

Note: Today is a library research day. Make sure you have signed up for the library in advance.

TITLE OF LESSON

English 2 Unit 3 Lesson 31 – Library Research, Archetypes
What resources best support our research on archetypes?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – R2.0, 2.3-2.6, 2.8, 3.0, 3.2, 3.5, 3.7, W1.0-1.7, 1.9, 2.0, 2.3a-f, W/O1.0-1.5, L/S1.0-1.2, 1.6, 2.0, 2.2a-c

MATERIALS

Source Information – Student Page
Research Essay Guidelines – Student Page
Research Essay Rubric – Student Page

LESSON OBJECTIVES

- To use traditional resources (books, periodicals, journals, etc.) to conduct research on archetypes
 - To analyze effectiveness of resources and prioritize based on usefulness
 - To revise and improve written work based on new information and sources
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework, novel evaluation essay outline and preliminary research outline. Return any graded assignments and have students place them in the appropriate section of their binders.
- 2) [Daily Log](#) – Copy [Daily Log](#) below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1) Preliminary Outlines 2) Library Research 3) Share Information 4) Source Check		1. First draft of Novel Evaluation Essay 2. Finish outline of Archetype Research Essay

ACTIVITIES – INDIVIDUAL AND GROUP

1. Preliminary Outlines – Ask students to take out their preliminary outlines, their **Source Information** sheets, and all of the readings and notes they wish to use for their projects. In groups, have students meet to review their notes from group meetings yesterday and discuss the ideas they feel need more supporting evidence and/or the questions they still have that need to be answered. Have them choose roles according to the Group Roles listed below. Remind students to share with their group members the names of books, periodicals, and journals that they found online yesterday. Remind students of the minimum source requirements: 3 books (Encyclopedias don't count), 3 periodicals/journals, 5 online sources.



2. **Library Research** – Identify 3 work stations for students to rotate through: Books, Periodicals, and Journals. Try to have visited the library beforehand to inform the librarian of your assignment, set up work stations, and set out potential sources to help students get started. Have group members divide up equally between the stations. If more than one group member is at a station, they may work together to find and analyze resources using the **Source Information** sheet. Remind students of the importance of citing sources and properly copying down information. Make sure they record whether they are quoting or paraphrasing each source. After 15 minutes, have students switch work stations.
 3. **Share Information** – Have groups reconvene, resuming the roles they chose earlier, to share the sources, citations, and information they found in their work stations. Have each group rank the sources on the list in order of usefulness and effectiveness. The Notetaker must record all this information, including citation information, and hand in to the teacher.
 4. **Source Check** – At the end of the period, check to make sure that students have the minimum source requirements and notes for each viable source.
 5. **Homework Review** – Go over the homework assignment with students and answer any questions they may have
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HOMEWORK

- 1) Write draft 1 of Novel Evaluation Essay. Use the **Guidelines for Essay 1: Novel Evaluation** if you need help remembering the structure and process for a novel evaluation essay.
 - 2) Finish archetype research outline, making changes based on new source information.
 - 3) Write first draft of research essay.
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GROUP ROLES

Facilitator – Your job is to mediate the information sharing session and keep the group focused on the tasks at hand. It is not your job to dictate the course of the session. It is your job to encourage/help other group members to participate, ensure that no single member is dominating the discussion, and engage the more reluctant group members.

Timekeeper– Your job is to make sure the group is using their time effectively in the information sharing session. Make sure to give a five-minute warning and a one-minute warning.

Notetaker—Your job is to take careful notes on the group’s meeting while contributing your own ideas. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write. Make sure that each group member gets a copy of all notes and that everyone clearly understands them.

Research Editor—Your role is to find the holes in the research that the group is conducting. Make suggestions for further research and ask clarification questions of group members. Be sure that your group is effectively prioritizing and analyzing all sources.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
 Evaluation Essay #2
 Project 2
 Evaluation Essay #3
 Project 3 – Planning Your First Image
 Project 4 – Planning Your Second Image
 Novel Evaluation
 Project 5 – Planning Your Third Image

Unit 2

Essay 1: War
 Essay 2: Communication
 Novel Evaluation 2
 Project 1 – Letters to the Editor
 Evaluation Essay #5
 Project 2 – Political Cartoons
 Project 3 – Editorials
 Project 4 – CyberSpeech



Evaluation Essay #4
Final Project Image
English 2 Unit 1 Final Exam

Unit 3

Memory Poem
Essay 1: Novel Evaluation
Essay 2: Bless Me Ultima

Project 5 – Hard News Stories
Novel Evaluation 3
Final Project – Online Newspaper
English 2 Unit 2 Final Exam

Unit 4

None

