

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 37– Home, About Us, and Citation 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
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 Home, About Us, and Citation Pages for the ThinkQuest Websites
 - To synthesize the work of all of the group members in the presentation of information on the website
 - To utilize and demonstrate Dreamweaver (web publishing) skills
 - To critique the Subtopic Pages of the website and offer suggestions for changes
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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.
- 3) Homework Check – Stamp/initial all homework assignments.
- 4) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	9 – During which step in the research process did you learn the most? Were you most affected by researching, interviewing, writing, or some other step? (1 page)		1. Group Meetings. 2. Create Home, About Us, and Citation Pages (Step 7 of ThinkQuest Website Guidelines). 3. Critique Subtopic Pages (Step 7 of ThinkQuest Website Guidelines).		1. Journal 9 – one page 2. Continue reading novels. 3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP



1. Group Meetings – Tell the students that the Home Page Editor, About Us Editor, and Citation Editor will work on their pages while the Subtopic Editors critique the Subtopic Pages today. Tell groups to meet and to exchange any information that is still needed to create website pages (including the disks from yesterday, which the Subtopic Editors will need). Today, they will complete all of the remaining Pages, so if they have forgotten any information for the other pages, they will need to obtain it and fill in any missing information on their own time.
 2. Dreamweaver – Have the students turn on their monitors, open Dreamweaver, and get started on their pages. 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 want to have your site technology person on hand to help out today
 3. Remaining Pages – Students should be working on Step 7 of the project guidelines. The Home Page Editor, About Us Editor, and Citation Editor will need to create the Home, About Us, and Citation Pages for the website. The guidelines sheet lists the requirements for their Pages. They will also need to create any other pages they decided upon when they created their website layout. All of these responsibilities should have been divided already. Students should 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. If they have finished, initial Step 7 of their **ThinkQuest Website Guidelines** sheet. 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 version on a compact disk, so that you are able to grade this version separately from the revisions. (The more versions created, the larger the file size. You may choose to have students print out all the pages of their versions, but using compact disks will save both time and paper. Tell students that you will grade each version along the way, for effort and thoroughness. The rubric for the for the final version will cover quality.)
 4. Subtopic Critique – While the other editors are working on the remaining pages, the Subtopic Editors will need to critique the Subtopic Pages created by their group. Tell them to bring out the **Critique Sheet**. Briefly review the directions on the handout and field all questions. Now, have them open up the Subtopic page of another student in their group. Tell them that they will use the **Critique Sheet** to critique their group members' web pages. However, when it is time to have their own web page critiqued, they cannot do it themselves. Therefore, they should give their own disks to an editor in another group, along with the page of explanatory notes they wrote last night. Give the students the rest of the period to work on it. Tell students they need to work quickly and efficiently, as their critiques are due by the end of the period. When the critiques are finished, collect them, as the students will be using them tomorrow. Tell students to have Step 7 of their Guidelines sheet signed.
 5. 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 disk, so that it can be critiqued.)
 6. Review Homework –Tell students to write another research reflection for their journal tonight ([Journal 9](#)). They should write one page answering this question: During which step in the research process did you learn the most? Were you most affected by researching, interviewing, writing, or some other step? Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) [Journal 9](#) – one page.
 - 2) Continue reading novels.
 - 3) Study vocabulary.
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GROUP ROLES

Home Page Editor – You are in charge of designing the home page for the website, which houses the hooks to the subtopic pages and contains links to all of the other pages. It is your job to oversee your team and make sure



that they are completing their website pages on time, so that you may write the hooks. You are also in charge of facilitating group meetings and goal-setting sessions. It is not your job to come up with all of the content or all of the design elements for the website. You must help your group make these decisions. You are also responsible for completing all of the remaining steps of this project, listed in these guidelines.

Subtopic Editor – You are responsible for checking for continuity among the subtopic pages on the website. It is your job to make revision suggestions for everyone’s subtopic page, using the **Critique Sheet** as a guide. You must also make sure that everyone gets you their information on time, so that you may make changes. You are also responsible for completing all of the remaining steps of this project, listed in these guidelines.

About Us Editor – You are responsible for creating the About Us page of the website, to house all information about the authors of the site. You must make sure that everyone gives you their information on time, so that you may do your work. You are also responsible for completing all of the remaining steps of this project, listed in these guidelines.

Citations Editor – You are responsible for creating the citations page of the website, to house all information about sources referenced during the project. It is your job to do the final edits for this page. You must also make sure that everyone gets you their information on time, so that you may do your work. You will also to gather everyone’s source cards to create the final citations page for the project, based on the **Style Sheet**. You are also responsible for completing all of the remaining steps of this project, listed in these guidelines.

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