

NOTE: Today is a computer lab day. Make sure you have signed up for the lab in advance. Today, the Flash Dictionary Chapters will be evaluated by a teacher panel and by the other students. Therefore, you will also need to plan in advance to assemble this teacher panel – which would ideally include both the technology teacher, another language arts teacher, and a third teacher of your choosing.

TITLE OF LESSON

American Literature Unit 1 Lesson 43 – Panel Review of Flash Dictionary Chapters
How Can We Use Flash to Communicate Meaning About Language and Language Change?

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, 2.6
NETS for Students – 1, 2, 3, 4

MATERIALS

Flash Dictionary Rubric (one copy for each student panel, and one copy per group for the teacher panel.) – Student Page
American Literature Unit 1 Study Guide – Student Page
Flash Dictionary Guidelines – Student Page
Computer lab with Internet connection
Flash 5 or Flash MX Installed on each computer

LESSON OBJECTIVES

- To view another group’s dictionary chapter
 - To use understanding of Flash and dictionaries to evaluate another group’s dictionary chapter
 - To have own dictionary chapter evaluated
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/Initial all completed work (The **Study Guide** with all of the terms completely filled out). Have students place it in the appropriate section of their binders.
- 2) **Daily Log** – Tell students to copy the Daily Log below.
- 3) Assessment Prep – Tell students to bring out their packets that they must turn in with their final project. Place them in front of the computers, so that panels can examine the **Group Brainstorm** as they judge the dictionary chapters.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			Panel Review of Flash Dictionary chapter		1. Study for final exam. 2. Continue reading novels. 3. Organize binders (to be collected in Lesson 45).

ACTIVITIES – INDIVIDUAL AND GROUP

1. Computer Lab Protocol – Remind students of appropriate computer lab behavior and the consequences you have established for misbehavior. Computer monitors should be turned off until the teacher says to turn them on.

2. Instructions for Teacher Panel -Tell students that a teacher panel and a student panel will be reviewing their dictionary chapters. The ideal teacher panel would include both the technology teacher and another language arts teacher. However, your choices may be limited to the pool of teachers who have a free period to assist you. You will at least, hopefully, have the technology teacher present. The panels will use the **Flash Dictionary Rubric** to evaluate the dictionary chapter. Explain to the teachers and students that these scores will be incorporated into each student's final rubric score. (The Rubric score is assessed twice, once as a student panel score and once as a teacher score. You will use the evaluations of this teacher panel to assess the teacher score.) Have the members of the panel view each dictionary chapter by playing the sequence of scenes that the groups arranged into a final Chapter Movie. They will discuss and assign rubric scores for each Chapter Movie, using every portion of the rubric EXCEPT the section marked Group Collaboration. Ask them to use the back of the rubric to make comments about each Chapter Movie. Therefore, the teacher panel will need a copy of the **Rubric** for each dictionary chapter to be evaluated. You will personally assign the teacher Rubric score for Group Collaboration.
 3. Instructions for Student Panel Groups – While the teacher panel is viewing and evaluating Chapter Movies, the student panels will also be viewing and evaluating the Chapter Movie of another group. Distribute copies of the **Flash Dictionary Rubric** to each student. Announce the groups and explain the panel structure to the class. The students will stay in the groups they have worked in, but they will view one dictionary chapter by another group. Tell the students that they will use the **Rubric** to score the dictionary chapter. The panel will also view the final version of the Chapter that contains all of the individual movies in sequence. Just as with the teacher panel, they will discuss and assign rubric scores using every portion of the rubric EXCEPT the section marked Group Collaboration. Remind the students that, because this score will be a part of the final grade, they should take their responsibility seriously. They should view the dictionary chapter carefully and consider all of the hard work that has been done. Someone else will be doing the same for the projects they created. Remind them also that the effectiveness of a movie can be judged by how well it conveys its ideas to the viewer. Therefore, if a panelist needs to ask a question about the meaning of something in the movie, it probably means the point of the movie was not effectively conveyed.
 4. Assign Group Roles – To facilitate the evaluation process, assign Group Roles for the student panels (see below).
 5. Assemble into Panels - Each group may open their file, so that the members of the panel can play the Chapter Movie. Have a student demonstrate for the teacher panel how to play the Flash Movies, so that they will know how to do it.
 6. Evaluation – Now, the teacher panel should evaluate each Chapter Movie using the **Rubric**. Meanwhile, the student groups will each be in charge of evaluating one movie. So the teacher panel will need to move through the room viewing movies at a faster rate than the student panels, who may spend the rest of the period evaluating one movie. Remind the panels to put the appropriate chapter name on top of each **Rubric** form before viewing and evaluating the Chapter Movie. While they do the evaluations, circulate around the room. You may be able to begin grading your Group Collaboration **Rubric** scores for some of the students as well. After the panel review, have everyone turn in all of the **Rubric** sheets to you.
 7. Turn In – Tell students to turn in their packets that accompany their final project. Put everything together in the following order: the requirements sheet on top, the **Flash Dictionary Rubric**, the group's **Critique**, the **Storyboard**, and the **Group Brainstorm**. The final version of the Chapter Movie, your final draft of the Word Movie, the edited version of the Word Movie, the second draft of the Word Movie, and the first draft of the Word Movie should all be saved on to the same disk, labeled with your name, and placed on top. Thank the guest panelists for their hard work in evaluating the projects.
 8. Review Homework – Tell students to finish filling out the **Study Guide** for the final exam. If they have already finished filling it out, they should think of a way to study the terms and concepts. They may want to create flash cards or study with a partner. They will conduct an exam review during lesson 44. So they should be prepared to be quizzed on the information. Remind them that binders will be collected in Lesson 45 as well.
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HOMEWORK

- 1) Complete **American Literature Unit 1 Study Guide** for final exam. Study all terms for the final exam.
 - 2) Continue reading novels.
 - 3) Organize binders (to be collected in Lesson 45).
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GROUP ROLES

Facilitator – Your job is to coordinate efforts of your group members as they evaluate the Chapter Movie. Help them reach a consensus on each section of the Rubric, and make sure that they address each criterion that the Rubric states. It is not your job to assign the score alone, just to make sure that everyone pays attention to the requirements as they decide the score.

Scorekeeper – Your job is to write down the decisions of the group members about the final score for each section of the **Rubric** (except for Group Collaboration).

Materials Manager – Your job is to play the Chapter Movie and to consult the **Group Brainstorm** to make sure that all of the original group goals were met in the final version of the movie. Keep your own group members informed about this as the scores are determined.

Timekeeper – Your job is to make sure that the group moves along through the sections of the **Rubric** in a timely way. You need to make sure that the group gets to each section of the **Rubric** in order to determine the scores in a fair and accurate way.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Project 1: A True Story

Evaluation Essay 1

Incident Poem

Essay 2

Essay 3: Satire

Final Project: Flash Dictionary Chapter