

TITLE OF LESSON

American Literature Unit 2 Lesson 26 – Research Essay Guidelines  
*How should quotations and sources be cited within the research paper?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-5, 1.7, W/O1.0-2, L/S1.0, 1.8

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MATERIALS

**Research Essay Guidelines** – Student Page  
**Style Sheet** – Student Page

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LESSON OBJECTIVES

- To review the guidelines for the research essay component of the projects
  - To review MLA style guidelines/ThinkQuest recommendations regarding quotations and citing sources
  - To check in with groups about research projects
  - To discard unnecessary notecards
  - To format the sources for the citations page
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework assignments. Pass back any graded work and have students place it in the appropriate sections of their binders.
- 2) **Daily Log** – Copy Daily Log below
- 3) **Journal Read Around** – Have students bring out their last Journal (5), where they discussed search strategies that were successful or unsuccessful. Tell them to sit in groups and pass their journal to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s journal has been read by each group member and the author’s own journal is returned. Then ask the students to answer this question: What were the four best search strategies listed? Give them five minutes to answer the question. At the end of five minutes, call time. Randomly call on a member of each group to present the group decision. Tell the class to take notes as they present, so that everyone will have a list of suggested effective search strategies.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	6 – How and why have you modified your original topic? (One page)	Using quotations and documenting sources	1. <b>Research Essay Guidelines</b> 2. <b>Style Sheet</b> 3. Group Meetings 4. Citations Page		1. Journal 6 2. Continue reading novels (finish by Lesson 30). 3. Study Vocabulary.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Research Essay Guidelines** – Distribute the **Research Essay Guidelines**. Explain to the students that these guidelines are referring to just the research portion of their ThinkQuest Website assignment. They will each be responsible for writing a five-paragraph essay about their subtopics. Because the Website looks different from a traditional research paper, they will be excerpting parts of these essays to use on the site. They must have an essay that can be read independently of the rest of the project, but that still relates intricately to the project. That is, someone must be able to read and understand their essay without having to read the rest of the essays in the group. Excerpts of each research essay will appear on the site, along with the Flash Movies they have begun. Review the steps of the Research Essay with the students. Tell them that the information about quotations and documenting sources will be explained today. Answer any questions about the Research Essay. For tomorrow’s homework, they will outline the essay. Therefore, if they have any research left to do, they should finish it tonight.

2. **Style Sheet** – Distribute the **Style Sheet** to each student. Tell them that they have been learning specific instructions about how to write a research paper, according to certain rules established by the Modern Language Association. This group publishes whole books of rules about how to write research papers. During this unit, they are only focusing on a few areas: citing sources within a paper, and documenting these sources at the end of the paper. This sheet you have given them explains the rules for these two areas, referencing both the MLA Style Book and the ThinkQuest Citation Style Guidelines. It should be used like a reference book, and they should look up the rules whenever they have questions about it.
  3. Lecture – Deliver a mini-lecture using the first section of the **Style Sheet**. After you read each rule, stop and ask for an example of a relevant quotation from the class (i.e. if discussing longer quotations, ask for a sample of this; if discussing ideas borrowed from an author, ask for an example of this). After a volunteer provides an example, ask the class to work together to create an in-text citation for the sample. Write their ideas on the board. For example, if someone gives you a sample of a quote longer than four lines, ask the class to work with you, using the style rules, to create a block quote within a paragraph.
  4. Works Cited – After you have practiced the MLA rules, point out the remaining section of the **Style Sheet**, with the ThinkQuest Citations and References recommendations. This shows how to create a reference page for the whole research paper/project. The group will need to create one page only, to include on the website. Everyone should be keeping source cards for each source, and the source cards should include all of the information listed on this sheet. Show them how to look through the categories for the appropriate source type. Remind the students that images must also be cited, and that the permission information should be listed in the same format as the image listed in the Permissions section of the **Style Sheet**.
  5. Group Meetings – Tell the students to bring out their note cards. Each group member should report to their group, stating the headings of their new note cards and a brief summary of the main points of their research. They should also indicate any note cards that they want to discard at this time, and get the group's approval. Allow five to seven minutes for this activity. (If there is disagreement about the discarding of note cards, tell them that they may take more time, but they need to determine a fair way to make a group decision about these things.)
  6. Citations Page – Tell the students that they should go through their Source Cards and the **Style Sheet** to make sure they have all the necessary information to create the citations page for the research project. This will appear as a page on the website, and they will write down all the necessary information in the correct format today. However, the page may need to be modified if there are sources they decide to add or to drop. They should consult the **Style Sheet** as they write down sources, to make sure that they are doing it correctly. They will need to organize the information on their cards in the correct order, and then cross out anything written in the wrong format. Then they will consult these cards when typing the citations page. Tell them that they have until five minutes before the end of the period to complete this. When their time is up, tell them to write their names on the top of their papers and turn them in.
  7. Review Homework – Tonight, the students should write another journal entry reflecting on the research process. Tell them to write the following question down: How and why have you modified your original topic? (One page)
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#### HOMEWORK

- 1) Write [Journal 6](#). (One Page)
  - 2) Continue reading novels (due by Lesson 30).
  - 3) Study vocabulary.
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#### GROUP ROLES

None

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#### DOCUMENTATION FOR PORTFOLIO

**Unit 1**

**Unit 2**

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

Essay 1: Reflective Essay  
Essay 2: Novel Evaluation  
Essay 3: Reflections on Folk Group