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Presenting  
Research in  
Distance Learning

# **Presenting Research in Distance Learning**

## **Session C**

**English and Social Studies 6-12**

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## **Goals and Objectives for “Presenting Research in Distance Learning”**

Students will learn to give digital presentations while learning advanced research skills in this hands-on project for ELA and Social Sciences. Students will conduct in-depth research on a chosen topic, create and deliver a virtual or face to face presentation. Students will learn how to format proper citations and how to format them. Students may present their projects, virtually, to classmates, other teachers, and even to other schools. Teachers may allow other teachers and their students to view their projects from other classes. Teachers may allow their classes to become more creative and allow students to create discussions on topics they find important. Students will also learn in the process what is a reliable website and how to cite sources in their projects. This may be shared in a multi-media platform like Zoom and Microsoft Teams. Teachers will allow students to be creative and allow them to create their own dialogue with their peers. Students may incorporate different online platforms such as Pear Deck, Padlet, Kahoot, PowerPoint, and even videos that the students have created.

This project can be any topic in English or Social Studies. The example I have provided would be the Harlem Renaissance, but it can be anything of interest to the students. This exciting project will give students an opportunity to delve into research of their favorite poet, musician, writer, or painter of the Harlem Renaissance. This project will allow students to dialogue of what they think is important in their learning. This will give students to be engaged in their learning experiences and the opportunities to be experts on Zora Neale Hurston, Langston Hughes, Archibald Motley, Marcus Garvey, Claude McKay, Jacob Lawrence, Louis Armstrong, just to name a few artists in which students may research and present.

The TED Talk that may serve as an introduction for students: “The Danger of a Single Story” may be shown to classes to ask if there are many sides to every story. This TED Talk is 18 minutes and gives an excellent introduction to the “Danger of a Single Story” in Social Studies and English courses. The Ted Talk is by Nigerian novelist and writer, Chimamanda Ngozi Adichie in 2009.

Next, this research project research would allow all students to delve into research areas they are interested in. All students in classes may participate in both creating the science board, or due to COVID and distance learning, this project may be presented by students using Prezi, PowerPoint, or video. All students would also have to introduce the project with oral presentations. Students would complete the project on their own or with a small group of three to four students. Each student would research a section to fill on the 3-D science board or PowerPoint, Prezi or video, due to COVID.

The students may be 6-12 in social studies and or English classes. The project can be adapted to any topic related to social studies. For example, Holocaust Studies, African American History,

Civil Rights in the United States, this can be any topic studied in the social studies classes in a unit of study.

This project may be for any student, ELL, ESE, Gifted, AP and English and Social Studies students in regular classes. Most students may enjoy researching the person or topic of his/her choice. The student may be creative by finding photographs, documents, illustrations or other documents in their online display. Some students may be inclined to dress up in the way the person would have dressed or share music in the background if appropriate.

For example, students who create a “Harlem Renaissance Research Project” may want to dress up in the men and women of the era if they choose, Aaron Douglas, James Weldon Johnson, Claude McKay, Langston Hughes, Zora Neale Hurston, Jelly Roll Morton, Archibald Motley, Jacob Lawrence, and Louis Armstrong, just to name a few artists, musicians, writers, and poets. Students may also want to listen to music of the time period if they choose.

## **Examples of research project topics:**

This project can be completed on any subject student would like to research. For example, students may research Harlem Renaissance African American poets, painters, writers, and jazz, ragtime, blues musicians. Each student or small group of three students will research one person who participated in the Harlem Renaissance in New York. Each student will then place pictures, photographs, maps, photographs of the particular person(s) the student(s) are researching on an on-line platform.

The students' research may be shared on Prezi, PowerPoint, Google Docs, Zoom, Microsoft Teams, Padlet, Kahoot, Pear Deck, Polls Everywhere, so the students can present to other students in their classes. This will be an on-going presentation for all students until the project is completed.

Teachers may invite other English and Social Studies teachers who would like to hear the students' present their projects during class on "on-line platforms," or if schools open, teachers and students from other classes would be invited.

## **Some research project ideas that may be created in both social studies and English. Both English and social studies teachers may coordinate these projects for both classes:**

The Gilded Age  
Civil Rights Movement  
Harlem Renaissance  
World War I and II  
Martin Luther King Jr. and Malcolm X  
Women's Suffrage Movement 1820-1920  
Civil War and Reconstruction  
American Revolution  
Women and the African Americans in the America Revolution  
The African Diaspora  
Jazz in New Orleans  
Blues in the Mississippi Delta  
Building the Transcontinental Railroad  
Lowell Factories  
The Cold War  
The Vietnam War  
The Transcendentalists  
Manifest Destiny  
California Gold Rush  
Civil Rights and Emmett Till  
Black Lives Matter  
The Reconstruction Amendments (13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments)

## **Florida Standards for project:**

Standards on Social Studies, English and Language Arts, and African American History for Florida. Any standard would be appropriate for this project for both English and Social Studies.

### **Benchmarks:**

1. SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history. Standard: Use research and inquiry skills to analyze American History using primary and secondary sources.
2. SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period. Standard: Use research and inquiry skills to analyze American history using primary and secondary sources.
3. LAFS.1112.RL.1.2 Standard: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
4. LAFS.910.RI.1. 1: Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### **African American History Standards:**

<https://afroamfl.org/wp-content/uploads/2019/02/AAHTF-Instructional-Standards-Guide-10-15-14-completed-revised.pdf>

## **Common Core Reading standards for Literacy in History/Social Studies and Objectives for English and Social Studies (11<sup>th</sup> and 12<sup>th</sup> grade):**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter uncertain.
4. Determine the meaning of words and phrases as they are used in text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Evaluate the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Integrate information from diverse sources, both primary and secondary into a coherent understanding of an idea or event, noting discrepancies among sources.



## **Course Outline and Overview**

### **Lesson Plans and Step by Step Guide in Implementing Research in Distance Learning:**

#### **Day One:**

1. Students will be shown a TED Talk: “The Danger of a Single Story” by Chimamanda Ngozi Adichie, a Nigerian novelist. This TED Talk is approximately 18 minutes and it offers students the opportunity to think about the stories they have been told by teachers, parents and the books they have read.
2. This TED Talk will open up discussion of how the students can tell their own stories of a topic, a book, a historical theme, or an idea they would like to research by themselves or in a small group.
3. Students will then choose a group of three to four students and select a topic they would like to explore and research.
4. If Zoom is being used, the teacher may create breakout groups so students may work together to collaborate.
5. They may use the textbook or research for ideas or a topic they want to know more about.
6. Students may brainstorm as to how they can work together to finish the project.
7. They will decide how to present the material to the class.
8. They may choose to create a presentation using Prezi, PowerPoint, videos, Google Docs, Padlet, Kahoot, Pear Deck, Polls Everywhere, or if in class, on a 3-D Science Board. If presenting at home, students may use, Zoom or Microsoft Teams.

#### **Day Two:**

1. After students have chosen their groups, they may be given time in class to collaborate and research the topic to make sure they have enough information to create a presentation.
2. Each group member shall have one particular role in the research, creating the PowerPoint, and presenting the material in an oral presentation.
3. Each group shall have at least 15 slides and one slide for citations and bibliography.
4. Groups may want to use APA or MLA for their research. Please see packet for guidelines for APA and MLA research and citations.

#### **Day Three:**

1. Students may have part of the period to work on the projects and to discuss how to present to class.

2. Students may have two-three weeks to work on the research and projects for homework and/or and classwork.
3. Students will be given APA and MLA guidelines to use for citing research they find on-line.
4. Teachers may explain the difference of different resources online and how reliable they are for using in this project.
5. Teachers may want to assist each group in breakout groups in Zoom, or in person, if in class.
6. Encourage students to check out reliable sources from government websites, museums, private museums, Library of Congress, and other government organizations that would be pertinent to the research needed.
7. Students may also want to watch videos on the subject. For example, Crash Course has a lot of videos on a variety of subjects in Social Studies. Students may also include short video clips in their presentations.
8. Encourage students to research primary documents on Gilder Lehrman Institute of American History. [www.gilderlehrman.org](http://www.gilderlehrman.org)
9. Another excellent website is Teaching American History.org. for primary historical documents. <https://teachingamericanhistory.org/>

#### **Days 4-15:**

1. Students will present material to the class in 10-15 minutes.
2. If time permits, they may take longer for class discussion and questions on the topic.
3. Students may bring music for the project.
4. Students may also “dress up” in the theme of the topic.
5. Teacher may want to collect the PowerPoint presentations before the students present to make sure they are completed.
6. Teacher may want to have a Google Doc to keep all projects upon completion, so teacher may review for a later use.

# **How to cite resources and use proper citations for MLA:**

## **MLA Eighth Edition Citations**

From: *The Purdue OWL*. Purdue U Writing Lab, 2019

### **When is MLA used?**

MLA is most notably used for subject areas within the liberal arts.

### **Who was it developed by?**

This type of formatting was formulated by the Modern Language Association.

### **How to use this type of citation:**

#### **The order of main elements within an MLA citation -**

1. Author.
2. Title of Source.
3. Title of Container,
4. Other Contributors,
5. Version,
6. Number,
7. Publisher,
8. Publication Date,
9. Location.

Each element is followed by its appropriate punctuation.

#### **Optional elements that can be included to maximize accuracy when citing –**

1. Date of original publication.
2. City of publication,
3. Date of access.
4. URLs.
5. DOIs.

Each element is followed by its appropriate punctuation.

#### **In-text Citations –**

These are direct citations used to reference a source. In-text citations are not written the same way they should be in the “works cited” page of your work. At the end of the sentence which mentions the work, the writer must state the author’s name followed by the page number, all within parenthesis. If the author’s name was mentioned previously in the sentence, the writer must simply assert the page number within the parenthesis.

**A source that states specific examples and instructions:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

**Work Cited:**

*The Purdue OWL*. Purdue U Writing Lab, 2019.

# **How to cite resources and use proper citations for APA:**

## **APA 7<sup>th</sup> Edition Citation Format**

### **When should the APA citation format be utilized?**

The APA style format of citing is used for scientific subjects.

### **What does APA stand for?**

APA stands for the American Psychological Association.

### **Fundamentals on how to cite in this format:**

#### **Paper Formatting:**

- Double spaced paper
- Standard-sized paper with 1-inch margins
- Page header on every page
- The page header, or running head, is a condensed version of your title. This title cannot exceed 50 characters, and the writer must state each page number as well.
- Page headers differ depending on the professionalism of your paper.
- The font type must stay consistent throughout the paper.

#### **The Four Pillars to an APA Paper:**

1. Title Page
2. Abstract
3. Main Body
4. References

#### **In-text Citations:**

#### **Short Quotations:**

These quotations require the author's, whom is being cited, name to be contained within a parenthesis and followed by a comma and page number. Conversely, the author's name does not have to be restated if it was mentioned previously in the sentence. Use "p" when stating one page and use "pp" when asserting multiple pages.

#### **Long Quotations:**

Quotations that surpass 40 words must be given a ½ inch margin indentation and are not to be put in quotation marks. The citation within parenthesis must be placed at the end of the long quotation.

**An in-depth Reference:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

## **Resources and Materials:**

Some students may use the class time to fix and create their on-line platforms with photographs, pictures, drawings, and or illustrations downloaded from the reliable websites and the Library of Congress. This project may also allow students to find what is a reliable website. Students may want to visit museums related to the projects. For example, if Martin Luther King Jr. is a topic of research, his museum is in Atlanta, Georgia and may offer many documents, history, and photographs that may be included in the students' projects.

## **Materials Setup:**

The students may want to research any topic related to topics studied in Social Studies or English. For example, Harlem Renaissance poets, writers, painters, or musicians who students may find resources by going online or checking out additional materials from school media center or local libraries. The Internet may be the best place to start the research for the desired topics on any subject of interest on the Harlem Renaissance, for example, or a topic that may be appealing to the student or group.

## **Background of Presenter**

### **Dr. Michele Mar:**

Dr. Michele Mar has been teaching ELLs, Gifted, Regular, and AP Social Studies courses for the past 25 years. She has taught middle, elementary, high school and college. Dr. Mar also taught in Osaka, Japan as part of the Japanese Exchange Teaching program from 1989-1990. She is a veteran teacher for M-DCPS. She is also a part-time professor of English for Academic Purposes at Miami Dade College. Dr. Mar received the Gilder Lehrman Florida History Teacher of the Year in 2018. She is also an AP Early Table Reader for US History for College Board. She has a Doctorate in Curriculum and Instruction with a focus on English Language Literacy. She is currently working on her fourth master's degree in United States History from Pace University through Gilder Lehrman Institute of American History. Last, Dr. Mar has also been a Teach-A-Thon participant for the past three years. She also mentors AP teachers for M-DCPS. She is available for any project collaboration at School for Advanced Studies North Campus and can be reached at [mmar@dadeschools.net](mailto:mmar@dadeschools.net).