

NOTE: Today is a computer lab lesson. Please be sure you have signed up for the lab in advance.

TITLE OF LESSON

American Literature Unit 1 Lesson 36 – Editing/Typing Satire Essays
Should Huckleberry Finn Stay on School Reading Lists?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.5, 3.0-5, W1.0-5, 1.9, 2.0, 2.2, 2.3, 2.6, W/O1.0-3
NETS for Students – 1, 2, 3, 4

MATERIALS

Essay 3 – Satire – Student Page
Satire Rubric – Student Page
Editing Skills List – Teacher Page
How to Use Reviewing – Teacher Page

LESSON OBJECTIVES

- To utilize knowledge and understanding of the Reviewing tools in Microsoft word
 - To demonstrate spelling, punctuation, and grammar skills through peer editing
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments (Step 5 of the **Essay 3 – Satire** guidelines sheet). Return graded assignments and have students place them in the appropriate sections of their binders.
- 2) **Daily Log** – Tell students to copy the **Daily Log** below.
- 3) Computer Protocol – Remind students not to turn on their computers until you tell them to. Remind students of the computer lab etiquette you have established for your class and the consequences for any misbehavior.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Modify Editing Skills List. 2. Peer Editing (Step 6 of the Essay 3- Satire guidelines) 3. Final Draft of Essay 3 (Step 7).		1. Rewrite an excerpt of a portfolio piece using your word from the Flash Word Movies. 2. Continue reading novels. 3. Study vocabulary to date.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Editing Skills List – Have students bring out their copies of the **Editing Skills List**. Review the list with students. Ask if there are any questions about how to use the skills to edit a partner’s essay.
2. How to Use Reviewing – Tell students they will be editing a partner’s essay using the Reviewing and Comments toolbar in Word, **after they type the second draft of their essays**. Tell them to refer to the **How to Use Reviewing** sheetnotes they should have taken previously, if they do not remember the process. Ask if there are any questions about how to use reviewing. Field them. Tell them they will be working at their own pace. They should first type their essay. Then exchange papers with a partner to edit.
3. **Type** Second Drafts – First, students should open Word and type in the 2nd draft of their essay, making sure to save frequently. Tell them you will not be responsible for lost or deleted work because they forgot to save. Tell them they should do this quickly, as they still need to edit with a partner, and correct their mistakes before

turning the essay in at the end of the period. They do not have a lot of time, so they should work quickly. No messing around. As soon as they have finished typing, they should exchange essays with their partner and edit.

4. **Peer Editing** – Make sure you have posted the partner’s names on the front board. Tell students they will be trading essays at their own pace today because they must first type their essay in Word. Tell students that it is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable.
 5. **Polishing Final Drafts** – When you can see that most students have finished editing, give them this set of directions. If most students have not finished, you may want to give them a little more time, but remind them that their essays are due at the end of the period. So they do not want to mess around. Have students save their editing changes as a version. Then ask them to close the document and hand the essay back to the author. Now, it is the author’s turn to look over the changes made and accept or reject them, based on their ideas of what is correct. Remind them that even the best editors make mistakes. It is their paper and their responsibility to make sure all changes are correct. Also, they should read all comments and make appropriate changes **BEFORE** they delete the comments. Since this is to be their final draft, it should be a clean copy; that means it is free of all track changes and all comments. Sometimes a comment may be invisible. So they should make sure to use the next comment button to recheck for all comments prior to printing. Tell students they will have the rest of the period to work on finishing the essays. Then have them get right to work.
 6. **Save the Draft** – Five minutes before the end of the period, have students save this draft as a version. Remind them to print out all of their copies (or save to a disk to be turned in to you) and place them in the correct order. Then collect them. Or if it seems that most students were not able to finish in the time allotted and you are feeling generous, offer to open the computer lab at lunch or after school and extend their deadline to tomorrow at the beginning of class.
 7. **Review Homework** – Tell students that tonight, they must work with their words from their Word Movies. They must find some way to incorporate their individual words into a piece of writing that they have taken through the drafting process in class. That includes the following items: A True Story, Essay 1, Incident Poems, and Essay 3. They must rewrite a portion of one of these assignments, incorporating their special words in a way that makes sense to the overall piece, and conveys the meaning of the word. In order to do this, they will need to rewrite more than one sentence; it will probably require a rewrite of at least three sentences to give proper context to the word and its meaning. They may rewrite up to a full paragraph, however. The focus is not on the quantity of the writing, but the precision of it—to rewrite in a way that conveys the meaning of the word as fully as possible. Some people may be using words that have appeared in one of their assignments already. These students should choose an excerpt that utilizes the word and conveys its meaning effectively. If the excerpt they have does not really demonstrate meaning, they should rewrite it so that it does. They may choose any of the drafted pieces that they like best. This writing sample will be used in the Flash Word Movies as an example of how to use the dictionary word in context. Remind students that they should be continuing to read their novels at night, especially since there is no time for silent reading when they are at the computer lab. Their second evaluation essays and book talks will be due in Lesson 10 of Unit 2.
 8. **Wrap Up** – Have students clean up their workstation, push in their chairs, and shut down their computers. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Rewrite an excerpt of a portfolio piece using your word from the Flash Word Movies.
 - 2) Continue reading novels.
 - 3) Study vocabulary to date.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1



Project 1 – A True Story
Evaluation Essay 1
Incident Poem
Essay 2