

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

TITLE OF LESSON:

American Literature Unit 2 Lesson 36– Subtopic Pages
How can we present our research in the most effective way?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0, 2.4, 3.0-5, W1.0-5, 1.7, 2.0, 2.6, W/O1.0-2, L/S1.0, 2.0
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

Critique Sheet – Student Page (four for each Subtopic Editor)
ThinkQuest Website Guidelines – Student Page
Introduction to Dreamweaver – Student Page
My Page – Student Page
Computer lab with Internet access
Dreamweaver

LESSON OBJECTIVES

- To create the web pages that will be the Subtopic Pages for the ThinkQuest Websites
 - To synthesize the work of all of the group members in the presentation of information on the website
 - To practice using Dreamweaver
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Computer Protocol – Remind students of the computer lab etiquette you have established for your class and the consequences of any misbehavior. Tell them not to turn on the computers until you instruct them to.
- 2) Save – Tell them it is their responsibility to save all work frequently; you will not be responsible for any lost or deleted work because they forgot to save. Briefly review the steps to saving their work that you have established for your class. Ideally, students should save their web pages to a compact disk so that they can place them in their portfolios. They may also save their web sites to the Thinkquest server while they are working on them.
- 3) Homework Check – Stamp/initial all homework assignments.
- 4) **Daily Log** – Copy **Daily Log** below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	8 – What advice would you give to another student doing a project on your topic? (one full page)		1. Group Meetings. 2. Subtopic Pages (Step 6 of ThinkQuest Website Guidelines).		1. Journal 8 (one page). 2. Subtopic Editors only: write a paragraph of notes describing the unifying elements you will be looking for when you critique the Subtopic pages for continuity. 3. Bring in any missing information for websites. 4. Begin reading new novels for Independent Reading. 5. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Group Meetings – Remind the students of the *Group Roles* that they have chosen (see below). Tell groups to meet and to exchange any information that is still needed to create website pages. Today, they will create the Subtopic Pages, so if they have forgotten any information for the other pages, they still have one more day to bring it in.
 2. Dreamweaver – Have the students turn on their monitors, open Dreamweaver, and open a new page in Dreamweaver. Tell them that, if they need help, they should consult their **Intro to Dreamweaver** page. If they need extra help, they should consult other students in their group who remember the process. They should use you as a last resort. You may also wish to have your site technology person present to help students out when necessary.
 3. Subtopic Pages – They should be working on Step 6 of the project guidelines. The guidelines sheet lists the requirements for their Subtopic Pages. They should also have their **My Page** sheet handy so they can refer to their ideas and the suggestions of their group members. Give them until five minutes before the end of the period to complete this. When they have finished, initial Step 6 of their **ThinkQuest Website Guidelines** sheet if they have finished. If there are quite a few students who did not finish, you may wish to open the computer lab to them at lunch or after school. Remind the students that these pages must be completed by tomorrow, so that the critique may take place. Students must also save this first version on a compact disk, so that you are able to grade this version separately from the revisions. (Alternately, you may choose to have students print out all the pages of their first versions, but using compact disks will save both time and paper.)
 4. Clean Up – Five minutes before the end of the period, ask students to save their work, clean up their workstations, push in their chairs, and shut down their computers. (All work should be saved to a compact disk so that it can be critiqued tomorrow.)
 5. Review Homework – Tell students to write another research reflection for their journal tonight (Journal 7). They should write one page answering this question: What advice would you give to another student doing a project on your topic? Distribute the **Critique Sheet** to the Subtopic Editor in each group. Tell them to read the **Critique Sheet** tonight and jot down any questions they have. They should also write an explanatory paragraph about what particular unifying elements they will be looking for when they critique the Subtopic Pages of their group for continuity tomorrow. They should already know the unifying elements from all of the planning sessions. The purpose of the explanatory paragraph is to assist the Subtopic Editors in other groups, who will be assisting in the critique. (Since an editor cannot critique their own page, they will need to exchange their page with a Subtopic Editor in another group.) Remind students to bring all necessary items for creating websites tomorrow. Remind them to meet in the computer lab tomorrow.
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HOMEWORK

- 1) **Journal 8** (one page).
 - 2) Subtopic Editors only: write a paragraph of notes describing the unifying elements you will be looking for when you critique the Subtopic pages for continuity.
 - 3) Bring in any missing information for websites.
 - 4) Begin reading new novels for Independent Reading.
 - 5) Study vocabulary.
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GROUP ROLES

Home Page Editor – You are in charge of making sure that your group members are completing their website pages on time, and providing you with all of the information you need to fulfill your group role.

Subtopic Editor – You are responsible for checking for continuity among the subtopic pages on the website. You must also make sure that your group members are providing you with all of the information you need to fulfill your group role.

About Us Editor – You are responsible for making sure that your group members are providing you with all of the information you need to fulfill your group role.

Citations Editor – You are responsible for making sure that your group members are providing you with all of the information you need to fulfill your group role.

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 Essay
Essay 2: Novel Evaluation
Essay 3: Reflections on Folk Group
Flash Movie
Essay 4: Research Essay
Essay 5: Novel Evaluation