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High School Curriculum Outline and Unit Plan for Unit 3: Researching and Referencing for the Comparative Study

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INTERNATIONAL BACCALAUREATE
COMPARATIVE STUDY CURRICULUM

by


Kendra Bomar

Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts
in Art History and Visual Culture
at

Lindenwood University

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St. Charles, Missouri

May 2023

Abstract

International Baccalaureate Comparative Study Curriculum

HIGH SCHOOL CURRICULUM OUTLINE AND UNIT PLAN FOR UNIT 3: Researching and Referencing for the Comparative Study

Kendra Bomar, Master of Art History and Visual Culture, 2023 Thesis Project

Directed by: Kelly Scheffer, M.A.

Before beginning the International Baccalaureate Art program, most high school students will have already spent a significant amount of time studying a variety of art genres and will have a solid understanding of art terminology and methods. This is because the program is designed to build upon prior knowledge and experience. This is true for the majority of schools that participate in the IB program. It is common practice for educational institutions that provide tough programs to insist that students complete prerequisite coursework before they are allowed to enroll in the challenging programs that the institution provides. This is done with the intention of better-preparing students for the challenges that they would confront in the rigorous curriculum that is being followed.

This curriculum is designed for schools and students who don't fit that mold and who are given the opportunity to participate in a rigorous college preparatory program at a low-income, inner-city high school, with the goal that it will help more students become the first in their families to complete high school and go on to college. For this type of course, there are no prerequisites for IB art and because of this, most of the students who enroll in it have very little to no prior experience and only a very basic understanding of even the most fundamental aspects of art.

The purpose of this semester-long course is to prepare these students to pass the comparative study section of the IB Art exam. Students will be asked to do things like conduct research, rate artworks, and make intellectual connections as each criterion of the study is presented in stages, with a focus on information literacy and research skills. In addition, students will be given both formative and summative assignments to gauge their progress and understanding throughout the course. The research report they produce is an informative and visually pleasing digital essay. Over the course of the semester, students of all skill levels can benefit from the comparative study by honing their investigative and analytical skills and developing a deeper appreciation for the arts.

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In addition, I would want to take this opportunity to extend an extra special thank you to my family for the unwavering support and patience they have shown me throughout the process of conducting research and composing my project. Finally, I would want to express my gratitude to my students for motivating me to develop this project and for the daily reminders they provide me to enjoy my job as an educator.

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Introduction

I have spent the last twenty years working as an educator of the arts in a high school that is in an economically disadvantaged section of an inner city. Many of my students come from low-income households, most of them are raised by a single parent, and they struggle with a wide range of social and economic challenges. For Black, Hispanic, and low-income students, inadequate academic preparation is a major barrier to attending and succeeding in college.¹ The International Bachelorette program (IB) at my high school serves as a challenging college preparatory program that has the ability to improve the academic experience of children who are the first generation in their families to graduate high school and attend a university.

I was given the job of teaching the IB visual art curriculum to juniors and seniors a couple of years ago. I had never been responsible for instructing a class that demanded such an extensive amount of prior knowledge from its students. When I first started doing research and going to training, I saw that the majority of IB teachers have students who have spent a significant amount of time studying a variety of art forms and have an advanced understanding of art terminology and procedures. My program is very different from theirs in several significant ways. Most of the students in my class have never had an opportunity to study art beyond the fourth grade. and consequently, they have an extremely limited understanding of even the most fundamental facets of art. Despite this limited amount of prior experience, they are nevertheless required to fulfill all the prerequisites to take the senior year final exam.

¹ Fisher, Jennifer. 2019. “‘They Didn’t Tell Us How’: Teaching High-Ability Students in a Secondary Setting.” *Art Education* 72 (1): 28–34. doi:10.1080/00043125.2019.1534440

I, along with the few other instructors in my school system who are responsible for teaching this course, have had a tough time assisting these students in acquiring sufficient knowledge and experience to effectively finish the IB program. The objective of the International Baccalaureate is to empower educators to devise their own individualized visual arts courses, each of which will be comprised of a variety of units and will be tailored to the instructors' particular expertise, geographic area, and available resources. Because there is no predetermined curriculum, it has been especially difficult to find useful information such as guidance, lesson plans, and other similar resources when it has been necessary to instruct a student who does not have the standard body of knowledge that is anticipated of an IB student. In order to give my students who are just starting out in art the greatest possible chance of completing this challenging program, I have created a curriculum focusing on our demographic to help me and my coworkers teach it.²

The International Baccalaureate (IB) Diploma Program is a demanding academic curriculum that was designed in Switzerland in the 1960s. This program is intended for students aged 16 to 19 who are enrolled in high school. It is designed to give students from all over the world the opportunity to earn a challenging certificate that is also recognized on a global scale and can be utilized to get admission to the most prestigious educational institutions in any country. Students who are interested in earning the coveted International Baccalaureate Diploma are required to complete coursework in six topic areas, do well on the IB exams that correspond to those subject areas, and fulfill three additional prerequisites. The program, which students

² Fisher, Jennifer. 2019. “‘They Didn’t Tell Us How’: Teaching High-Ability Students in a Secondary Setting.” *Art Education* 72 (1): 28–34. doi:10.1080/00043125.2019.1534440

normally take between the 11th and 12th grades, is designed to help students develop physically, intellectually, emotionally, and ethically."³

IB Visual Arts is one of the six topic area. It is a demanding two-year course of study that calls for students to demonstrate a deep understanding of the visual language of art through a portfolio of finished projects. Students are expected to show evidence of meticulous investigation and analysis by keeping a visual arts journal in which they read, write, investigate, and challenge their own creative work. Students develop their own visual vocabulary and symbol system that relates to their research topic. There are three sections to the final exam for the IB Visual Arts program. These sections include:

- A comparative study (CS) where students analyze and assess works of art by multiple artists while also comparing their own work to their chosen artists.
- A process portfolio which must demonstrate the student's engagement with a variety of visual arts activities through experimentation, exploration, modification, and refining.
- An exhibition that features finished works that demonstrate technical proficiency and comprehension of the use of materials, concepts, and practices acquired during the visual arts course.

Students in the IB Diploma Program's visual arts course are urged to test both their own expectations in terms of their own creativity as well as their expectations in terms of culture. It is an engaging class in which students cultivate analytical abilities in the areas of problem-solving and divergent thinking, while also working toward attaining technical mastery and building confidence as artists. Students are encouraged to actively participate in, experiment with, and

³ Brown, Louisa. 1998. "Art Assessment and the International Baccalaureate Portfolio." *School Arts* 98 (3): 40–42. https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db_aft&AN=505770108&site=ehost-live.

critically reflect upon a wide variety of contemporary practices and media. This is in addition to the requirement that they investigate and compare visual arts from a variety of perspectives and within a variety of contexts. The IB Visual Arts program, when taken to its fullest level, cultivates an experience that is not only beneficial for students but also for the teachers who teach those students.

The beauty of the IB Visual Arts curriculum is that it gives teachers a lot of leeway in terms of how they approach the subject's structure and how they teach it. The objective is to have pupils ready to fulfill the requirements for the submission, but it is up to the teachers to decide how they will get there. This program does not have a predetermined curriculum but rather a few components and rubrics that teachers can build their courses on. This adaptability can be frightening when trying to teach this advanced material to students who are not yet advanced in the subject however it really does offer a fertile environment for the inventive exploration of the subject matter. Teachers encourage students to exercise their own initiative and support their efforts to be self-sufficient. Students will require research skills and a willingness to push themselves to take a more individualized approach in this subject.

This project focuses on the comparative study component of the exam which examines students' capacity for higher order thinking as well as their observational techniques. The comparative study is an objective, critical, and contextual examination of artworks, artifacts, and items from different cultural contexts. The CS is an analytical comparison that must strike a harmony between text and images. Students are required to provide 15 slides that analyze and compare a minimum of three works of art, objects, or artifacts; at least two of these must be the work of different artists. It is important that the works chosen for comparison and interpretation come from a variety of cultural backgrounds. Additionally, students are required to provide five

screens that analyze the degree to which the works of art and artists who were studied have inspired their own work and practices. Students will be engaged in activities such as performing research, assessing artworks, and developing intelligent connections throughout the course of this unit. Special attention will be given to information literacy to assist students in their research. Students will have both formative and summative projects provided to them to evaluate the level of subject comprehension they have achieved. The activities associated with this unit are going to take place over a semester. The findings of their research are delivered in the form of an instructive and aesthetically pleasing visual essay presentation. This presentation conveys the findings of their study and is submitted to the IB exam board for review.

Sample presentation:

https://docs.google.com/presentation/d/1_2KVL_DZftnkJ5JZiswVeMd70H2p5VkwgHIMg6vIP8/edit?usp=sharing

This task will help students who are new to art enhance their capacity to pay attention to details and to think in a more in-depth manner. Students are expected to examine and make comparisons about works of art, objects, or artifacts created by a variety of artists. This independent inquiry needs to focus on providing critical analysis and context for artworks, objects, and artifacts that come from a variety of cultural backgrounds.

In an ideal situation, after introducing an artist research assignment for students to complete, they would go to the library and seek out credible resources and would have little trouble finding information online, researching novel ideas in depth, and locating fitting visuals and written materials to back up their claims. However, in reality many students have no idea how to conduct artist research or where to start looking for relevant material. For students to get better at researching for the Comparative Study, they must be taught in steps using scaffolded

instruction. This Curriculum is based on the following core ideas to encourage students to develop productive study and research habits:

- ***Determining what "information literacy" means will aid in the context of artistic research.*** Art students who are just starting to investigate a topic need to learn when it's appropriate to look outside of their comfort zone. Students need to know how to find information and analyze it critically to be information literate.
- ***Visual literacy can be improved by developing an understanding of the myriad of ways in which humans interact with different sorts of multimedia content, including still images, moving images, and other types..*** *Knowing* what it means to be literate in the 21st century is shifting as a result of the increasing significance of images and other forms of visual media in modern culture. In today's society, a strong emphasis is placed on visual imagery, to the point where it is no longer considered supplementary to other types of information. The advent of new digital technologies has made it feasible for virtually anyone to produce visual media and share it with others. However, this does not necessarily indicate that humans are able to examine, consume, or develop visual content with an analytical mindset simply because images and visual media are so widespread. To participate effectively in a society that places a strong emphasis on the visual arts, individuals need to cultivate the fundamental abilities listed above. Individuals get the ability to fully participate in a visual culture when they have a strong visual literacy.
- ***Students will have an easier time selecting a central study topic if they first compile a list of artists organized according to a topic, subject matter, medium, historical movement, or geographic region.*** Much of the time, students are at a loss as to where they should look, leading them to embark on useless quests that provide few results. We

could create a list of artists who are related to a given unit or activity instead. Students will be more efficient in picking a research focus if they have a reduced list of alternatives.⁴ The Lists give students greater time to participate in research-related critical thinking processes.

- ***Repetition will help to develop effective research habits.*** Students are offered consistent chances to conduct research in order to foster healthy research routines. Students can escalate in achievement by beginning simple and increasing in complexity. Students can get the independence to conduct more in-depth research projects by being exposed to the work of other artists on a regular basis and being asked to do a little investigating for small tasks.
- ***Students will have an easier time locating material that is not available through internet resources if they have a newfound appreciation for the library.*** Laying the groundwork for a discussion of where ideas come from, by hosting an art book discussion as well as asking the media specialist or librarian to pre-select some excellent titles. Students' book smarts are evaluated by questioning them on everything from the title page and the table of contents to the headings of the various chapters and the index.
- ***Having a conversation on the idea of quality resources will assist in locating trustworthy information.*** As students flip through books, a discussion can begin about good and reliable sources. There are numerous options and ideas on the Internet, but students might be surprised to learn that professionally published books must go through a quality control process. After learning about good sources, a discussion can be made

⁴ Erekson, Keith A. 2011. "From Archive to Awards Ceremony: An Approach for Engaging Students in Historical Research." *Arts & Humanities in Higher Education* 10 (4): 388–400. doi:10.1177/1474022211408798.

about how to find direction online. Students can find a list of sources and topics by doing a simple search on Google, Bing, or Yahoo. When students first start looking for new ideas, image searches are often more exciting. Image searches work better as a starting point for research than as the only way to find information may be needed.⁵

- **Improving keywords can elevate search engine results.** There are several ways to improve the results of an Internet search. First, students will get better results if they do a basic Internet search, not an image search, to find good sources. More precise results will come from using more specific words. For example, when looking up an artist, the most popular pictures and articles will come up first. As students start their research on new artists, they can be asked what they want to know about them. They will find that more specific results can be found by using phrases like "the artist chosen and sketchbook" or "the artist chosen and works on paper". Students can do better research when they have a list of search terms, quick tips, and questions ready to go.
- **Using visual literacy can improve learning connections.** The ability to read, write, and produce one's own visual pictures is at the core of what is meant by the term "visual literacy." Both immobile and constantly moving. It is an idea that is connected to art and design, but it also has applications that are much further reaching. Language, communication, and interaction are at the heart of what constitutes visual literacy. Communication, the dissemination of ideas, and navigation in today's highly visual digital environment are all enhanced using visual media as a linguistic instrument. Most

⁵ Marshall, Julia, and Kimberley D'Adamo. 2011. "Art Practice as Research in the Classroom: A New Paradigm in Art Education." *Art Education* 64 (5): 12–18.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=aft&AN=525465805&site=ehost-live>.

of the material that is presented to students is delivered in the form of a combination of written text and visuals. It is of the utmost importance that our kids be provided with every resource necessary to process that information in all of its forms.

- ***Research quality can be improved by addressing methods for determining the endings of domain names.*** Some students might not take into account the fact that the ending of the domain name is an important factor in locating enhanced results and determining reliable sources. The following are some examples of typical endings; discuss the differences between them:⁶

- ◇ .org (nonprofit website.)
- ◇ .com (website for commercial purposes.)
- ◇ .edu (educational website)
- ◇ .gov (government website).

Students will need to input "site" followed by a colon and the desired domain ending to reduce the scope of their search results.

- ***The ability to think critically is essential for determining the value of new knowledge.*** Collaborate with students to establish criteria for determining which sources are reputable or of high quality. Is there current information available on the website? Are there any reasons to doubt the validity of these findings? How are they able to tell? Is there a lot of information available on the subject? Does each source provide information that is distinct from that of the prior source?

⁶ Nelson, Amelia. "Visual Thinking Strategies from the Museum to the Library: Using VTS and Art in Information Literacy Instruction." *Art Documentation: Bulletin of the Art Libraries Society of North America*, vol. 36, no. 2, Fall 2017, pp. 281–92. EBSCOhost, <https://doi.org/10.1086/694244>.

- ***Students will learn how to eliminate the element of guessing involved in determining the legitimacy of a piece of artwork by conducting a reverse image search.*** When it comes to art, many students lack the critical eye and background knowledge to tell an original or an imitation apart. Reverse image search engines let students simply drop a picture or screenshot into their database. Museums, galleries, reviews of exhibitions, and individual artists' websites will all appear in the search results if the photograph is genuine.⁷

By maintaining a running list of their references, students can keep their research projects on track and organized. This will help students write a report, article, or presentation that is well-researched and fair. For students to stay organized, they may need more training. One way to keep track of a list of sources is to learn how to bookmark and organize websites. Students can also learn how to keep all of their references linked to a single document so that they are easy to find. Online bibliography generators like easybib.com and zbib.org help students keep track of their sources in a digital format.⁸ Students in IB Visual Arts will find this exercise helpful as they prepare for their Comparative Study tests.

- ***Students can be given the chance to participate in a choice-based virtual museum tour, which will provide them with more flexibility and variety in their educational experience. This will allow the students to better meet their individual needs and***

⁷ Beene, Stephanie, and Shannon Marie Robinson. 2017. "When Research Does Not Start with a Question: Teaching with the Framework and Visual Literacy Standards within Art and Architecture Librarianship." *Art Documentation: Bulletin of the Art Libraries Society of North America* 36 (2): 254–80. doi:10.1086/694243.

⁸ Preziosi, Donald. 1999. "Virtual (Art) History." *RACAR: Revue d'Art Canadienne/Canadian Art Review* 26 (1/2): 91–95. <https://search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=aft&AN=505779202&site=ehost-live>.

interests.. Students can visit a dozen different virtual museums in a single day, which is impossible in the physical world! In recent years, virtual offerings have grown and improved. It is not difficult to organize a virtual field trip, and it offers many of the same advantages as physically going to a museum.⁹ These interactions encourage autonomy and choice on the part of the student. Some virtual museum sites and resources include:

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- ◇ The Timeline of Art History at the Metropolitan Museum of Art
- ◇ Arts and Culture on Google
- ◇ Virtual Tours including the Louvre, Uffizi, and the Museum Of Modern Art

⁹ Lu, Li-Fen Lilly. 2008. "Art Café: A 3D Virtual Learning Environment for Art Education." *Art Education* 61 (6): 48–53. doi:10.2307/27696308

¹⁰ Han, Hsiao-Cheng (Sandrine). 2015. "Teaching Visual Learning Through Virtual World: Why Do We Need a Virtual World for Art Education?" *Art Education* 68 (6): 22–27. doi:10.1080/00043125.2015.11519344

Course Description

During the comparative study portion of the IB course, students will acquire the knowledge and skills necessary to compare and contrast at least three artworks created by at least two distinct artists with similar subject matter and hailing from two diverse cultures and (or) time eras. This curriculum takes into consideration the necessary criteria to fulfill the requirements for the comparative study as outlined by the IB Comparative Study rubric (Appendix I). The criteria will be presented to the students in a unit-by-unit format, allowing them to gradually work their way through the research while simultaneously constructing the necessary slides required to finish the comparative study. The student's comprehension of the necessary criteria is reinforced through the use of exercises and class discussions. (Lesson plans with materials are in Appendix I.) The following required criteria for the comparative study are represented in this course:

- ◇ Identification and analysis of formal qualities
- ◇ Analysis and understanding of function and purpose.
- ◇ Analysis and evaluation of cultural significance
- ◇ Making comparisons and connections.
- ◇ Making connections to own art practice.
- ◇ Presentation and format and subject-specific language

Identification and analysis of formal qualities- Visual analysis, which is also known as formal analysis, examines the pictorial space, form, line, composition, color, movement, pattern, and

texture of an artwork.¹¹ This type of study does not entail a discussion of the work's content or interpretation. In order to perform a visual analysis, one must examine an artwork very attentively. With careful visual analysis, students are able to observe the many characteristics that comprise an image, which in turn leads to a more profound appreciation and comprehension of the work. It will help students develop more intentional images of their own if they study the ways in which other people have employed formal qualities to arrange, structure, and otherwise build an image and try to discern how they did it.

Analysis and understanding of function and purpose- Students should be able to exhibit an informed and suitable interpretation of the function and purpose of the selected artworks and artifacts within the cultural context in which they were made. Students must first have a solid understanding of the work's function and purpose in order to fully comprehend the intentions of the artist. Some pieces of art make their role abundantly clear; one such piece is a chair that was designed with the intention of serving both a functional and a decorative purpose. Some works of art are more obtuse about their intended use. The discussion of function and purpose may be more important when referring to certain works of art, such as those that have a religious, ceremonial, commemorative, or propagandistic purpose. However, other works of art may simply serve as a vehicle for the expression of the artist's personal identity. There are certain works of art that are created with the purpose of shocking or upsetting the audience, while other works have the purpose of acting as status symbols, giving the owner power or money.

¹¹ Chalmers, F.Graeme. "The International Baccalaureate (I.B.) Art/Design Program." *School Arts*, vol. 88, May 1989, pp. 34–36. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=aft&AN=505607597&site=ehost-live.

Analysis and evaluation of cultural significance: Artistic endeavors rarely occur in isolation. It shows how artists respond to the world around them. What happens in the world influences their work, both in terms of aesthetics and content. There's an implication that the art world is a mirror for the wider world of science, politics, and pop culture.¹² Cultural Context refers to the discussion of the manner in which the work of art influenced the viewer in that time period, in that place, and in that culture, or is supposed to affect the viewer in that manner. Who were these folks that were looking at the artwork and what were their characteristics? What are the norms and practices of this culture? Did the artwork just follow the herd, or was it trying to make an impression in some way?

Making comparisons and connections compare and contrast- A critical analysis of the links, similarities, and contrasts amongst the items that were chosen should be included in the work. These linkages are logical and consistent, demonstrating that the student has a deep comprehension of how the various elements compare and contrast.¹³ This will differ from piece to piece; some comparisons may concentrate more on contrasting the works' cultural relevance, while others may concentrate more on contrasting the works' formal characteristics.

Making connections to own art practice- Analyze the findings of the comparative study research and reflect on how those findings have informed the student's own development as an artist. The student should be able to draw links between one or more of the chosen works and their own art-

¹² Willis, Steve, and The Florida State University. *A Descriptive Analysis of Assessment Procedures Used in the Advanced Placement Studio Art Program and the International Baccalaureate Art and Design Programme*. Dissertation Abstracts International, 1999. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=aft&AN=70510185&site=ehost-live.

¹³ Anderson, Tom. "The International Baccalaureate Model of Content-Based Art Education." *Art Education*, vol. 47, no. 2, 1994, pp. 19–24. JSTOR, <https://doi.org/10.2307/3193450>. Accessed 14 Apr. 2023.

making processes and practices. These personal connections and influences, which should be proven in both visual and written forms, could include things like the cultural background, formal qualities, function and purpose, as well as conceptual, material, and cultural relevance.¹⁴ As students discuss their own artwork and processes, they need to ensure that they identify and acknowledge their own artworks with the same level of meticulous attention to detail that they use when discussing images from other sources.

Presentation and format and subject-specific language- The presentation that the students give ought to be aesthetically pleasing, exciting to look at, and simple to read. This is not an essay; rather, it is a visual presentation that has an equal amount of written and visual content; written and visual information; examples include journal pages, drawings, and other visuals. as well as text. Students need to make certain that material is presented in a manner that is both visually appealing and legible, as well as making sure that they use appropriate terminology that is particular to the topic matter throughout their work.¹⁵ The application of art vocabulary and terminology is critical at all times. A good balance between the text and the visuals, a clear and interesting visual presentation is preferable, careful consideration was given to the layout, the writing was legible, the names of the artists were spelled correctly, and the sources were cited in the text, and the images were referenced correctly.

¹⁴ Chalmers, F. Graeme. "The International Baccalaureate (I.B.) Art/Design Program." *School Arts*, vol. 88, May 1989, pp. 34–36. EBSCOhost,

search.ebscohost.com/login.aspx?direct=true&AuthType=sso&db=aft&AN=505607597&site=ehost-live

¹⁵ Anderson, Tom. "The International Baccalaureate Model of Content-Based Art Education." *Art Education*, vol. 47, no. 2, 1994, pp. 19–24. JSTOR, <https://doi.org/10.2307/3193450>. Accessed 14 Apr. 2023.

Conclusion

Because I was developing this curriculum while my junior students were beginning their comparative study, I had the chance to experiment with each lesson and activity to determine what was successful and what needed to be adjusted. When I compared the work of the juniors from the previous year to that of this year's juniors employing the new strategies, I found that the work had much improved. Because the curriculum was broken up into more manageable chunks of material, students were able to piece together the knowledge they needed to do research during the course of their education. They are now aware of where to go to obtain materials, which sites were actually relevant, and have gained the sophisticated art vocabulary required to search for keywords in order to collect materials. They were able to produce a source page that was more comprehensive as a result of the fact that they took superior notes and maintained a more organized mindset. They had visited a number of different museums online, which broadened their comprehension of the great assortment of art and made it possible for them to select items that were truly significant to them on a personal level in some way. They were better able to connect with the works of art that they selected, which made them more motivated to obtain additional information regarding their artist and to generate a comparative study that was more comprehensive and knowledgeable as a whole. When the comparative studies are compared, a significant improvement is apparent. The slides used for the introduction were more well thought out and thorough. Each slide gives the impression of having greater structure and content. The student's vocabulary had significantly improved, and they were able to annotate their results with relevant examples. Students demonstrated a greater grasp of the cultural relevance of the artworks and the artist, and they were able to interact with their viewer in a far more effective manner, demonstrating advanced knowledge of chosen artists and their

work. The most significant benefit, all things considered, has to be the increase in self-assurance that came from knowing how to obtain the information necessary to create a college-level content presentation that is well thought out and visually beautiful.

Students Comparative Study from 2022

https://drive.google.com/file/d/1_vPsEEemTLJ4IAkLp2hUcHon3QHT2bhjE/view?usp=sharing

Students Comparative Study from 2023

https://docs.google.com/presentation/d/1NNnagnG2R5scysrvpZimW-fxDYFvHJoEqk0_6f5juEY/edit?usp=sharing

After the comparative study was over and I visited with each student separately, I felt a tinge of pride because most of them were eager to tell me about the successes they had achieved. The students had followed the instructions to make links to what they already knew, which allowed them to proceed with confidence. I was ecstatic about their success, and I couldn't help but feel a great sigh of relief that the educational experiment in which I had put so much hope had succeeded.

As I developed the curriculum, I invested a great deal of time being realistic about the course and ensuring that the students were prepared to complete the comparative study. I chose not to take any chances by leaving the entire process to the students. I knew that no matter how many times I discussed effective methods for completing the comparative study, if I did not demonstrate how to do so, it would be equivalent to discussing a new concept in class without demonstrating how it functions.

Due to the emphasis on building research skills, the knowledge gaps of students have shrunk, and children who previously would have avoided challenges due to lack of knowledge or lack of awareness of where to find the information now have the tools necessary to persist and

complete research-based assignments. The student's comparative studies represented not only their growing sense of confidence but also their newly acquired information and visual literacy skills. Since the beginning of the year, they have made tremendous strides in their development. This newfound knowledge and skill will continue to be of use to them throughout their time in college, which is the primary reason why the International Baccalaureate program is offered at the school where I teach.

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Appendix I

COURSE OUTLINE

IB Diploma Program Comparative Study – Curriculum Outline

Essential Questions and Assessments

A. 10 Units – categorized by the components and requirements of the Comparative Study

Unit 1. Introduction to the Comparative Study

Unit 2. Themes in Art and choosing artworks.

Unit 3. Researching and Referencing for the Comparative Study

Unit 4. Title and Introduction Slides

Unit 5. Component A Formal Qualities

Unit 6. Component B Function and Purpose

Unit 7. Component C Cultural Significance

Unit 8. Component D Making Connections

Unit 9. Component E Presentation and Subject-Specific Language

Unit 10. Component F Connections to Own Art-Making Process

B. Project – IB DP Visual Art Practice Comparative Study

C. Putting it all Together for the Final Comparative Study Submission

UNIT TITLES

IB DP Comparative Study- Essential Questions and Assessments by Unit

Unit 1: Introduction to The IB Comparative Study

Length of the Unit: 2, 90-minute block class periods

Essential Questions:

- What is the comparative Study? Why is it a component of the IB exam?
- What are the objectives for the IB comparative study?
- How should the presentation look? Is there a particular structure?
- Formative: Class discussions.
- Summative: Quiz on the components of the Comparative Study

Students will:

- Provide a synopsis of the scope of the study, out of which the focus artworks, objects, and artifacts were chosen, as well as any thematic or conceptual framework that students used to tie the investigation together.

Supplemental

PPT Comparative Study Introduction

<https://docs.google.com/presentation/d/1-e-Sp5XkNwLrM42EVTDXQzQ3fH8VxZuSo9wfPp03eJ4/edit?usp=sharing>

Quick Facts about Comparative Study

https://docs.google.com/document/d/195NXiPLvatKvc3yy6fuCApsNVE8gAqb_1o0ygK_KrDo/edit?usp=sharing

Unit 2: **Themes in Art and choosing artworks.**

Length of the Unit: 3, 90-minute block class periods

Essential Questions:

- How should one choose artworks for the Comparative Study?
- What are some common themes in Art? Why are themes important to identify?
- What does Cultural context in art mean?
- Formative: Class discussion on various themes in art, Group activity pairing various artworks with themes.
- Summative: Theme project: Search for artworks based on an assigned theme and create a presentation describing how that theme is shown within the art.

Students will:

- Choose artworks and a theme that is related in some fashion in order to successfully compare works using Criteria D, if students choose works that are easily comparable to one another, the comparative strategy will be more successful. It's possible that they study a common topic via the lens of a variety of eras and cultures, or that they focus on a particular topic altogether. Or it's possible that the pieces don't share a visual connection but are related conceptually. Students need to take some time to consider what is

significant to them and select works of art about which they are interested in gaining additional knowledge.

Supplemental

Activity: Analyzing a theme

https://docs.google.com/presentation/d/1PLoh-EUuAk9LBsdWpJW3zX8_Wdb-Uh9YzEZOqVa6Rio/edit?usp=sharing

Choosing artists with different cultural contexts

<https://docs.google.com/document/d/1ye1Bw4owwSYtLmd8nUEXeVHt7DLt20GCwEvI-BRqKo90/edit?usp=sharing>

Unit 3: **Researching and Referencing for the Comparative Study**

Length of the Unit: 10, 90-minute block class periods

Essential Questions:

- Why is it essential to use library materials?
- What information am I looking for?
- How do I utilize a database to look for scholarly articles?
- Formative: class discussions on various methods of research as well as how to cite sources
- Summative: Quizzes, worksheets, Bibliography final project

Students will:

- Understand online resources that are available for research that can guide students through assessment of the validity and relevance of an internet source.

- Demonstrate the phases of the research process, understand the difference between popular and scholarly information, and understand key concepts and critical thinking questions related to news literacy and data literacy.

Supplemental

Sites for Researching

https://docs.google.com/document/d/1UopMCOhGanYak6HPjFUjYk-qRNou3qQM_pgaDfnPsEM/edit?usp=sharing

Unit 4. Creating Title and Introduction Slides

Length of the Unit: 2, 90-minute block class periods

Essential Questions:

- What should my title page to the Comparative Study include?
- Should I make my introduction personal to my experiences and style?
- How should I introduce the artworks I have chosen?
- How do I reference the artworks chosen on my title slide?
- Formative: class discussions on what to include in the Comparative Study Introduction.
Presentation of examples of various title/ introduction slides
- Summative: Visual Art Journal pages introducing their artworks with images of the artist.
as well as the art chosen for the study.

Students will:

- Produce a title and introduction slide that will give the examiner an idea of what they are about to read; it provides context for the whole CS.
- Introduce their theme early on so as to make the content of their study explicitly clear.

Supplemental

Template for Introduction

<https://docs.google.com/presentation/d/1FTye-rwY5vDJuN9S4BSVs-NuRBbcE09gVh2PAaBAilo/edit?usp=sharing>

Sample Title Slide

<https://docs.google.com/presentation/d/1MtK190a-HtEfkIG8NjL762Hz8ld5MqG6pARPTRCcQG4/edit?usp=sharing>

Unit 5. **Component A Formal Qualities**

Length of the Unit: 3, 90-minute block class periods

Essential Questions:

- What are the formal qualities in an artwork?
- What are the steps in critiquing a work of art?
- What are the differences between description and analysis?
- How should my formal qualities slides look?
- What does subject specific language mean?

- Formative: Class critiques of artwork, Class discussions on the formal qualities with samples from previous students.
- Summative: Visual Art Journal pages with critiques of each artwork chosen for the student's comparative study.

Students will:

- Conduct an examination of the way in which the artist used the Principles of Design and the Elements of Art in order to produce the piece. Students are required to discuss not just why the artist used them but also how the artist used them.
- Analyze each work's form, content, and context while supporting their claims with scholarly sources. researching what the specialists have to say about the chosen works in terms of their formal features.

Supplemental

Elements of Art and Principals of Design Review

<https://docs.google.com/presentation/d/1NJpabE6rZAZUxJV0btIfdISdz8hIubSRefcy0v-ol9s/edit?usp=sharing>

Elements and Principals quiz

https://docs.google.com/document/d/1DtC5-p05aESfFJpfbvYe9sGYPFjJpw8Dq_caiozvCmE/edit?usp=sharing

Formal Analysis Rubric Explanation

<https://docs.google.com/presentation/d/1uCL1kCVZFKMUXWr2OaIoKy9QrPUUEdrOtEXIkSi-NtI/edit?usp=sharing>

Formal Analysis Template for Slide Presentation

https://docs.google.com/presentation/d/1PQGsvh6hxDVd2OGVPytaEINKGullrW_9eDDDC-Z1Iw/edit?usp=sharing

Unit 6. **Component B Function and Purpose**

Length of the Unit: 2, 90-minute block class periods

Essential Questions:

- Why did the artist make this piece?
- What is the meaning of the work?
- How is the viewer supposed to interact with the art?
- How is the audience supposed to think/feel about this piece?
- What impact did the artist intend to have?
- What is the artist trying to accomplish?
- What are some possible functions of works of art?
- Formative: Class discussion of function and purpose, Group activity matching functions with corresponding artwork.
- Summative: Quiz matching certain artworks with functions, Visual art journal pages showing the function and purpose for each artwork chosen

Students will:

- Display an educated and appropriate interpretation of the function and purpose of the selected artworks, objects, and artifacts within the cultural context in which they were

created. This will be done by demonstrating an interpretation of the function and purpose of the selected artworks, objects, and artifacts.

Supplemental

Function and Purpose Rubric Explanation

<https://docs.google.com/presentation/d/1PViptH1d48eqpTS4aBrVQblGLmW8Kd7MPuVL2vRBFA/edit?usp=sharing>

Function and Purpose Template

https://docs.google.com/presentation/d/1MjKdGKEmLZ3JPLX0H8d7eWja-qViu_poPYowReaAbcc/edit?usp=sharing

Unit 7. Component C Cultural Significance

Length of the Unit: 3, 90-minute block class periods

Essential Questions:

- What culture does this piece of art come from?
- What personal, social, political, historical, and cultural impacts did the artist have on the work?
- What do we as viewers need to know about the society in which the piece was made in order to fully understand it and all of its meanings?

- How does culture affect art, and how does art affect culture?
- What would the art mean to you if you lived when it was made?
- How does this piece of art fit into the world we live in now? Has its value or effect changed since it was first made?
- What's the idea behind the piece of art? What does this idea have to do with the art and the culture?
- Can this work be understood by anyone from any culture? Or only certain groups of people?
- Formative: Class discussion on analyzing and evaluating cultural significance of a work of art, Group activity matching a work of art with a culture.
- Summative: Visual art journal pages on the cultural significance of chosen works for the Comparative Study.

Students will:

- Demonstrate a consistently informed and suitable judgment of the material, intellectual, and cultural value of the items that were chosen, taking into account the specific context in which those items were made.

Supplemental

Cultural Context Rubric Explanation

https://docs.google.com/presentation/d/1ZzNf1D_1Xxdrdow4x50E_k1oP2xa6IDChYGaKxM-JCM/edit?usp=sharing

Questions to ask for Cultural Significance

https://docs.google.com/document/d/1QVyCPIM5tpsgyhHTOWhWFTGmyX_SICY_DDj6I4FEVNY/edit?usp=sharing

Unit 8. **Component D Making Connections**

Length of the Unit: 2, 90-minute block class periods

Essential Questions:

- What should I be comparing with my chosen artworks?
- What are the similarities of my chosen artworks?
- What are the differences between my chosen works of art?
- What format should I use to show these connections?
- Formative: Class discussion with examples of previous students' comparison slides, group activity with a Venn diagram and a sample piece of artwork
- Summative: Visual art journals showing a diagram of students' choice showing the similarities and differences between all three works. Compare and Contrast activity.

Students will:

- Provide a written summary that evaluates all three artworks in terms of their similarities and differences.
- Talk on the topic at hand, as well as any cultural settings, concepts, ideas, and any other information that may be pertinent. The explanation is consistent and exhaustive, and the issues made are both valid and pertinent.

Supplemental

Compare and Contrast Activity

<https://docs.google.com/document/d/1KS0hP9OpStviGLd6CV5fdWrA2H2XfzBGuGARbXq8-FA/edit?usp=sharing>

Comparing and Connecting Rubric Explanation

<https://docs.google.com/presentation/d/1Ht2ddTv1K1hHfbkrpqAPMkylp-I4xSS8egaTdsHO-8I/edit?usp=sharing>

Unit 9. Component E Presentation and Subject-Specific Language

Length of the Unit: 2, 90-minute block class periods

Essential Questions:

- What are some examples of subject-specific art language, and how can I obtain them?
- Which terminology should be used for things like media, techniques, tools, and so on?
- What exactly are the fundamentals of good design and the elements of art?
- What is the formal language used in art history?
- Formative: A class review of various art terms and language, Class activity matching art words with correct definitions.
- Summative: Vocabulary quiz on art terminology. Visual art journal page with the three artworks chosen and art terminology used to describe the work.

Students will:

- Use the proper terms for the various media, techniques, and tools.
- Make use of the Elements of Art and the Principles of Design as references.
- Make use of art historical terminologies, such as the names of different movements and styles.

Supplemental

Presentation and Subject-Specific Language Rubric Explanation

<https://docs.google.com/presentation/d/11Ws2bnvylv3vKq4TGSxa4lkKrCAWTM5VmKC MnsJsXBI/edit?usp=sharing>

Unit 10. Component F Connections to Own Art-Making Process

Length of the Unit: 5, 90-minute block class periods

Essential Questions:

- What should I include in my connection slides?
- What are examiners looking for in the connecting to art-making component?
- How has the Comparative study inspired me to create art?
- Formative: Discussion in the classroom about various aspects of media and method, including concept, presentation, and formal qualities. Critique of the students' artwork in class, followed by a discussion on how the work relates to the students' other chosen pieces of art.
- Summative: Visual art journal pages showing the extent to which the work of the student is connected to the art they have researched, an explanation of how the creation of the CS influenced the evolution of student's artwork, and a contemplation on the things they

have picked up and the ways in which they have developed as a result of the process of composing your CS.

Students will:

- Find parallels between their own creations and the works that have been analyzed.
- Describe the ways in which the creation of the CS influenced the evolution of their artwork as well as the reverse.
- Think back on the things they have picked up and how much they've improved over the process of writing their CS.

Supplemental

Making Connections Rubric Explanation

https://docs.google.com/presentation/d/1JkuoViTINpYWbPJTk1thZvff5HXReKdJk4cKUbdEd_8o/edit?usp=sharing

B. Project – IB DP Visual Art Practice Comparative Study

Length of the Unit: 5, 90-minute block class periods

Supplemental

Mini Comparative Study for Practice

<https://docs.google.com/document/d/1z48JAIlc7gSP2skwLW-x3kve049OTt6tEjcp3R99axg/edit?usp=sharing>

C. Putting it all Together for the Final Comparative Study Submission

Length of the Unit: 5, 90-minute block class periods

Supplemental

Sample Comparative Study Submitted to IB

<https://drive.google.com/file/d/1y1mJXFIX0pNYYpPURICuoMF1ZgMkPczI/view?usp=sharing>

International Baccalaureate Comparative Study Rubric

https://docs.google.com/presentation/d/17E6hiKk5QTCWV0nUzMduwBaJLWEQipLI7Et4Vkos_eIM/edit?usp=sharing

Appendix II

Course Sample Unit Rationale

I wanted to highlight the Unit that deals with researching and referencing. Information literacy is a skill that many of my students have very little practice with and unfortunately, this skill is needed to correctly complete the comparative study successfully.

Evaluation of sources makes up a significant portion of the modern information search process. Students frequently rely solely on Google, and they rarely make full use of their search abilities. As a result, I make an effort to educate them on the topic by challenging them to gather information from a variety of sources and investigate numerous databases.

The Comparative Study can be broken down into manageable chunks to assist students to learn the different aspects of research and the time commitment required to finish each. My goal is to help students filter through the noise by demonstrating how to create a focused plan for what they should be looking for . Some ways to achieve this is by insisting that students use offline materials in addition to digital ones, instructing students on how to correctly reference their research materials, especially digital ones and teaching students to evaluate the reliability, accuracy, and currency of the information they find online.

Doing research is a multifaceted talent that calls for many different abilities. Some of these abilities are more procedural in nature (such as knowing how to use a database), while others require more analytical thought (ex. evaluating search results). Students not only need to excel in each of these areas individually but also in the integration of all of them.

UNIT PLAN EXAMPLE:

UNIT PLAN:

Course: IB Comparative Study

Unit 3: Researching and Referencing for the Comparative Study

Purpose of Course:

Twenty percent of a student's final IB Visual Arts exam grade comes from the Comparative Study, which is one of three obligatory assessment tasks for the program. In addition, the Comparative Study is one of three requirements for course completion. The pupils' ability to think critically and use observational skills will be tested when they take part in this exercise. Students in this unit will engage in independent learning by completing research, assessing artworks, and drawing informed conclusions. In addition, both formative and summative assessments will be used to evaluate each student's progress through the course. The duration of this unit is a whole academic semester. A visually appealing and informative digital presentation is supplied as the study's final product.

Grade Level 11-12

Course Name: International Baccalaureate– Comparative Study

Unit #8: Researching and Referencing for the Comparative Study

Length of the Unit: 10, 90-minute block class periods

Purpose of the Unit:

- To understand online resources that are available for research that can guide students through assessment of the validity and relevance of an internet source.
- To demonstrate the phases of the research process.
- To understand the difference between popular and scholarly information.
- To understand key concepts and critical thinking questions related to news literacy and data literacy.

Common Core State Standards addressed in the unit.

Visual Arts Standards:

- HS2.VA.R3. A Analyze the relevance of criteria used by others to evaluate a work of art or collection of works.
- HS2.VA.Cn1. A Research and connect an unfamiliar subject to personal experiences to develop meaning through art-making.

Big Ideas:

- Knowledge of where to look for answers.
- Changing a subject into a searchable format.
- Having a process-oriented understanding of research.
- Capability to analyze and comprehend information presented.

Essential Questions:

- Why is library research important?
- How do I utilize a database to look for scholarly articles?
- What information am I looking for? (*Consider keywords, questions, synonyms, alternative phrases etc.*)
- What are the most effective keywords to enter into a search engine in order to acquire the most relevant and high-quality results?
- How can I write information using my own words (by paraphrasing it or summarizing it) but also using direct quotes and citing sources?
- During the course of my study, how can I best organize the useful material that I uncover when conducting my research?

Unit Timeline:

Day 1: Library vs Internet Research

Day 2-3: Identifying keywords and finding background information on the chosen artists and their work.

Day 4: Databases for scholarly articles on Artists

Day 5: Search engines and shortcuts

Day 6: Identifying valid online sources.

Day 7: Organization of research findings

Day 8: Citing sources for the Comparative Study

Day 9-10: Reviewing and unit project

Day 1 - Comparing Research Resources: Libraries vs. the Web

Vocabulary: Catalog, Database, Field of study, Interlibrary Loan, Academic Journal, Cross Reference, Descriptor, Peer-Reviewed Journal

Unit 3 begins with a discussion on the various research methods available to the students. We will discuss the many ways the library can assist in finding information. Students will take an in-school field trip to the library to speak with the media specialist or librarian about how to find excellent resources.

Ask students to use the website of the library to look for a book in print or physical form that relates to their chosen artists, or the style of art associated with the selected artists. After that, it is the responsibility of the student to locate the book in the section of the library where it is kept and check it out. Students' book smarts will be evaluated by questioning them on everything from the title page and the table of contents to the headings of the various chapters and the index. Students then will write about any challenges they encountered or observations they made regarding accessing the library.

We will then discuss the use of researching online and how. If students want their research to be effective, they may need to make use of both the library and the internet. Limiting oneself to the library means missing out on cutting-edge research that may not yet be indexed or abstracted in the library's collection of scholarly journals. However, depending solely on online resources might lead to time-wasting and ineffective "rabbit holes" of research. During the last few minutes of the class, students will complete a Venn diagram comparing and contrasting library and internet resources to review the benefits and limitations of each.

Resources:

Unit Slides

<https://docs.google.com/presentation/d/1wBttaPYWXARmuFpYzAV3fWvUcSmQ9aCsOQm9Z7Wup8A/edit?usp=sharing>**Activities/Procedures**

Formative

- Discussing the advantages to library resources and how when conducting research, there are limitations of the availability of certain information on the internet.
- Discussing the advantages of online resources and how due to its dynamic nature, the Internet is able to deliver more up-to-date information.
- Discussing what materials the library offers while researching artists and movements art.

Summative

Group Activity: Library vs Internet

<https://docs.google.com/document/d/1GhEwHxhKP6l62ueZzNDXoU5miLGa5yeVw6GLgJ651k0/edit?usp=sharing>

Day 2-3 - Identifying keywords and finding background information on the chosen artists and their work.

Vocabulary: synonyms, mind maps, keywords,

The second day of exploring this unit will focus on identifying keywords to find as much information as possible on students' chosen artists, their work, and the culture they lived in.

Search engine results are highly sensitive to the keywords used. The proper words can help the research move along quickly, while the incorrect ones can bring it to a painful, grinding halt.

The first activity of the day is a quick way to expand vocabulary. Students create synonym pairings on Post-it notes. Each student in the class is given a word on a post-it note. They are instructed to search the classroom for the individual holding the word's synonym. After this activity, students are placed in groups and are instructed to write down their primary research topic in the middle of a sheet of blank paper. The students will hand their papers to a fellow student who is close. After completing a quick five-minute search on the topic using encyclopedias and/or online databases, the other student gets two to five minutes to write two things, which are as follows:

1. Keywords associated with the aforementioned subject
2. Any thoughts or subjects that are relevant to the primary question or topic of the investigation (s)

A member of the group hands the paper to another student in the class. Each student's paper receives new keywords or ideas from at least three students. The original student will receive his or her papers back. Students will then draw a circle around any new ideas or keywords that they had not thought of before.

The remaining class period will focus on a summative assessment where the students are to create a mind map of the keywords and ideas gained from the previous formative assessments given that day. Students can sketch out their data using pen and paper or pull it into the online program Miro. Students will pick their mind map's focus and put it in the middle of the page. They will then create a mind map by coming up with three to five central thoughts and placing them in a concentric circle around the topic. Next, they will connect each major thought in your mind map to the central theme. For each central idea, they will then generate a list of related

information, including ideas, activities, and questions. Finally, they will connect each major point to the specifics that back them up with lines.

Example:

<https://drive.google.com/file/d/1QQdyVwvRo1Zu4Z7tyupb3FTvvmBp2Djt/view?usp=sharing>

Finding sources of background material is the next stage once students have determined their research's core topic and keywords. This is crucial if they lack background knowledge in the area or are unsure how to approach the topic. Searching for background information can help students find important information, like words, dates, events, organizations, history, etc. It can also help narrow the focus of the topic and points to additional references that have more information. Students will spend the class period researching to complete a background worksheet summative assessment on a selected artist using textbooks, dictionaries, general encyclopedias and subject-specific encyclopedias.

Resources: Online encyclopedias, various library resources

Activities/Procedures

Formative

- Assign each group a style of art. Groups will write down as many questions as they can think of that are related to that style and Identify keywords in those questions.
- Groups will use encyclopedias in print and/or online to search the given style of art to try to answer the questions written.

- To experiment with vocabulary, write synonym pairings on post-it notes. Each student in the class is given a post-it note, and they are instructed to search the classroom for the individual holding the word's synonym.
- Students should begin by writing down their primary research question(s) or topic in the middle of a sheet of blank paper. The students will hand their papers to a fellow student who is close. After reading about the subject, the other student gets one minute to write two things, which are as follows: 1. Keywords associated with the aforementioned subject 2. Any thoughts or subjects that are relevant to the primary question or topic of the investigation (s) A member of the group hands the paper to another student in the class. Each student's paper receives new keywords or ideas from at least 3 students. The original student will receive his or her papers back. Students will then draw a circle around any new ideas or keywords that they had not thought of before.

Summative

Students create a mind map of the artistic style that they are presently educating themselves on, utilizing the web application Miro or drawing one out by hand

Mind map application:

<https://miro.com/app/board/uXjVMVT38Cs=/>

Mind Map Example:

<https://drive.google.com/file/d/1QQdyVwvRo1Zu4Z7tyupb3FTvvmBp2Djt/view?usp=sharing>

Students will complete a background worksheet on a selected artist using textbooks, dictionaries, general encyclopedias, subject-specific encyclopedias and article databases.

Day 4- Databases for scholarly articles on Artists

Vocabulary: Database, Scholarly Journal, Search Engines, Relevant Articles, Keywords, Shortcuts.

Students will see and learn about subscription and/or commercial library tools. I will make sure that students can follow along and copy the way I navigate.

Each person or group will talk about how they look. Students will learn about different ways to come up with keywords, how to choose a database, and what happens as a result. Those who had trouble understanding the idea or were hesitant to ask me for help might find it easier to understand their peers' strategies and results. Students will be able to keep their in-class assignment worksheets after the class talk is over so they can use them as a guide when they work on their projects outside of class.

Resources:

Presentation

<https://docs.google.com/presentation/d/1IPOIDLdsXAVO3IGMpj54zN1vVLkMgK5YGvZZkS-Leis/edit?usp=sharing>

Tutorials

- [EBSCO tutorials](#)
- [EBSCO Search Widgets](#)
- [Gale Tutorials](#)
- [Gale Search Widgets](#)
- [ProQuest Resources](#)
- [ProQuest Search Widgets for Schools](#)

Activities/Procedures

Formative

- After students have completed their database research , have a discussion about what advantages databases have over a search engine like Google.
- Discuss the difference between scholarly and non scholarly articles.

Summative

Database Worksheet

<https://docs.google.com/document/d/1ttL2QIMsyOENwxn4jZfwn4DaOzUtgAH5InlWICAqzuU/edit?usp=sharing>

Exit Ticket

https://docs.google.com/document/d/1by9AGf6968HMRxorrbG50_yfP8GhZBWW7hWvxjqqaM/edit?usp=sharing

Day 5 - Search engines and shortcuts

Vocabulary: search engine, special characters, algorithms

The fifth day of class the students will focus on using search engines for their online research. Students will analyze and evaluate a variety of search engines before engaging in a roundtable discussion about the most efficient ways to obtain information.

After that, students will develop their very own search queries by cooperating with one another in small groups. The students conduct research on a number of search engine algorithms and then have a class discussion on those algorithms. After that, we are going to have a class discussion about the shortcut keys that you can use to keep track of your tabs (for example, open a new tab, reopen a tab that was closed, navigate to the next tab, etc.).

After that, the students will work in smaller groups to evaluate each shortcut, and then they will share their findings with the larger class. I will implement a summative student assessment

toward the end of class to determine that students are reaching the goal of gaining knowledge about search engines with a search engine online research activity.

Resources:

[Search engine tips](#)

<https://docs.google.com/document/d/1bXBI3ss-FXqHSshnePaxb5uVFx9sbLV4MfDF2WUQI6M/edit?usp=sharing>

Activities/Procedures

Formative

- Discussing and comparing different search engines while having a discussion on the most effective way to retrieve information.
- Students construct their own search queries by working together in groups.
- Students investigate and discuss the inner workings of a variety of search engine algorithms.
- Discuss the shortcut keys you can use to keep track of your tabs (e.g. open new tab, reopen closed tab, go to next tab etc.).
- Students test out the short cuts in small groups and report back to the whole class on their favorites.

Summative

Search Engine Online Research Activity

https://docs.google.com/document/d/1VMU-RSxbNXJHHX4_79p57dT0HvsZLqJdqgGFbYBw6SY/edit?usp=sharing

Day 6- Identifying valid online sources

Vocabulary: evaluation tool, credibility, bias, accuracy, reliability

Students on day six will develop criteria for determining the reliability of content found on the internet as part of their work in this subject. Information on the Internet is not checked for quality or truth like the information in newspapers or on TV. Because of this, it is especially important for each student who uses the Internet to evaluate the resource or information.

Remember that almost anyone can post anything they want on the Internet. Web sources are often hard to figure out who wrote them, and even if the author is mentioned, they may not always be honest about who they are or may present opinions as facts. The student is responsible for figuring out how to use resources well. We will have a class discussion on some of the criteria to determine a source's credibility. The source's author is the first thing to look at. Some things that students should ask are:

- Is the author or creator's name on the page?
- Are his or her qualifications (job, years of work, position, education) listed?
- Does the author know enough about the subject to write about it? Why?
- Is there a way to get in touch, like an email address, on the page?
- Is there a way to get to the main page?
- If there is a link to a site, is it for a person or a business?
- If the author works for a group, does that group seem to back or fund the page?
- What, if anything, does the domain name or URL tell you about where the information came from?
- If you don't know who owns the site, what does the address tell you about where it came from?

A source's purpose is the next thing to analyze. If students know why the page was made, they can better judge what's on it. Some questions students should ask are:

- Who is the message meant for? Is the audience meant for scholars, experts or newbies?
- If it's not clear, what do you think the site is for? Is it meant to tell or to teach, explain or make clear, persuade, or sell something?

Another criterion for validating sources is to judge if the information in the source is objective. Objectivity is the absence of sympathy toward either side, as well as independence from bias. Students should ask the following questions to determine the source's objectivity:

- Is the material presented factual, does it offer an opinion, or is it propaganda?
- Is the perspective of the author one that is objective and unprejudiced?
- Is there an absence of biased language and terms that arouse strong feelings?
- Is the author connected in any way to a group or a company?
- Does the author's connection to a specific institution or organization provide the impression that the information has been tainted?
- Does the institution, organization, or company endorse the information that is displayed on this website as having official status?

The degree to which certain information or measurements are true or accurate, even down to the smallest of particulars, is referred to as their accuracy. Students should ask the following questions to determine the accuracy of a source:

- Are the references provided for the information provided in a way that allows for the information to be checked?
- Is it crystal apparent who is ultimately responsible for ensuring that the information being distributed is accurate?

- Are there any of these claims that you can back up with evidence from third-party sources or your personal experience?
- Has the information been checked for accuracy or referred to other sources?
- Are there grammatical, spelling, or typographical errors in the provided information?

A reliable source will give a complete, well-reasoned theory, argument, or other piece of information that is backed up by strong proof. Scholarly articles and books that have been reviewed by other experts are good tools. Some questions students can ask to determine the reliability of a source are:

- Does the information seem true and well-researched, or does it not have any evidence to back it up?
- Are quotes and other strong claims backed up by sources you can check in other ways?
- What group (business, government, school, etc.) backs up this information?
- If it's a business, have you ever heard of it? Are you able to find out more about it?
- Is there a copy of this information that isn't on the Internet that we could use to make sure it's true?

For the remainder of the class, students will take a summative quiz to determine if they have grasped the concept of recognizing credible resources.

Resources:

Questions based on the criteria to determine a source's credibility

<https://docs.google.com/document/d/1IQiuN2ZjS8wOjOV9arjG2YXxNevo4GHMPV6Vojrhogs/edit?usp=sharing>

Activities/Procedures

Formative

- How can the reliability of many sources be evaluated, and how can one choose which sources to employ for a particular endeavor?
- Discuss how to identify credible sources for research

Summative

Evaluating sources online quiz

<https://quizlet.com/497564857/test>

Day 7- Organization of research findings

Vocabulary: Outline Method. Graphic organizer.

Day seven will focus on organizational strategies for research findings. Students need to take the time to organize their research. When it comes time to evaluate the data and put it to use, you will want the process to go as easily as it possibly can. Students must also have a well-organized environment to avoid losing their focus. Organizers of research can be of assistance in this regard. When conducting their research on artists, students have access to a wide choice of free web-based organizers. As well as handwritten ones. When students have a variety of information sources and a substantial amount of content to examine in the future, it is critical for them to make use of a specialized organizer to maximize their workflow. We will have a class discussion about how to keep the important data that students find online organized as they conduct their research.

After that, we will collectively come up with digital (Google Docs, Google Keep) and analog (pen and paper) note-taking choices for study. Students will divide into groups to analyze the advantages and disadvantages of each tactic and report their findings back to the class.

Students will then choose one piece of research they have found in the previous classes to complete a note-taking assignment based on that chosen research.

Resources:

Slideshow

<https://docs.google.com/presentation/d/1DFjC3KqOmql6nKjbWQcZBxHDbgFFiZlnJQceEstm4/edit?usp=sharing>

Research Notes

https://docs.google.com/document/d/1BTv2nC8frXkEkbIlvHgH0UEVbK6tqhvJej83_PYJCWI/edit?usp=sharing

Activities/Procedures

Formative

- Discuss how to keep the valuable information found online organized as students go through the research process.
- Collaboratively brainstorm research notetaking options such as digital (Google Documents, Google Keep) and analog (pen and paper). Examine the benefits and drawbacks of each strategy.

Summative

Organizing research table

https://docs.google.com/document/d/1BTv2nC8frXkEkbIlvHgH0UEVbK6tqhvJej83_PYJCWI/edit?usp=sharing

Day 8- Citing sources for the Comparative Study

Vocabulary: citation, MLA, scholarly, plagiarism

Resources:

Citing sources

[https://docs.google.com/document/d/1-](https://docs.google.com/document/d/1-1U6JeWUMOYNIs3ApbtARfEFqISsnEOMbsOV2KZ0okU/edit?usp=sharing)

[1U6JeWUMOYNIs3ApbtARfEFqISsnEOMbsOV2KZ0okU/edit?usp=sharing](https://docs.google.com/document/d/1-1U6JeWUMOYNIs3ApbtARfEFqISsnEOMbsOV2KZ0okU/edit?usp=sharing)

Activities/Procedures

Formative

- Group discussion on the importance of properly acknowledging one's sources when carrying out research and why this is necessary.
- Discuss what exactly "plagiarism" means, and how properly citing sources can help us avoid engaging in it.
- Discuss the best places to look for information on the many mediums of sources, such as books, newspapers, websites, images, and so on.
- Discuss the various ways to cite your sources, including in-text citations and how to properly compile your works cited page.

Summative

Citing sources worksheet

https://docs.google.com/document/d/1orfHG_HVGbZJxYkGDgXjnluCVK-16GZ4HAkHKruYBu4/edit?usp=sharing

Days 9-10 Unit Review, Unit Project

Vocabulary: Catalog, Database, Field of study, Interlibrary Loan, Academic Journal, Cross Reference, Descriptor, Peer-Reviewed Journal, synonyms, mind maps, keywords, citation, MLA, scholarly, plagiarism, Outline Method. Graphic organizer.

The eighth day will begin with a discussion among the group about why it is crucial to correctly acknowledge one's sources when conducting research and why properly acknowledging one's sources is important. Students will learn how authors can use works cited pages to properly credit their sources, and readers can use them to further their understanding of the topic at hand. Students should take careful notes when conducting research, including noting the source's author, copyright date, title, and access date. We will discuss the definition of "plagiarism" and how crediting our sources correctly might assist us in avoiding partaking in it. The students will acquire the knowledge necessary to identify the most reliable locations to look for information across a wide variety of sources, including books, newspapers, websites, photographs, and so on. After that, we will talk about the different ways to correctly cite your sources, including how to properly build your works cited page and how to include citations within the text itself. The students will complete a practice citation worksheet as a summative assessment.

Resources: [Academic research quiz with answer key](#)

https://docs.google.com/document/d/17ZS8W8vgqc2iUzA2vd0d_a48pYLMwyRXG7y7T-ljWuU/edit?usp=sharing

[Bibliography Assignment](#)

https://docs.google.com/document/d/1slyLTG_A43ep3a1gcUzJrTQWnLKrMPL6pY52R2uPaX-M/edit?usp=sharing

Formative

- Discussion/ summarize the most important things that were discovered throughout the course of the unit.

Summative

Academic research quiz with answer key

https://docs.google.com/document/d/17ZS8W8vgqc2iUzA2vd0d_a48pYLMwyRXG7y7T-ljWuU/edit?usp=sharing

Bibliography Assignment

https://docs.google.com/document/d/1slyLTG_A43ep3a1gcUzJrTQWnLKrMPL6pY52R2uPaX/M/edit?usp=sharing