

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 39– Critique and Revise Remaining 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, 1.9, 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

Essay 6 (Research Reflection) Guidelines – Student Page
Reflective Circle Diagram – Student Page
Reflective Writing Rubric – Student Page
Critique Sheet – Student Page
ThinkQuest Website Guidelines – Student Page
Introduction to Dreamweaver – Student Page
Computer lab with Internet access
Dreamweaver

LESSON OBJECTIVES

- To critique all remaining pages of the website (besides 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 review components of Reflective Writing
 - To set goals for the Research Reflection Essays
 - To proofread a Subtopic Page for errors
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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.
- 2) Homework Check – Stamp/initial all homework assignments.
- 3) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none">1. Review components of Reflective Writing.2. Critique Remaining Pages (Step 9 of ThinkQuest Website Guidelines).3. Revise Remaining Pages, based on critique		<ol style="list-style-type: none">1. Outline Essay 6: Research Reflection.2. Continue reading novels.3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Reflective Writing Review** – Ask for someone to remind the class of the components of reflective writing. Hopefully someone will remember two critical concepts: reflective writing explores a big idea, a larger truth (using an incident or information as a springboard). And reflective writing includes analysis, often from more than one perspective. Previously, students wrote reflective essays based on an autobiographical incident (about language) or about their own folk groups. Now, they will be reflecting on the experience of their research projects. All of the questions they have explored in the journals may be incorporated into the essay. There may also be other questions to explore: Is the project turning out as planned? Did they do enough research? What could have been done better? What unexpected lessons did they learn? It is up to the students to decide upon the overall message of the essay (the big idea), which they should have done last night.
2. **The Big Idea** – Ask for some volunteers to share the ideas they came up with for the message of the Research Reflection Essay. Tell all students to take notes, since these ideas may help them refine or expand upon their own message. Tell them that this sharing of ideas will not make their essays identical to one another, since everyone’s research experience is different. When they hear the ideas of others, it will help them understand how their research experience can illustrate a larger truth. For example, someone doing a project on Spanglish may have written that doing Internet searches using the term “Hispanic” was difficult at first, because, while the U.S. census uses this term, many Spanglish-speaking people reject it. Therefore, students may have had to learn different ways to describe Spanglish-speakers, to make sure they got a balanced viewpoint. Based on this experience, they might develop a message like the following: “When studying about identity, it is critical to learn how people understand and describe themselves, not just how they are described by the majority.” They could then use the experience of their research to illustrate this. Tonight, they should outline this essay.
3. **Goal Setting** – Distribute the **Essay 6 (Research Reflection) Guidelines**. Remind students of the goals they set after their last reflection essay. They should have written specifically what they would work on to get the grades they have targeted. (It could have been that they need to work on turning their work in on time, writing second drafts, getting their papers edited properly, making sure to include 3 reasons that back up their thesis statements, or having at least 2 pieces of supporting evidence with quotes from the text. They should have chosen at least 2 specific things they could do to earn the grades they are shooting for.) Tell the students to think about these goals, as well as the **Reflective Writing Rubric** (which they should have in their binders) and the **Essay 6 Guidelines**. Remind students that the rubric is your assessment of the quality of their work. They will also be graded on their effort and the actual work they put into the drafting process, as seen in the GRADING PROCEDURE portion of the **Guidelines**.
4. **Outline Essays** – Distribute the **Reflective Circle Diagram**. Tell the students to use this form to outline their essays tonight for homework. Note that the first thing they need to write is the message of the essay. Then they should decide how to use the research experience to illustrate and support the message. Experiences should be described with detail, and must be accompanied by analysis, either along with the description, or following it.
5. **Critique Sheets** – Tell students that today, they will make changes to the Home Page, About Us Page, Citation Page, and any other remaining pages of the website (excluding the Subtopic Pages). They will be working on Step 9 of the project guidelines. Have the students turn on their monitors and open their web pages. Distribute the **Critique Sheet** to each editor. Ask students to assign group roles (see *Group Roles* below). No matter who is in charge of a particular role, the whole group should be reading and evaluating the page. Point out to the students that they are all responsible for making sure the final project looks good, and they may catch a mistake that another editor overlooks.
6. **Do the Critique** –Each group should evaluate each page using the **Critique Sheet**. Remind the notetakers to take careful and legible notes so that each editor can take the suggestions and make changes when the critique is finished. Spend fifteen minutes doing the critique. (If this is not sufficient, you may wish to give them more time today. They will have some of the period tomorrow for revisions, so you may judge whether you want to expand the time given for critique and then reduce the time given for revision.)

7. **Revision** – Tell students they will have the rest of the period to make changes to their web pages based on the suggestions of their group members. They will also have half the period tomorrow to complete them.
 8. **Subtopic Editors** – Tell the Subtopic Editors that they will be proofreading pages for errors. While the other editors are working on revision of their pages, Subtopic Editors should exchange disks containing their Subtopic Pages with Subtopic Editors in other groups. (They do not need to exchange the disks of all their group members, since there will be time in class tomorrow to proofread these. They should only exchange the disks with their own pages, since no one should be the only proofreader of their own work.)
 9. **Proofread** – Tell Subtopic Editors to take out their **Editing Skills List**. Take out a clean sheet of paper, write the name of the person whose page is being proofread, and their own names. On the sheet of paper, they should write any errors they see that need correcting. They should be specific about exactly what the error is. Remind them that some of the spelling and grammar errors may not be errors (since some of the page will contain dialect), but they can still make note of them if they believe them to be errors. It will be the responsibility of the authors to decide which edits are needed. Give them the rest of the period to work on this. If they finish early, they may outline their Research Reflection Essay.
 10. **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.
 11. **Review Homework** – Students should outline Essay 6. Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Outline Essay 6: Research Reflection.
 - 2) Continue reading novels.
 - 3) Study vocabulary.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them generate as many ideas as possible about how to improve the website using the **Critique Sheet**. It is not your job to come up with all of the ideas. It is your job to encourage/help other group members to use the information on the sheet to suggest improvements.

Notetaker – Your job is to write out the suggestions the group is giving you on the **Critique Sheet**. It is not your job to generate all of the suggestions. It is your job to help others to give you as many suggestions as possible to write.

Timekeeper – Your job is to make sure your group finishes the critique during the allotted time. At regular intervals, tell your group how much time they have left for the critique.

Quality Checker – Your job is to make sure your group is adhering to all goals about design, navigation, and site unity. Use the **My Page** handouts and any other planning notes to assist you in checking this.

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