

NOTE: Today is a library day. Make sure you have signed up for the library in advance.

TITLE OF LESSON

American Literature Unit 2 Lesson 15– Library Research
How do I narrow my research topic?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.4, 3.0-6, W1.0-5, 1.7, 1.9, 2.0-1, 2.3-4, W/O1.0-2, L/S1.0, 1.4-9, 2.0-1

MATERIALS

Library, preferably with computers with Internet access
Essay 3: Reflections on Folk Groups – Student Page
Editing Skills List – Student Page
3x5 notecards – ten per student

LESSON OBJECTIVES

- To locate the most potentially useful sources regarding the research topic
- To divide the initial research amongst group members
- To review note-taking skills
- To practice keeping detailed records of sources
- To edit a partner’s essay

NOTE: Remember that for Lesson 17, the students will be watching a film called *American Tongues*. You will need to order this film in advance, and you will need to arrange to have a VCR available to view the film. The film should be ordered from The Center for New American Media, PO Box 1084, Harriman, NY 10926. Order the High School Version, which is 40 minutes long and costs \$150. You may also order through the website: <http://www.cnam.com/order.html>.

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/Initial homework assignments (and Step 4 of **Essay 3 Guidelines**). Collect binders from students.
- 2) **Daily Log** – Copy Daily Log below

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> 1. Peer Editing (Step 5 of Guidelines) 2. Note-taking review 3. Divide up sources 4. Locate sources 		<ol style="list-style-type: none"> 1. Read Chapters 7 and 8 of <i>Their Eyes Were Watching God</i> and write a page in the Dialectical Journal. 2. Continue reading novels. 3. Study vocabulary to date.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Editing** – Tell students to bring out the second drafts of their essays to trade for peer editing. Make sure you have posted editing partners on the front board. Students should bring out the **Editing Skills Lists** (which they should have in their binders). 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. Spend twenty minutes on editing.

2. Note-taking Review – Distribute ten notecards to each student. Tell them that they will use the notecards today to write down information from potential sources for the research project. Spend a few minutes discussing appropriate research skills. Ask students for suggestions on how to use notecards when doing research (if anyone has used this strategy previously). Make sure the following tips are mentioned, by students or by you (and tell the students to write these down):
 - Write only one piece of information on a notecard (usually not more than one sentence or quote)
 - If writing a quote, make sure to get the exact words and PLACE THE QUOTE WITHIN QUOTATION MARKS (being careful about this now helps to make sure there is no plagiarism!)
 - Give the notecard a descriptive title (e.g. Criticism of Ebonics)
 - Write down source information on each notecard. At the bottom of the card, place the author’s name and the page number where the information was found
 - Create a Source Card for each source. Each source card should have all the bibliographical information, including the author, the date of publication, title of the article/essay/story, name of the book/magazine/newspaper/website, URL (if applicable), volume number (if applicable), and pages (if applicable)
3. The Research Process – Tell the students to assemble in groups and bring out the list of sources they discussed in Lesson 13. Today, they must locate two useful sources of information about their dialects, in order to complete enough research to narrow their topic (or change it, or broaden it, as the case may be). Remind them that this initial research is necessary in order to refine a topic. If they discover, for example, that they cannot locate information about the dialect of Eastern Chicago, they may wish to change the topic or to make it even less specific. This does not mean they should abandon a topic if their first search for information is unsuccessful! They may need to try different ways of locating information. Remind them that they may have valuable primary sources amongst friends, family, and neighbors. Today’s search is only within the sources available at the library. By the end of the period, they must complete at least two source cards with information about sources for the project. They must complete ten notecards altogether. The remaining notecards may be more source cards, or they may be quotes/facts from the sources consulted today. By Lesson 19, they will need to complete ten more notecards (which should include at least two more source cards). Then the group will make a final decision about their topic and write a rough draft of a thesis statement.
4. Small Group Discussion – Within their groups, students should complete the following tasks and write them on a group sheet of paper to turn in for approval at the end of the period:
 - A. Target Audience – They should decide upon the target audience for their projects. Is it other high school students (whom they wish to educate)? Is it the judges of the competition? This will affect how they narrow their topics and present their information.
 - B. Source Criteria – They should also say how they will determine which sources to include. Will they stop in the middle of research and meet as a group to approve people’s sources?
 - C. Group Roles – They should also create group roles for the research. Tell them to think about the roles they have been assigned in the past and to think about what makes sense for the research they are doing today. Should they have one person who is a “web researcher” and one who looks through encyclopedias? Whatever they decide, they must write down the group roles on a sheet of paper, and write down who is doing what.
 - D. Dividing Up Source Searches – Then they should use the assigned group roles to divide up the potential sources and begin searching for information. Work must be divided equitably or points will be taken off. Whatever the roles, each student must complete ten notecards by the end of the period (including two source cards). Remind them that these notecards should contain either pieces of information relevant to their topics, or source information about a source that will be useful to them.
5. Review Homework – Read and Chapters 7 and 8 of *Their Eyes Were Watching God* and write [Dialectical Journal 5](#). Remind students that they should be choosing the quotes for their journals for significance, as they

will need to use those direct quotes when they have finished reading and this short cut is better than having to re-read an entire novel to get them. Tell students to meet in the computer lab tomorrow.

6. **Binders** – Collect binders to grade tonight.

HOMEWORK

- 1) Read Chapters 7 and 8 of *Their Eyes Were Watching God* and write **Dialectical Journal 5**.
 - 2) Continue reading Independent Reading novels.
 - 3) Study vocabulary to date.
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GROUP ROLES

Student created

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
American Literature Unit 1 Final Exam

Unit 2

Essay 1: Reflective Language
Essay 2: Novel Evaluation