in gaps in their understanding of the elements connected to their primary source and that (2) provide evidence and scholarly opinion that can be used to corroborate the thesis they drafted. (*It should be noted that at this point, some students may wish to alter their draft thesis based on information they read in the secondary sources. While some adjustments are acceptable, we caution students against adopting the opinion of another and encourage them to work with the idea that they generated independently.)

- Students use active reading strategies (described in Project Step IV) to draw information from the secondary sources that will provide background information as well as support for the thesis idea.
Project Step VII: Synthesis, analysis, and paper-writing (two 70 min. sessions, plus time outside of class for independent work)

Students write a paper of 2-3 pages that

(1) Is structured around and does not divert from a close analysis of the primary source
(2) Backs up assertions with clear evidence (including quotes) from both the primary and secondary sources
(3) Has a strong and original thesis
(4) Is well-organized and flows logically
(5) Cites all sources thoroughly, using Chicago Style footnotes and bibliography (students will have direct instruction that addresses the question “What do I need to cite in order to give proper credit?”)

The direct instruction, independent work, and writing workshops that comprise the paper-writing piece of the project will not be detailed here, as this phase occurs primarily within the History teacher’s classroom and not in the collaborative Library-History classroom environment. Nonetheless, the synthesis and writing skills in this portion are equal in importance to the skills detailed in the research phase of the project.
Additional Notes for Teachers

Some sample student research questions, primary sources, and secondary sources:

1) Research Question:
According to the Hindu Laws of Manu, how should women behave and what roles do they play in the family and society?

Related Scholarly Secondary Source:

2) Research Question:
What does the Isha portion of the Upanishads reveal about the role of Brahman in a Hindu person's life?

Related Scholarly Secondary Source:

3) Research Question:
What does the Buddhist Dhammapada reveal about humanity and the purpose of life?

Related Scholarly Secondary Source:

Overall Curriculum:
This lesson is part of the broad 3-4 year curricula of the History and Information Literacy Departments. A core target of both programs is to build students' facility and confidence in the area of deep inquiry and research.
Topic Selection:

In the School as a whole, there is a commitment to supporting students’ individual curiosities and areas of interest. In this and other History research projects, an independent and very open topic selection process is a central element, and to support this we find it imperative to offer resources (print as well as databases) to accommodate a very broad range of interests and subjects. The sample topics are included here to give a sense of the subject matter and scope that could fit within the goals and logistics of the project as we ran it. They are examples from one group of students that moved through the project; they are not necessarily representative, and in fact might not be repeated again.

Timing and Pace:

The timing and pace of this lesson are designed around our particular environment - an independent school on a 70 minute block period schedule. While it may seem daunting/impossible to consider the prospect of dedicating this amount of class time to just one project, do note that the project embeds multiple core learning skills in the areas of both content knowledge and research process.

List of materials needed:

-A library or classroom space that allows each student to simultaneously access both print and digital resources. Ideally, all sessions would be held within the library.
-Digital or projection display (e.g., SMART Board) for large group instruction.
-Secondary sources: print sources and database sources that provide background/secondary sources at a range of levels, supporting a diverse group of student learners
-Primary sources: print sources, databases, and carefully curated academic web sources that provide access to a very broad range of primary sources, in order to sufficiently support the individual preferences and interests of the students
-Documents for independent student work: KWL Chart for Purposeful Research (attached), Detailed Analysis of Your Primary Source (attached)
KWL Chart for Purposeful Research

Use this chart before, during, and after your research.

Before your research:

1) Complete the K column to review what you have already learned about the topic.
2) Complete the W column to be curious, to consider what else you would like to learn about the topic. These questions will help you to develop a specific research question.

During your research:

1) Add to the W column when new questions occur to you. As you read and learn about the topic, you will develop new, more informed questions.
2) Add information that you learn about the topic in the L column. This may be information that answers one of your W questions or information that you simply pick up along the way.

After your research:

1) Complete the L column with answers to your key questions and any other relevant information that you learned through the research process.

<table>
<thead>
<tr>
<th><strong>K</strong></th>
<th><strong>W</strong></th>
<th><strong>L</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you already know?</td>
<td>What do you want to know?</td>
<td>What did you learn?</td>
</tr>
</tbody>
</table>
Detailed Analysis of Your Primary Source

Use the questions below to guide you through the process of making sense of the primary source.

**Step 1:** Answer the questions using only the primary source and your own prior knowledge.

**Step 2:** When you come to a question that you cannot answer with the primary source alone, highlight it and leave the answer blank.

**Step 3:** Return to the highlighted questions and then look for *high quality* secondary sources that can help you answer these questions.

1. When was the text first written?

2. Where (in the world) was the text written?

3. Who was the author of the text?

4. Where did the text first appear (example: in a letter, speech, book, etc.)?

5. Is this piece part of a larger/longer piece of text? Or does it stand on its own as a complete piece of writing?

6. How did the text get to us - from the original source, to the author, through editors and translators?

7. Who was the original audience?

8. Why was this text written? What was going on during this time period that prompted the piece to be written?

9. What principles or ideals does it illustrate or teach?
10. What is the tone of the author? Is there any particular emotion that comes through in the writing?

11. What is the bias or opinion of the author?

12. Do you think the author is self-deluding in any way? In other words, do you see potential flaws in the argument or idea?

13. How did this passage likely affect and change the reader? How would the reader have interpreted this text?

14. Did any specific events or changes come about as a result of this text?