

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 9 – The Research Process  
*What are the steps to completing a research project?*

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 11-12: R1.0-3, 2.0-6, W1.0-5, 1.7, W/O1.0-2, L/S1.0-3, 1.10, 1.13-14  
NETS for Students – 1, 2, 3, 4, 5, 6

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MATERIALS

**The Research Process** – Student Page  
**ThinkQuest Guidelines** – Reading  
**Site Critique** – Student Page (two copies per student)  
**Essay 2: Evaluation Guidelines** – Student Page  
**Editing Skills List** – Student Page  
**Novel Evaluation Presentation Rubric** – Student Page

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LESSON OBJECTIVES

- To review the process of writing a research paper
  - To consider topics for the final research project
  - To examine and critique examples of ThinkQuest websites
  - To examine and critique examples of English Dialect websites
  - To edit Essay 2
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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) Homework Check – Stamp/Initial homework assignments (and Step 4 of **Guidelines**). Return any graded assignments and have students place them in their binders.
- 3) [Daily Log](#) – Copy Daily Log below

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. The Research Process 2. ThinkQuest Exploration 3. Topics 4. Language Websites 5. Peer Editing of Essay 2 (Step 5)		1. Write down three topic ideas for the research project. 2. Read ThinkQuest Guidelines 3. Write down three additions to the Research Process Checklist 4. Study vocabulary to date. 5. Practice Book Talk or Novel Evaluation Presentation.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. The Research Process – Ask for students to think back to research reports they have written for English or for other classes, such as history. What were all the steps they completed to create a research report? Tell them to

work in groups to come up with a brainstormed list. Give them just a few minutes. After they have discussed it, pass out **The Research Process** handout and ask if they remembered everything listed. Is there anything that they remembered that is not listed on the handout? Write suggestions on the board and have students add them to the checklists, if appropriate. Tell them to keep the checklists in their binders, to use for the research projects they will be doing during this unit.

2. **ThinkQuest** – Tell students that they are about to begin the research project, but it will not culminate in a paper. It will be a research project to create an educational website, one that could be used to teach other students around the country. Tell them to turn on their computers, open their web browsers, and go to [www.thinkquest.org](http://www.thinkquest.org).
3. **ThinkQuest Site Critique** – Tell students the purpose of ThinkQuest: It is a program offered to teachers and students interested in participating in a contest to build educational websites. Tell students to click the button marked Programs, then go to ThinkQuest USA and click on the winners from last year. Assign each group a different student website from Division 3 (the high school grades) Distribute the **Site Critique** to each student and tell them to explore the winning student website and fill out the critique sheet. They may explore the site and fill out the sheets together, but each person in the group must take notes on their own sheet. Remind them of the websites they have created – such as the online newspapers from Sophomore year. They should use this background knowledge and vocabulary to discuss what they like and don't like on the Student Sites. Allow them ten to fifteen minutes to complete this task.
4. **Second Site Critique** – Distribute a second copy of the **Site Critique** and tell the students to use it to evaluate another site—this time, they will evaluate sites that offer information about dialects of English. In the last unit, they often visited specialized dictionaries and slang sites. The sites that they will look at today all offer more than just glossaries of terms. They either provide special features that rely on web technology, or they represent information visually, or they present context and research about a particular dialect. Direct each group to visit one of the sites below and evaluate its design and content, using the critique sheet. Allow ten to fifteen minutes to complete this task.  
  
<http://www.tvsiian.com/hubert/article.php?sid=1> (A history of the popular culture expression “All Your Base Are Belong to Us”)  
<http://www.geocities.com/Broadway/1906/dialects.html> (Dialect map of American Regional English)  
<http://www.pittsburghese.com/> (Pittsburgh Dialect)  
<http://www.iuo.it/cilaweb/sitocila/lingue/inglese/indirizzario/varietiesofenglish/asian/asian.html> (Asian Englishes)  
<http://www.sierra-leone.org/proverbs.html> (Proverbs and Stories in Krio dialect)
5. **What is an Educational Website?** – Tell the students to meet in groups and discuss their critiques, answering these questions: What components do educational websites have that make them different from other websites? What would you add to the language-related websites to change their purpose, transform them into teaching websites? Each group should come up with at least three ideas. Call on each group and write the ideas on the board. Tell the students to take notes.
6. **Research Topics** – Tell the class that they will be designing a dialect website for the ThinkQuest program. They have already created dictionaries. During this unit, they will create educational websites about a particular dialect of American English. They may certainly link to the dictionary sites they already created (with the author's permission of course), if the dictionary relates to the dialect they have chosen to research. This combines aspects of a research paper, with the process of designing a website. Tonight, they should write down three ideas for a topic they would like to research (i.e. three dialects they want to analyze, find out the history of, collect examples of, and so forth).
7. **ThinkQuest Guidelines** – Distribute the **ThinkQuest Guidelines** (Reading) and review the parts that are bolded. Tell the students to return to the ThinkQuest Site ([www.thinkquest.org](http://www.thinkquest.org)), click on Programs, and then on Guidelines. Tell them to find the section marked Schedule and Deadlines and fill in the website information on their own **Guidelines** sheet. Tell the students to read the guidelines over tonight and add three steps to the Research Process Checklist. The three steps they add should modify the list to make it appropriate for the

ThinkQuest project. What else will they need to do to fulfill this research project? How is creating an educational website different from writing a traditional research paper? They should use their site critique sheets to help them come up with ideas.

8. Independent Novel Presentations – Tell the students that they will edit their essays today, and remind them that they will present one-minute book talks about the essays in Lesson 11. Distribute the **Novel Evaluation Presentation Rubric**. Review with students what they are required to present for their Novel Evaluation Presentation. Field Questions.
9. **Peer Edit** – Remind students they must edit for the new grammar skills they learned yesterday. Make sure you have posted the partner’s names on the front board. Tell students they will be trading essays to edit today (step 5 on the Essay Instructions). They will edit directly on the second draft, and type the final draft in the lab tomorrow. Tell students to bring out the second draft of the essay. Post your **Editing Skills List** (found in the *Teacher Pages* section of this unit) on an overhead projector, a computer hooked up to a television monitor, or a computer projector. Post all of the steps at the same time. Tell students they are on their own for editing. It is their responsibility to their partner to make sure they edit thoroughly. Acknowledge again that editing is tedious, but important to making a document presentable.

Remind students that it is not their job to correct words for the author. It is their job to spot words they believe may be misspelled. Tell students that anything they are asked to actually change as editors on the **Editing Skills List** (e.g., capitalizing the first word of each letter in the title, capitalizing the first letter of the first word of a sentence, putting a period at the end of a sentence, correcting run on sentences by taking out too many ands and putting in a period, and so on.) they should do in such a way that the original errors are still visible. In this way, authors will be able to see their corrections and the original and choose which is the correct version for their final draft. Remind the students that they should be paying attention to the two new skills added to the list yesterday. There should be at least one example of a modified quotation in the essay, and one of the new skills should be incorporated. Give students the rest of the period for peer editing. Sign Step 5 on the **Essay Instructions** for students who complete this on time.

10. Homework Review – Tell students to clean up their workstations, shut down their computers, and push in their chairs. Remind them to meet at the computer lab tomorrow. Remind them to practice for their booktalks, which they will present in Lesson 11.

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#### HOMEWORK

- 1) Write down three topic ideas for the research project.
- 2) Read ThinkQuest Guidelines.
- 3) Write down three additions to the **Research Process Checklist**.
- 4) Prepare for book talks.
- 5) Study vocabulary to date.

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#### GROUP ROLES

None

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#### 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 Autobiography