Module 1

Summary v. Analysis

Instruct each student to choose a topic or issue they encounter while reading *Find Me Unafraid* (e.g. – poverty, slums, local empowerment). The students will then find two sources about their topic. One source will be a summary source that provides a general introduction to the topic. The second source will be a more analytical source that examines and analyzes the topic from a more specific perspective. Have the students complete a discussion board assignment where they talk about the differences and similarities between the two sources they found.

Information Source Jigsaw

Given a common topic from the book, each student in a group of 3-5 is asked to find one source of a particular type: website, news/popular article, book, encyclopedia, academic journal article. Students answer a few questions (below) about their source, then discuss with their group. Each student then writes a reflection on how different types of sources can contribute to a research project.

1. How does this source help you understand the topic?
2. What new, unique, or surprising information is included in this source?
3. What information from this source would you use if you were presenting this topic to your class?
4. What information or perspective is missing from this source?

Topic Inspiration

Using the article “It’s Time NGOs Admit Aid Isn’t Going to Save Africa,” read with your group and answer the following questions and complete the activity:

1. What is the most interesting or attention grabbing sentence in the article?
2. Does the article make you think of other related topics or current events?
3. What is one topic in the article that you want to find out more about?
4. If you were searching for more articles or sources like this one, what keywords would you use in your search? Make a list of at least 6 keywords – you can use 6 distinct words/phrases, or synonyms and related terms for fewer keywords.
5. As a group, draw an illustration or representation of the information presented in the article. Next, draw a second illustration/representation for another version of the topic you’d like to explore.

Present your answers and illustrations to the class, to share the ways that this article inspires you to further inquiry.

(This activity would work well either with the same article for all groups, or with a different article with each group to generate many ideas and options!)
Module 2

Developing Inquiry Questions

Using the same topics or issues the students identified after completing module 1, have them think about an inquiry question they have about the topic. The students will then write their inquiry question in three different formats – a general version, a more specific version, and a very specific version.

Connecting with Sources

Have the class read the article “A Dark Day for Kenyan Women” and then answer these questions to make connections between the article and other sources. Depending on your class, you may have them quickly write out individual answers to ensure content for the discussion, or discuss in groups then share answers with the whole class.

1. Does this article remind you of any other sources you’ve read or ideas and events you’ve heard about before? What are those connections, and how is this article specifically connected?

2. Where do you see the author of this article referring to the ideas or work of others? Look in the text of the article, its hyperlinks, and any notes or Works Cited list. How do those connections affect the credibility or convincingness of this work?

3. How would you find more information about the topics in this article? Specifically, where would you look for more information and how would you search for it?

4. Work together to draw a concept map incorporating topics and keywords from the article and the new ideas, questions, or sources that have emerged from the class discussion.

(This activity would be a good one to use in class or in groups before assigning students a mapping activity with their own inquiry sources.)

Inquiry Proposal

Write a proposal for an inquiry project on a topic raised by Find Me Unafraid. The proposal will present (in 1-2 pages) what you already know about the topic, why you find it significant and interesting, and what strategies you will use to find and incorporate information sources into your discussion of the topic. The proposal should answer the following questions:

1. What do you know about your topic already?
2. Why did you choose this topic over others? Why does it interest you and why is it significant?
3. What information sources gave you the idea for your chosen topic? (include specific quotes or citations here)
4. Do you have strong opinions on one side of this topic, which might affect your exploration of information? How will you address your bias or subjectivity in your project?
5. What aspects of your topic will you need to explore to get a full picture of this issue? How and where will you search?
6. If your initial research yields too much information, how will you narrow your topic?
7. If your preliminary research turns up very little information, how will you broaden your topic to open up more possibilities?
Module 3

Writing from Sources (Responding & Synthesizing)

Use an article that you've found on a topic related to *Find Me Unafraid* to complete the following writing activities:

1. Write a few sentences responding to the author of the article. What do you think of his/her arguments? What do you find most convincing or compelling? What questions do you have about the article or the author's main ideas?

2. Locate a sentence or passage in the article that you think expresses the author's main idea or argument. Next, rewrite the author's main idea in your own words, but without including the initial/personal reaction you had to the article in the first step.

3. Locate one of the sources referenced in this article (either mentioned in the text or listed in the Bibliography/Works Cited/Notes). Read the new source, looking for specific ideas or text that the author of your article referred to. Take an excerpt from each source (direct quote or paraphrase) and incorporate both into a paragraph that also includes your own writing to connect the two sources.

(For this individual and more involved activity, it may be helpful to model this process before assigning it for students to complete on their own.)

Analyzing & Synthesizing Sources

Using ideas and excerpts from the two sources you've chosen on your inquiry topic, write a response that analyzes and compares some of the arguments related to your topic. As much as possible, organize your response by choosing points from the sources that connect or relate to each other in some way and that establish the significance of your topic. How do these sources contribute to an inquiry on your topic? What can be learned and applied from these sources that goes beyond the details and facts of your topic? Be sure you are not just discussing each source individually, but writing about how the sources together contribute to an exploration and better understanding of this topic. Make your points clearly and concisely by referring to specific language from the sources.

Reflecting on Inquiry

After completing inquiry modules and activities, answer the following questions in an essay that describes your thoughts on the process.

1. Why did you choose this topic?

2. How did you decide which sources to use to gather information?

3. Which source did you find most valuable? Why?

4. What part of the inquiry process did you find most difficult? Why was it challenging? How did you work through it?

5. What three pieces of information did you find that would be interesting to others? What did you learn about your topic that you did not know before?

6. What lingering questions do you still have?

7. What did you learn about yourself as a student?

8. How will you use inquiry in other classes and situations?
All Modules

Making Connections

Using the Resources lists on the guide for *Find Me Unafraid*, find an article that interests you. Then, write a two-page paper to respond to some or all of these questions:

1. How does this story relate to any of the themes or issues you have encountered in *Find Me Unafraid*?

2. What do you find interesting or important about this source? Was it easy or difficult to choose something, and how did you decide on this one? In other words, what was your process of exploring the choices on the guide page?

3. What kind of source is this, and what is its purpose?

4. Does the author mention any other sources, authors, studies, etc. that might give you even more information? How do those connections contribute to the significance of this story?

5. Where in the source do you find the main idea or most important point? Can you incorporate a quote here and then discuss it in your own words?

6. If you wanted to find more information about this topic, where would you look and what keywords would you use?

7. How does this piece contribute to your own ideas and beliefs about the topic?

Exploring News Coverage

Use the library’s search tool for a local or national newspaper (Charlotte Observer, New York Times, Washington Post, etc.) to look up stories about a specific location in *Find Me Unafraid* (Kenya, Nairobi, Kibera) and answer the following questions:

1. What kinds of news stories do you find about these places? How frequently is news published about these places in the newspaper you chose?

2. How do the stories you find in the newspaper and the information they present compare with the impression of these places you get from the book?

3. What is the significance of the amount and type of news that U.S. readers get about places in Africa? Are there other ways that we in the U.S. get news about other parts of the world? How useful or relevant are these sources?

4. What questions did you think of while searching for and reading news about Kenya in U.S. newspapers?