TITLE OF LESSON

American Literature Unit 2 Lesson 31 – Website Layout

How do we convey information about our research projects?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, W1.0-5, 1.7, 1.9, 2.0, 2.2, W/O1.0-2, L/S1.0, 1.8

MATERIALS

Research Essay Guidelines – Student Page
WebWeb– Teacher Page (made into an overhead transparency)
Overhead Projector
Website Brainstorm – Student Page
Vocabulary Worksheets – Student Page (2 per student)

LESSON OBJECTIVES

- To conduct a peer revision of the Research Essays
- To Brainstorm ideas for the website
- To create a graphic organizer that demonstrates the content of each page, the site unifying elements, and the navigation of the site

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

1) Homework Check – Stamp/initial all homework assignments. Return Flash Movies, if you have finished grading them. Pass back any other graded work and have students place it in the appropriate sections of their binders.
2) Daily Log – Copy Daily Log below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Brainstorm Website 2. **WebWeb** 3. Peer Revision of Research Essays (Step 3 of **Guidelines**)		1. Write Novel Evaluation Essay Draft 1. 2. Define vocabulary words (due Lesson 33). 3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Website Brainstorm** – Remind students that each person in the group is responsible for a different piece of the website, and that most pages will contain the work of all of the members of the group. They should have already chosen a Group Role (see *Group Roles* in the **ThinkQuest Website Guidelines** sheet) that indicates their responsibility in planning the website. They will also choose different Group Roles for today's task (see below). Tell students that, because each person in the group is creating a page that belongs to the same site, they should be thinking of ways to "match" their page with the pages of the other members of the group, just as they did with the Flash Movies. They have already thought of some ways to match the site during the **Website Brainstorm**. Tell them to bring this page out. It should list different kinds of visual matches such as font size, type, and color. Other matches listed might be buttons the pages have in common, clip art images for spot illustrations, a common bullet point that might be used to demarcate the end of one section and the beginning of the next. Ask each group to share an idea they listed about unifying the website. Have the groups take turns reporting (with no repeats). When a group hears an idea they have not listed, they should jot it down on the **Website Brainstorm** sheet, as they will be responsible for creating that element on the webpage they design.

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2. **WebWeb** – When they have finished the class brainstorm, they will need to work as a group to plan a graphic organizer for the layout of their websites. Their organizer should include all the pieces of the website and what each section will include. Display the **WebWeb** on the overhead projector. Tell the students that this is an example of how to organize the different pages of the website, where each component will be, and how they will link. Ask them to bring out their **Site Critique** sheets (from their last lesson) and refer to what they liked and did not like about the ThinkQuest websites. Using these sheets, they should Brainstorm suggestions for other items that might be placed on the graphic organizer. What further sections need to be included? What components of the site will each section house? Write down their ideas on the overhead transparency. Tell them that they should take notes as well.

3. Group Meetings – Now tell the students to assemble in groups to plan their own graphic organizers. The home page editor should take the facilitator role, and each of the other editors should choose another one of the *Group Roles* below. Allow twenty minutes for this meeting. At the end of the meeting, each group should have their own graphic organizer that represents each web page they plan to create and how they are linked. In Lesson 35, they will determine the content that will be included on each page.

4. Peer Revision – Ask students to take out the first drafts of their Research Essay (4) and their **Research Essay Guidelines**. Pair up the students and have them trade essays. Tell them to look at the **Instructions** while revising their partner's essay. They have been through the revision process before, so they should be familiar with it. If anything is missing, they should make a note of it and suggest how to incorporate it. Spend the rest of the period on revision. They will work on the second draft of this essay in class tomorrow.

5. Review Homework – Distribute two **Vocabulary Worksheets** to each student and tell them to write down the following words above each work area on the sheet: acquiescent, lamentation, resignation, billowing. They will continue to work on SAT vocabulary, filling these sheets out by Lesson 33. Tonight, the students should also write their Novel Evaluation Essay draft 1.

HOMEWORK

1) Write Essay 5: Novel Evaluation draft 1.
2) Define vocabulary words (due Lesson 33).
3) Study vocabulary.

GROUP ROLES

Facilitator (Home Page Editor)– Your job is to keep the group focused on the task at hand and to help them generate ideas for the graphic organizer. It is not your job to come up with the ideas alone. It is your job to encourage/help other group members to come up with the ideas, and to help the group reach agreement on how to use the information.

Notetaker – Your job is to write out the words the group is giving you for the graphic organizer. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write, and to participate in the discussion about how to plan your group's site.

Note Checker – Your job is to look at the ideas written on the **Site Critique** sheet and the notes taken in class, and remind the group to incorporate them. You must also participate in the discussion and help think of ways to plan your group's site.

Timekeeper – Your job is to make sure the group stays on track and completes today's task in the allotted time. Give them a five-minute warning before the allotted time is up. You must also participate in the discussion and help think of ways to plan your group's site.

DOCUMENTATION FOR PORTFOLIO

Unit 1
Project 1: A True Story

Unit 2
Essay 1: Reflective Essay

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Evaluation Essay 1
Incident Poem
Essay 2
Essay 3: Satire
Final Project: Flash Dictionary Chapter
American Literature Unit 1 Final Exam
Essay 2: Novel Evaluation
Essay 3: Reflections on Folk Group
Flash Movie

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