

TITLE OF LESSON:

English 2 Unit 3 Lesson 33– Research Project: Peer Edit
How effectively do our essays use evidence and eloquence to explain archetypes?

TIME ESTIMATE FOR THIS LESSON:

One class period

ALIGNMENT WITH STANDARDS

California – R3.0, 3.2, 3.5, 3.7, 3.11; W1.0-1.9, 2.0, 2.3a-c; W/O1.0-1.5; L/S1.0, 1.1, 1.3, 1.6, 2.0, 2.2a-c, 2.4a-d

MATERIALS

Editing Skills List – Student Page
Novel Evaluation Presentation Rubric – Student Page

LESSON OBJECTIVES

- To use technology to improve writing and editing skills
- To work collaboratively towards better research and writing skills

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. 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
			<ol style="list-style-type: none"> 1. Group Work: Information Sharing 2. Peer Edit Essays 3. Make Changes 		<ol style="list-style-type: none"> 1. Make corrections to draft 2 of Research Essay. 2. Make corrections to draft 2 of Essay 3: Novel Evaluation 3. Create Novel Evaluation Presentation: Book Talk. See Novel Evaluation Presentation Rubric for how to create your book talk. Due Lesson 35.

ACTIVITIES – INDIVIDUAL AND GROUP

1. [Peer Edit: Novel Evaluation](#) – Have students take out the second draft of their novel evaluations and exchange papers with a partner. Partners should edit in a different color pen or pencil directly on the second draft and write their names at the top for credit. Post the **Editing Skills List** (or have students open it from our site on their computers). Then have partners edit. Tell students they will have 15 minutes to edit their novel evaluations. At the end of 15 minutes, call time. Have students give the edited second draft back to the author. If they are not finished, it will be their job to finish editing on their own time (or at the end of the period, if there is time.) It will be their job to make appropriate corrections to their essays tonight and bring in an error free final draft tomorrow.
2. **Group Work: Information Sharing**—Have students reconvene in research groups and choose roles (See *Group Roles*, below). Ask them to choose a role they haven’t had before, if possible. They should use this time to share the information they obtained during last night’s research session and wrap up the research portion of this project. All research on their archetype should be done by now, and they will use this information in their Final Project, which will be introduced in Lesson 36. Have groups make sure that each member has solid information and that their sources are properly cited. Once everyone has a grasp on the research they need to add into their papers, have them pair off with a group member and go to a computer.



3. **Peer Edit: Research Essay**—First, allow students a few minutes to make changes and additions to their essays based on the information they received in their research groups. When they are satisfied with the draft, have them exchange draft 2's with their peer editor. Using the **Editing Skills List**, peer editors should make changes and suggestions directly on the second draft. Remind students that this is the last editing session and that the papers being handed in tomorrow are the final drafts, so the drafts they are editing should be complete and refined. Editors should be as thorough as possible in helping writers create a clear, well-written, organized, supported essay which effectively answers the essential question that the group created. Remind editors to check the footnotes and Bibliography for correct citation information.
 4. **Clarify Edits**—Once editors are done making changes and suggestions and feel satisfied with the overall quality of their editing job, they should hand the edited version back to the author. Each author should review the changes and suggestions, s/he must ensure that they understand why their editor made the suggestions or changes on the draft, and then accept or reject them based on their own ideas of what is correct. Remind them that it is their paper and their responsibility to make sure that all changes are correct and that the final product is as strong as they could possibly make it.
 5. **Making Changes** – If there is time at the end of class, students may start correcting the second drafts of their novel evaluation and research essay.
 6. **Review Homework**—Explain the homework assignment. If necessary, pass out the **Novel Evaluation Presentation Rubric** for students who do not have a copy.
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HOMEWORK

- 1) Create Novel Evaluation Presentation: Book Talk. See **Novel Evaluation Presentation Rubric** for how to create your book talk. Due Lesson 35.
 - 2) Make corrections to draft 2 of Research Essay.
 - 3) Make corrections to draft 2 of Essay 3: Novel Evaluation.
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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 discussion 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. Keep a careful list of what research your group has found and share this information with the group.

Research Editor—Your role is to make sure that the research part of this project is complete and that you feel satisfied with the amount of information your group has obtained. It is your job to ask any questions that remain or point out inconsistencies or contradictions in the research, if they exist.

DOCUMENTATION FOR PORTFOLIO

Unit 1

Evaluation Essay #1
Evaluation Essay #2
Project 2

Unit 2

Essay 1: War
Essay 2: Communication
Novel Evaluation 2



Evaluation Essay #3
Project 3 – Planning Your First Image
Project 4 – Planning Your Second Image
Novel Evaluation
Project 5 – Planning Your Third Image
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 1 – Letters to the Editor
Evaluation Essay #5
Project 2 – Political Cartoons
Project 3 – Editorials
Project 4 – CyberSpeech
Project 5 – Hard News Stories
Novel Evaluation 3
Final Project – Online Newspaper
English 2 Unit 2 Final Exam

Unit 4

None