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Notes from the Authors

The ability to conduct research independently, accurately, and effectively plays a fundamental role in college and the workplace. Research skills are critical tools for acquiring, extending, and sharing knowledge in academic and workplace settings, and students must be able to determine when and how to conduct and document research (CCRS 4A).

It is with great excitement that we have watched the college and career readiness movement identify research skills as essential to the education of all students. In the 28 years we have been working with and sharing the IIM research model, we have consistently said ‘*All students can do research*’, but now we are bold enough to modify that to ‘*All students must know how to do research!*’

IIM is an inquiry-based process that actively involves students in their own learning, empowers them to access information, and helps them to become independent, responsible, confident, excited researchers. It gives students a skill set for more than producing formal research reports and papers. These skills encompass those embedded throughout the curriculum and across all disciplines for the areas of reading, writing, speaking and listening, skills identified as foundational for college and career readiness. IIM is not a set of work-pages that students must complete every time they engage in a research assignment. It is, instead, a set of skills that allows them to gather, analyze, and share information across the curriculum. We continue to see students from non-readers to the most academically gifted succeed with this model.

All students will learn that:

- Research is a sequential process
- Research is used to answer questions across all disciplines
- There are many sources for information
- They must cite their sources using a standard format for their bibliography
- They must acquire and share information ethically, without plagiarizing
- Information must be organized for use in a product
- They should share what they have learned with an appropriate audience.

Whether students are working at the Basic or Proficient Level of IIM, as a group or independently, they are learning lifelong skills which can be used throughout their schooling and into their careers.

Happy Researching!
Cindy & Virginia

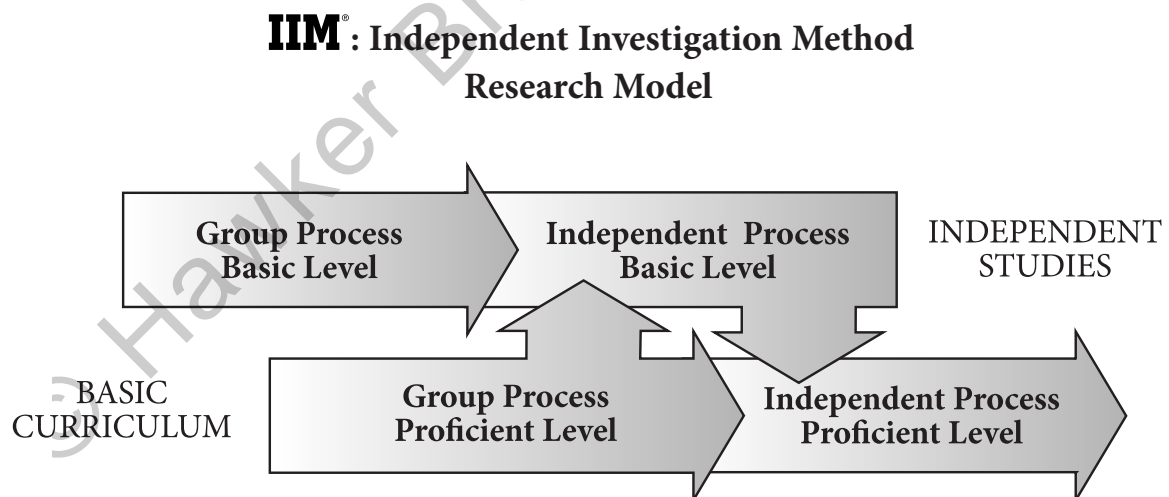
Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). *College and Career Readiness Standards for Reading, Writing, and Speaking and Listening, Draft for Review and Comment.* (2008).

Using IIM[®]: The Model

The Independent Investigation Method is a teaching model that guides students through the research process. Within this model, there are two skill levels: Basic and Proficient. Each level consists of a Group Process where the whole class studies one topic together and an Independent Process where students research topics individually or in small groups. The Group IIM Process at the Basic Level is appropriate for students K-8. Secondary teachers might prefer to introduce or review IIM using the Group IIM Process at the Proficient Level.

With the Independent IIM Process, your students will work on individual or small group studies. All students need to begin at the Basic Level where the foundation skills necessary for more advanced research are taught. The Proficient Level is for older students who have mastered basic research skills and are capable of applying the higher level skills required at this level.

Because IIM is really a continuum of skills, the process and progressions you choose should be based on your goals as well as your students' research experience, grade, and skill level. Use the following diagram to guide your choice as your students progress from beginning to advanced researchers. You will find more information in the introduction to each level and process to help you make choices for your class and unit.



Using IIM[®]: The Manual

The *IIM Teaching Research Skill is Grades K-12* will provide you with all the instructions and reproducible pages you need to teach the IIM model of research to students in Grades K-12.

Nine sections guide you through the process, lay out options for developing your curriculum, give you assessment suggestions, and provide supporting resources. Sections One-Three (Basic Level) and Sections Four-Six (Proficient Level) highlight the flow of the process. Here you will find detailed instructions on what you and your students will do during research, reproducible pages for designing and implementing your units, and sample research studies using the Independent Process. Section Seven contains forms to use in assessing the research process and its products. Section Eight includes teacher resource pages. Section Nine gives information about other Active Learning Systems materials and training.



Hawker Brownlow Education

Basic Level

Group IIM Process (A Whole-Class Study)

OVERVIEW

The Basic Level of the Group IIM Process is a whole-class study used to introduce IIM at any grade level. This process may be used with any curriculum unit, and may serve as the class study of a whole unit. If, however, your goal is to have students research independently, begin with the Group IIM Process to model the 7 steps using a topic from the class unit before students begin researching their individual topics.

At this level, the class as a whole researches the same topic following the 7 steps. Students do not work independently; no individual student booklets are used. You will present 3-4 resources of different types (book, text book, video, speaker...) for the class to use together, and record information from these sources on chart paper. The headings for these charts may be done by drawing freehand, by tracing from an overhead projection, or by enlarging Sec. 2: p. 30-35 and attaching them to the chart paper. After research has been completed, the class will organize the notefacts which are then used to develop class or individual products. Additional resources and activities not used in the research process may broaden the unit of study.



SYNOPSIS

Basic Level – Group IIM Process

STEP 1 Topic

After introducing the class topic through immersion activities, the teacher works with the class to develop a concept map on chart paper, focusing on what students already know and what they want to learn.

STEP 2 Goal Setting

The teacher and students formulate goal setting questions on a class chart.

STEP 3 Research

The teacher presents resources and records notefacts on chart paper from each source.

STEP 4 Organizing

The students organize all notefacts in categories on chart paper.

STEP 5 Goal Evaluation

The teacher checks skills and knowledge acquisition.

STEP 6 Product

The students develop whole class, small group, or individual products that share new knowledge.

STEP 7 Presentation

The students present products to an appropriate audience.