

TITLE OF LESSON

English 1 Unit 1 Lesson 24 – Mythology Tribes: Monster 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

Tribe Monster Myth T-chart – Student Page
four copies of each tribe's monster myth
poster board
piece of paper or cloth (8x10) to cover word 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
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FOCUS AND MOTIVATE STUDENTS

- 1) Homework Check – Stamp/initial complete homework assignments. Pass back graded work and ask students to place it in their folders.
 - 2) **Agenda** – Have students copy the agenda you have written on the front board.
 - 3) Review – Write the word *re-vision* on the board. Review the definition you established when they revised their Creation Myth: *revision* is seeing their papers again in a new and different way. Tell them that today they will be re-visioning their tribe's monster 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) Peer 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 it helps the authors to improve their 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 (i.e. why, what, how, describe, explain, etc. 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.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Assign Monster Myths – Give each tribe four copies (one for each tribe member) of one other tribe's monster myth first draft. Make sure tribes don't have their own myths.
2. Names – 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. Content Only – 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 monster 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. **Titles** – Next, ask students to look at the title of the monster myth set before them. Does the title just say, "Monster 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 in two suggestions for a better, more creative title based on what they have just read. They can use a sentence or a couple of catchy words from the story.
 6. **Good Questions** – Next, 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:
 - a. Are the character descriptions so vivid you can picture what they look like?
 - b. Did the author describe the setting?
 - c. What is the conflict and the resolution? Are they believable? Have they been described in detail?
 - d. Is there a theme?
 - e. What kind of action takes place in the story? Is it described in detail? Is it exciting?
 7. **Suggestions** – At the bottom of the myth, ask students to make two suggestions about how the author might improve this myth
 8. **Compliment** – Last, have the students give one compliment. (e.g., My favorite part was...)
 9. **Authors** – Have students pass the myth back to the authors.
 10. **Making Changes** – 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 monster 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 monster 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. **Tribe Monster Myth T-chart** – Pass this out to tribes and ask them to fill it in completely for their monster myths.
 13. **Illustrations and Music** – 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 monster myth. The illustration and music are due together at the end of the period in the next lesson, along with the edited second draft.
 14. **Wrap Up** – Collect the second draft of the monster myth at the end of the period and initial or stamp it so you will know that it was completed on time (This will help you during assessment, as this project is taking more than one class period). You will need to make four photocopies of each myth before the next lesson.
 15. **Homework Assignment** – None
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Writer One – Will take notes on the revision ideas, and add those suggestions to the original draft.

Writer Two – Will collaborate with Writer One on incorporating the changes into the original draft.

Illustrator – Will draw pictures of central character(s) and plot setting(s) of the myth.

Music Director – Will compose a song, lyrics or a just a simple rhythm to accompany the myth.

DOCUMENTATION FOR PORTFOLIO
Creation Myth