

TITLE OF LESSON

English 1 Unit 1 Lesson 10 – Mythology Tribes: Creation Myth Revision and Draft 2

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-1, 1.3; W1.0-2, 1.9, 2.0-2; W/O1.0-3; L/S1.1

MATERIALS

four copies of each tribe's myth
poster board
piece of paper or cloth (8x10) to cover words on board

LESSON OBJECTIVES

- To introduce the concept, and stress the importance of rewriting as a necessary part of the writing process
 - To continue to develop and practice effective writing habits
 - To inspire comfort and confidence with writing
-

EXPLANATION OF LESSON

Prior to class, you will need to make four photocopies of each tribe's creation myth. You will be teaching students how to revise today. As this is the first time students will be revising with you, this may take a little longer than you expect. Make sure to go slowly in order to set a clear foundation for future revision.

On a piece of poster board displayed prominently in the room, have the word revision posted with the definition under it. Make sure to cover it with a piece of paper or fabric before class, as students will be working toward their own definition and understanding of re-vision. Please post good question starters underneath, as they will be referring to all of these throughout the school year. These, too, should be covered and not visible. (Definitions can be found below in the Focus and Motivate Students section.) When you have finished today's lesson, uncover the definition and the list of good question starters.

FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Pass back graded packets. Have students place them in their folders.
- 2) Agenda – Ask students to copy the agenda you have written on the front board.
- 3) **Group Definition** – Write the word *re-vision* on the board. Ask students what the prefix *re* means in this context. Then ask them what *vision* means. Underneath the words on the board, write their definition. You are aiming toward the idea that *revision* is seeing their papers again in a new and different way. Tell them that today they will be re-visioning their tribe's creation myths. (They will only be looking at content or ideas. They will NOT be checking spelling, punctuation or grammar – that will be tomorrow's lesson).
- 4) Explain **Revision** – Tell them that all writers make changes to their pieces in order to make them better. Explain that today they will be helping each other to make their papers better. Explain that the questions and comments they write are only suggestions; they do not have to be used. However, it is to their benefit to listen to the comments and suggestions of their readers. Tell them today they will all be readers, reading a piece of writing for the first time and that their comments should be written in such a way that they help the authors to improve the piece of writing. That way a first time reader might enjoy reading their work.
- 5) Good Questions – Next, tell students that good questions are questions that make others think or (in the case of re-vision) questions that help an author to write more effectively. Tell them questions that require a one-word response are NOT good questions. Ask them if they can think of any good questions. Below your re-vision definition on the board, write out some good question starters (e.g. why, what, how, describe, explain, and so on – all require more than one word responses and are helpful in revision). Tell students

these are the kind of questions they should be asking their partners during revision. Because they will be working in their tribes today, they will have the opportunity to help their tribe members to revise another tribe's creation myth.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Group Assigned **Revision** – Give each tribe four copies (one for each tribe member) of one other tribe's creation myth first draft. Make sure tribes don't have their own myths.
2. Sign Name – Each student in the tribe should have a photocopy of the original. Have the students write at the top, "Revised by (and their name)".
3. Instructions – Remind students they will only be re-visioning content or ideas. They are not to check spelling, punctuation or grammar. The reason for this is simple; since they will be changing so much of their content, any changes made to spelling, punctuation or grammar will probably have to be changed again when they rewrite this draft. It is better to wait until the content is set before spending a lot of time editing a paper.
4. **Silent Reading** – Have students read the creation myth quietly to themselves. Give them approximately 2-5 minutes for this. Ask them to sit quietly once they have finished so that others will have an opportunity to read.
5. Title – Next, ask students to look at the title of the creation myth set before them. Does the title just say, "Creation Myth"? Is the title creative? Does it go with their piece? Tell them that because a title is the first thing the reader will see, it should grab their attention. Ask them if this title does that. If it does not, ask the students to circle it and write above it, "Find a better title." Ask students to write two suggestions for a better, more creative title that catches the reader's attention and makes them want to read the story. They can use a sentence or a couple of catchy words from the story.
6. Asking Good Questions – Ask students to ask two good questions per paragraph. Remind students these must be written as questions. Statements like "Not enough detail" or "Give more character description" are not acceptable. Questions like "What does this character look like?" or "Why did she look up to her father?" are acceptable. Remind them their questions should be specific to the myth they are reading. They should write their questions in the margin of the paper next to the sentence or sentences in question. To help students out with this part you may want to write on the board some suggested missing pieces for students to be on the look out for:
 - e. Are the character descriptions so vivid you can picture what they look like?
 - f. Did the author describe the setting?
 - g. What is the conflict and what is the resolution? Are they believable? Have they been described in detail?
 - h. Is there a theme?
 - i. What kind of action takes place in the story? Is it described in detail? Is it exciting?
7. Two Suggestions – At the bottom of the myth, ask students to make two suggestions about how the author might improve this myth.
8. One Compliment – Last, have the students write one compliment (e.g., My favorite part was...) on the piece.
9. Switch – Have students pass the myth back to the authors.
10. Adding Ideas to the First Draft – In their tribes, students should next elect one person to be the writer. They should each have a copy of the individual re-visions made to their creation myths. Because each myth will have different re-vision ideas on them, students will be reading out the suggestions and questions one at a time and figuring out solutions and ways to add ideas, while their writer adds the new ideas to the original first draft. Give students only 20 minutes for this portion of the re-vision. Tell them they must have all of their new ideas written in the margins of the original first draft of their creation myths with arrows to where the ideas should go.

11. Second Draft – Next, have a second person in each tribe rewrite a second draft to include all of the new ideas in the places their tribe has decided would make the myth better. This student should be the quickest writer, as the second draft is due at the end of the period, no later.
 12. Other Work – While the second writer is working on the second draft, the first writer should be helping by reading it aloud to the second writer. The third tribe member should be working on the illustration and the fourth member should be working on music for the creation myth. The second draft, illustration and music are all due together at the end of the period in the next lesson.
 13. Collect the second draft of the creation myth at the end of the period, as you will have to make four photocopies of each before the next lesson.
 14. Folders – The work students complete today will go into their classroom folders.
 15. Homework Assignment – None
-

GROUP ROLES

Writer One – takes notes on the revision ideas and adds those suggestions to the original draft

Writer Two – collaborates with Writer One on incorporating the changes into the original draft

Illustrator – draws pictures of central character(s) and plot setting(s) of the myth

Music Director – composes a song, lyrics, or a just a simple rhythm to accompany the myth

DOCUMENTATION FOR PORTFOLIO

None