**Inquiry Project English 9 Honors**

**Cardinal O’Hara High School**

**Tonawanda, NY 14150**

**Context:**

Students will have worked for a few months on several different texts addressing several different issues. Students have thus far read, *To Kill a Mockingbird*, *Life of Pi*, several short stories, and several nonfiction texts including primary sources. Students will have specifically addressed the following “big ideas,” themes, or issues:

- Race

- Class

- Gender

- Culture

- Spirituality

- Identity

- Social Justice

Students have previously worked with and currently understand primary sources. They have also done “mini-inquiry projects” in with written pieces, graphic images, video, etc. Class discussions are inquiry focused.

It is important to note that students in the course have not and will not take multiple choice exams. Their writing and discussion is self-directed as is the production of the final project.

**The Project**

Students will be given the following hand out below consisting of resources and examples for their final project. Students may also suggest other tools if they wish to use them at the discretion of the teacher.

**Project Options:**

Photographic Essay

Podcast

**Common Core Standards**

* [CCSS.ELA-Literacy.RL.9-10.2](http://www.corestandards.org/ELA-Literacy/RL/9-10/2/) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
* [CCSS.ELA-Literacy.W.9-10.5](http://www.corestandards.org/ELA-Literacy/W/9-10/5/) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* [CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Scaffolding**

Scaffolding for this inquiry project will happen in the first 2-3 months leading up to the project.

Students will have already addressed, in depth, all of the topics.

The day before the attached assignment is given to student, we will work on a mini-inquiry project as a class. During that lesson we will come up with an inquiry question as a group.

Students will address the following when visiting the library:

Introduction to databases (library/computer lab)

Exploration of primary, secondary and tertiary sources (library/computer lab)

Exploration of primary source websites (library/computer lab)

Creating a topic/thesis question/sentence (database)

Citation Worksheets (library/computer lab)

Plagiarism

**English 9 Honors**

**Inquiry Project 2013**

We have been exploring several different “big ideas” this year thus far. We have spoken about race, class, and gender through, To Kill a Mockingbird and other texts. We have also discussed the concepts of identity and spirituality through Life of Pi and other texts.

We will begin working on a Inquiry Project with several different components ending in a public presentation of your work in May.

**This Inquiry Project has 2 parts.**

**What is “inquiry?”**

Inquiry can simply mean asking a question. It is defined as “a seeking or request for truth, information, or knowledge.”

For this project you will develop your own inquiry on a topic of your choice related to the big ideas and the texts we have addressed this year.

**PART I**

**You will develop an “inquiry” based on one of the following topics:**

- Race

- Class

- Gender

- Culture

- Spirituality

- Identity

After choosing one of those topic you will develop a question.

For example:

**Coming up with a question will be the hardest part.**

|  |  |
| --- | --- |
| **Topic** | **Inquiry Question** |
| Race | How do the racial issues presented in To Kill a Mockingbird function in today’s society? |
| Class | How and why are our neighborhoods divided by social class? |
| Gender | How are women and/or men oppressed based on their gender? |
| Culture | Why and how are some cultures more valued than others? |
| Spirituality | What is my spirituality? What religions, spiritualities, or belief systems can I use to find my own? |
| Identity | What is my personal identity? What and/or who in my life has impacted my identity? How have they impacted your life and/or your identity? |
|  |  |

**Remember that these questions must be DEEP. This questions should NOT be able to answered with a “yes” or “no.” They should be MULTIFACETED. (tiered, involved, multifaceted)**

**Your questions may change as you delve into the work.**

**THE RESEARCH**

As you are completing your research you MUST take notes. These notes WILL BE COLLECTED.

Please see the attached worksheet and use it to keep track of your research.

The worksheet will help you cite your sources as you go.

**Sources**

**You must have at least 4 sources total.**

- At least 2 Primary Sources

- At least 2 other sources. These sources can be secondary, tertiary, fiction, non-fiction, etc. These sources can be whatever you find as long as they are from a reliable source and cited.

1 of these sources may be something that we have read as a class.

**.**

**THE PAPER**

- The paper must be in MLA format

- 5 pages long

- Double spaced

- 12 point font

- Times New Roma

- Works Cited

The paper will be completed after the project is complete. It will include the sources found in your research.

**The Project**

For this project you will be developing a visual or auditory project to compliment what you have found in your research.

The project can be worked on in a group of two students, but the paper that will go with the project must be done separately.

Please choose one of the following options.

**PHOTOGRAPHIC ESSAY**

A Photographic Essay is a series of photographs that are meant to tell a story or evoke emotion for the viewer. For our purpose, each photo in your photographic essay will also have a written explanation of the photo underneath it.

Students can use Microsoft Publisher, Prezi, or a blog to display the photographic essay. Most of the students are familiar with publisher and prezi from other classes.

Click the following link to view a photographic essay published on the New York Times website.

<http://lightbox.time.com/2013/08/21/desert-surreality-plight-of-syrian-refugees-magnified-outside-zaatari/#7>

**PODCAST**

A podcast is essentially an audio recording that is posted publicly for other people to listen. It is like listening to a talk radio show.

For our purpose, your podcast should be at least 3 minutes long, but no longer than 4 minutes long.

It must include different and/or additional information than that which was presented in your paper. It must include music and/or sound effects.

You may use audacity or garageband to create your podcast. You will learn the software as we work on the project in class.

Please click the following link to listen to examples of podcasts from National Public Radio’s “This American Life” series.

<http://www.thisamericanlife.org/>