

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 38– Revise 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, 1.4-8, 2.0-1
NETS for Students – 1, 2, 3, 4, 5, 6

MATERIALS

Critique Sheet – Student Page
ThinkQuest Website Guidelines – Student Page
Introduction to Dreamweaver – Student Page
Computer lab with Internet access
Dreamweaver

LESSON OBJECTIVES

- To refine Subtopic Pages
 - 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 make changes suggested during the critique
 - To get group feedback on how to use journal entries in the Research Reflection essay
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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. 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, they should save to a compact disc or to the Thinkquest server.
- 2) Homework Check – Stamp/initial all homework assignments.
- 3) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Read Around 2. Revise Subtopic Pages (Step 8 of ThinkQuest Website Guidelines).		1. Choose a message for the Research Reflection essay. 2. Continue reading novels. 3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. [Instructions for Read Around](#) – Each student should bring out the Research Reflections written the past two nights. Before beginning the Read Around, tell the students to take out a clean sheet of paper and follow these instructions. First, they will read a group member’s journal. Then when they have finished reading the journal of a single person, they will write their recommendation to that author. Remind the students that these journal entries, along with their other Research Reflections, will be used to create a full-length reflective essay. These

journal entries alone are not reflective essays. They will need to use the entries to create the essay. Ask the students to read the journal entries for a message; read to see if they are about significant ideas. Is there a larger truth that the author's could expand upon, based on the experience of the research project? Tell the students to make a recommendation to each author about what big idea could be used to develop these journal entries into a full-length reflective essay. (For example, one reader might suggest, "I was interested by your statement that interviewing your neighbor was the most important and influential step in your research. You could write an essay with a message about needing to hear people's stories first-hand to understand their experience as a language minority, and use this interview as an example.")

2. **Read Around** – Then have students pass **Journal 8** to the person sitting on their right. This person should read them. When they are done, have them pass it again to the right. Continue the process until each person's **Journal 8** has been read and the author's own journal is returned. Then repeat this with **Journal 9**. Before they begin, remind the students that these journal entries, along with their other Research Reflections, will be used to create a full-length reflective essay. These journal entries alone are not reflective essays. They will need to use the entries to create the essay. Ask the students if the journal entries they wrote are about significant ideas. Is there a message, a larger truth that they wish to expand upon, based on the experience of the research project? Tell the students to make a recommendation to each author about developing these journal entries into a full-length reflective essay. What questions would they still want answered? What angles would they still want explored? Each group member should give a recommendation to each author. Tell the authors to take notes. Give them seven to ten minutes. At the end of ten minutes, call time.
3. **Critique Sheets** – Tell students that today, they will make changes to the Subtopic Pages of the website. Tell Subtopic Editors to give their group members the **Critique Sheets** from the day before. (They should also give **Critique Sheets** to the other Subtopic Editor whose work they reviewed.) Give the students 10 minutes to look at their editor's critique of their page. They should make all changes suggested by their partner unless they disagree with the changes. Wherever they disagree with the changes, they must write down the reasons why next to the suggestions for changes.
4. **Dreamweaver** – Have the students turn on their monitors, open Dreamweaver, and open the files containing their Subtopic Pages.
5. **Revision** – Students should be working on Step 8 of the project guidelines. Let them have the rest of the period to work on their pages. Walk around to make sure all students are working, and ask them what ideas they liked and how they plan to implement them. Tell them you want to see changes/improvements to their pages. If students do not finish their pages today, they may complete them on their own time. If you are feeling generous, you may offer to open the lab during lunchtime or after school.
6. **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. Students must also save this version on a compact disk, so that you are able to grade this version separately from the revisions. (Remember that the more versions created, the larger the file size, and you may wish to have students print out all the pages of their versions. Remember to grade each version along the way, for effort and thoroughness.)
7. **Review Homework** – Tell students to gather together their research reflections tonight. They should have six reflections in all, which explore the following questions:
 - What meaning will your project have to your audience? How will it teach those who didn't do the research?
 - Describe any problems or successes you are having as you search for information. What search strategies work well or disappoint you? What were the major challenges to your search for useful and credible resources?
 - How and why have you modified your original topic?
 - How did you make sure that your information completely addressed the thesis?
 - What advice would you give to another student doing a project on your topic?
 - During which step in the research process did you learn the most? Were you most affected by researching, interviewing, writing, or some other step?

8. Explain – Tell the students that, since they will be writing a reflective essay on their research project, they should review these journal entries, as well as the components of reflective writing, tonight and think about what they want the message of their essays to be, taking into consideration the recommendations their group made at the beginning of the period. They should write down at least one new idea for the message of the essay (in addition to the one suggested at the beginning of the period). They will discuss this in class tomorrow. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Choose a message for the Research Reflection essay.
 - 2) Continue reading novels.
 - 3) Study vocabulary.
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GROUP ROLES

None

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