

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 40– Edit Pages and Upload Sites
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, 2.3, 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
ThinkQuest Website Guidelines – Student Page
Uploading Websites – Teacher Page
Computer lab with Internet access
Dreamweaver

NOTE: Today, students will complete the last steps of the final project. They will also upload their websites to the ThinkQuest site. (You may decide to have them just submit their projects to you, rather than participate in the competition. If you decide this, then you will want to have the students upload their sites to the school website or to a website that allows free uploading. If you decide to have students participate in the ThinkQuest competition, you may need to give them additional time to work on and improve their sites after this lesson. They may turn their sites in for a grade today, and continue to improve the sites until the ThinkQuest deadline.) You may wish to ask your school's technology expert to help to plan or lead this lesson. Students should also submit a link to their site to ESubjects, for consideration as a publication on our site. (Note: ESubjects reserves the right to edit content or to refuse publication.) Please use the Teacher Page, **Uploading Web Sites**, to conduct your mini-lesson while students take notes today. Be sure you run through the Teacher Page prior to teaching it today so that you can field any questions that may come up. Tomorrow, students will have their websites reviewed by a panel of three teachers at your school, who will score them according to the **ThinkQuest Website Rubric**. Therefore, you will also need to plan in advance to assemble this panel – which would ideally include a technology teacher and another language arts teacher.

LESSON OBJECTIVES

- To proofread all pages of the website
 - To synthesize the work of all of the group members in the presentation of information on the website
 - To practice using Dreamweaver
 - To make suggested changes during editing
 - To upload the websites
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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 (Step One of **Essay 6 Guidelines**).
- 3) **Daily Log** – Copy **Daily Log** below.



Date	Journal	Lecture Discussion	Activity	Readings	Homework
			<ol style="list-style-type: none"> 1. Finish any pages that have not been completed. 2. Proofread pages and view whole site (Steps 10 and 11 of ThinkQuest Website Guidelines). 3. Upload site. 		<ol style="list-style-type: none"> 1. Write Essay 6: Research Reflection (due Lesson 42). 2. Continue reading novels. 3. Study vocabulary.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Finish Pages** – Tell students to turn on computers and open up the web pages that they have been working on. Take twenty minutes to finish inputting any changes from yesterday’s critique (or, if necessary, the previous day’s critique). Then have everyone switch computers with someone in their group. Each student must proofread a partner’s page for errors. Referring to the **Editing Skills List**, they should write on a clean sheet of paper 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. When it is done, they should get Step 10 of their **Project Guidelines** sheet signed. Students must also save this version on a compact disk, so that you are able to grade this version separately from the others. (Remember that the more versions created, the larger the file size, and you may alternately choose to have students print out all the pages of their versions. Remember to grade each version along the way, for effort and thoroughness.)
2. **Subtopic Editors** – While the other editors are completing the above task, the Subtopic Editors should be proofreading the Subtopic Pages. Tell them to take out the disks of their group members and begin working on this. They should bring out their **Editing Skills List**. Take out clean sheets of paper (one for each web page to be proofread), 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.
3. **Make Changes** – Tell students to make changes to their web pages based on the suggestions of their editing partners as soon as the proofreading is done. They will need to make changes to their Subtopic Pages, as well as any other pages they are in charge of.
4. **Step 11** – Finally, each editor should do a final reading of their own page to spot errors or anything else they have overlooked. When they have finished this, they should save their final version and have Step 11 of the **ThinkQuest Website Guidelines** signed. They will need to turn it in with their **ThinkQuest Website Guidelines**.
5. **Upload Website** - Students should have completed all but the final step of their **Guidelines**. They will now finish their projects by uploading their website to the ThinkQuest server. Deliver a mini-lecture on **Uploading Websites**, using the Teacher Page of the same name. It may be useful to have the technology teacher from your school help with this step. Tell students to take notes on the lecture.
6. **Upload** – The Home Page Editors will now upload the site. Circulate around the lab, along with the technology teacher, to assist them if necessary. After the uploading is complete, everyone should have their **Guidelines** sheets initialed and assemble all the required components of their project packets. However, they will not turn these packets in until after tomorrow’s panel review. While the Home Page editors are uploading, the other students should assemble their packets for turning in. They should staple together everything in the following order:
 - **Research Goals**
 - **Website Brainstorm**

- **Guidelines for ThinkQuest Websites** sheet with teacher's initials
- Mock Layout of Home Page on group-created graphic organizer
- A 1st draft of the Subtopic Page, printed out or saved to disk
- Suggestions for revisions for Subtopic Pages on a **Critique Sheet**
- A 2nd draft of the Subtopic Page, printed out or saved to disk
- 1 edit for spelling, punctuation and grammar
- The final draft of the Subtopic Page, printed out or saved to disk

For group role credit:

- A 1st draft of the page (other than Subtopic page), printed out or saved to disk
 - Suggestions for revisions on a **Critique Sheet**
 - A second draft of the page, printed out or saved to disk
 - 1 edit for spelling, punctuation and grammar
 - A final draft of the page, printed out or saved to disk
7. 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.
 8. Review Homework – Students should write Essay 6 (due Lesson 42). Remind students to meet in the computer lab tomorrow.
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HOMEWORK

- 1) Write Essay 6: Research Reflection (due Lesson 42).
 - 2) Continue reading novels.
 - 3) Study vocabulary.
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GROUP ROLES

Home Page Editor – You are in charge of completing the home page for the website, which houses the links to all of the other pages. It is also your job to upload the site.

Subtopic Editor – You are responsible for checking for continuity among the subtopic pages on the website. It is your job to proofread everyone's subtopic page, using the **Editing Skills List** 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 your own Subtopic Page.

About Us Editor – You are responsible for completing 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.

Citations Editor – You are responsible for completing 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.

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