IB EE lesson 11/14
Advisement teacher will make a note of students who did not bring their EE books, Ms. Costarides will email parents

• This first lesson is about: LOCATING, ORGANIZING, AND EVALUATING
  • Open book to page 24 – EVERYONE reads silently as one person volunteers to read aloud.
  • YOU ARE IN THE LOCATE PHASE SINCE YOU ALREADY HAVE DECIDED ON A TOPIC
  • Everyone at this time, silently find your subject on pages 25-31 and read about what the book says about your EE subject
  • Then, everyone silently read your subject notes on pages 31-37
  • Someone volunteer to read “locating relevant sources” paragraph on page 37. then silently everyone peruse the list of types of libraries and databases on pg 37-38.
  • Then, someone volunteer to read aloud while everyone reads silently about
    • Online encyclopedias
    • Books
    • Textbooks
    • Journals
    • Audio-visual
Organize Phase

• You are not really there yet but once you have collected a bunch of information, data, evidence about your research question, you will then need to THINK about your evidence!
  • Someone volunteer to read aloud “organizing source material” on pg 40.
  • Everyone silently read the red/pink boxes on 40...This is a really good idea to do this for each source...most kids do not do this and their papers are not organized nor cited properly and there is a ton of missing evidence because they didn’t take the time to organize what they have found.
  • Everyone spend about 5 minutes looking at the example on pg 42 of organizing two sources a student found on the research question at the top of the page in orange.
  • Like I said, it is a good idea to make charts of your evidence so later you can put it into sub-headings.
Sub-headings

• Someone read aloud and everyone else reads silently page 43-44.
• Ultimately, you will have sub-headings in your paper. I will show you later what that looks like.
Evaluation phase
• The hardest phase
• The one most IB Juniors never end up doing
• The one that is worth the most points on the EE assessment criteria
• It might a little early for this but as you collect your evidence, sort it out, you need to THINK about it. Just because a source say “Mrs. Costarides is the best teacher ever” does that mean it is true? Where is the evidence to support this claim? Are there any other sources that might say something differently? Who said it? Was it a hard working student? A student who never showed up to class? When was it said? Was it said at the early part of her career or after she taught 15 years?
• HOPEFULLY!!!! You see where I am going with this – you CANNOT just take your evidence at face value – you have to think about it – in other words, you have to ANALYSE and EVALUATE your evidence!!!
EVALUATE Phase

• Someone volunteer to read aloud “Evaluation” at bottom of page 45 as everyone else reads silently

• On page 46, everyone spend a moment looking at EXAMPLES of what makes sources valuable and what makes them limited.
  • This chart will come in handy later as your think about your evidence.

• You are going to do an activity using what we call OPVL in history.

• ORIGIN, PURPOSE, VALUE, LIMITATION
  • Given any source, you should think about
    • Origin – Where did it come from, who said it, are they a scholar on the topic, a college professor, a renown writer, etc
    • Purpose – why did they publish this information? For whom was it said or written for? Were they trying to sway the public or just educate?
    • Value- how does this source help to answer my research question? Thinking about who said it, does it have limitations? Did they know what they were talking about?
    • Limitations – similar idea as above. Think about what is missing from the source.
OPVL activity

- I know this activity is a history activity but it is easily applicable to the following subjects –
  - Global politics
  - Geography
  - Business management
  - Visual arts
  - Music
  - Dance
  - Theater
  - Film
    - Not as much for Literature (unless you are talking about the secondary sources like literature reviews and Literature journals about your novel - which you must use)
    - Not as much for science (unless you are talking about the secondary sources you use to support the data/evidence you created/collected)
- Either way, this is super helpful for all Internal Assessments so do it now!
- Advisement teacher will collect your answers on the sheet, so make sure you write your name at the top.
End of lesson

• Hopefully you all noticed that the sources say different things. Most students do not feel comfortable including counterclaims and contradictory evidence but you MUST!!!!!! If you want high marks for your essay, you must NOT write a one-sided paper...most students do...

• Both sources I gave you are SUPER valuable to the research question and both are limited too...you will literally write how they are valuable and limited in your essay...which is something I know you have never been asked to do before but you are going to have to get comfortable with doing it.