

TITLE OF THE LESSON

US History Unit 1 Lesson 18 – Supporting Beliefs
How do you support your beliefs in writing?

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

National Council for the Social Studies: Curriculum Standards for the Social Studies

I. Culture

c. apply an understand of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, and values, and behavior patterns.

IV. Individual Development & Identity

h. work independently and cooperatively within groups and institutions to accomplish goals.

MATERIALS

Question Series 18—Teacher Page

PRINTED MATERIALS

Springboard 18—Student Page(Avery Label #8160)

Supernova Level 3 Peer Edit—Student Page

LESSON OBJECTIVES

- To gain an understanding of the complexity of capturing beliefs in writing
 - To refine peer editing skills through the examination of other students’ written drafts
 - To complete a final draft of an imprint essay, taking into account peer editing comments and self reflection of previous draft work.
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

SPRINGBOARD: “Locker Directions”—Construct illustrated directions to your locker that a six year-old could successfully follow. No maps allowed!

1. Greet and Instruct—As students enter the classroom welcome them and hand each student “Locker Directions” Springboard sticker (**Springboard 18**). Instruct them to place the sticker on a piece of construction paper representative of their school colors. Students’ Springboard directions and illustrations should occupy the entire front side of the paper.
2. Homework Check—Have students take their sketchbooks out and place them on their desks. While students are writing, walk around the room recording a completion grade for Sketch 16. Also, check for completed Supernova Diagrams and Supernova Level 2 drafts of students’ imprint essays.
3. Garden Care—Check and water quads’ planted seeds, once gardening pairs have finished the Springboard.

COMPELLING WHY

SUBJECT REASON: Discovering What it Means to Be Human

UNIT STRAND: The Value of Individuality

What is the role of the individual in society and how has that role changed over time?

COMPELLING WHY THREAD: *How do you support your beliefs in writing?*

CONCRETE CONNECTIONS: school privileges, judicial sentencing, letters to the editor

LEADING THE DISCUSSION

1. Question Series—Lead students through **Question Series Lesson 18**.
2. Enduring Impression—Direct students to continue reflecting on the challenges of capturing thoughts in writing. Successfully supporting a belief or thesis idea in writing without supportive vocal reinforcements is a complex task. Creating a persuasive written argument will require active editing, questioning, and revising.



ACTIVITIES – INDIVIDUAL AND GROUP

LEARNING ACTIVITY #1—SUPERNOVA LEVEL 3: PEER EDITING
Multiple Intelligence (MI)—Linguistic, Interpersonal

TIME FRAME—45 MINUTES

1. Explain Procedure—Distribute two copies of the **Supernova Level 3 Peer Edit** to each student. Tell students they will each be completing two peer edits of classmates' writing during the remainder of the class period. Read the opening instructions found on the sheet, and then select student readers to read each of the edit sections. In addition to the peer editing sheet, you may wish to review grammar and mechanical editing procedures. For example, explain how students should mark misspelled words, run-on sentences, fragments, and indention mistakes. Encourage students to ask authors questions if they are having difficulty understanding the essays. This type of peer editing interaction will help build students' confidence in sharing their work. Explain what initials you prefer in the final column of the editing table (your initials, peer editor initials, or original author's initials). Address any questions students may have. Refer to the **Supernova Writing Strategy** presented in Lesson 17 if additional explanation is needed.
2. Perform Edits—Collect all Level 2 drafts of students' imprint essays. Randomly redistribute the essays to peer editors. Remind students to follow each step of editing as it is outlined by the **Supernova Level 3 Peer Edit** sheet. Instruct students to begin editing the essay they have been given. When finished, students should turn in both the imprint essay and their peer edit. As essays are turned back in, randomly redistribute them for a second peer edit. You may also wish to record edit completion grades as edits are turned in. While students are waiting to perform their second edit, instruct them to write a daily reflection on the editing process somewhere on Springboard 18.
3. Collect Edits—After 45 minutes of editing time have been allowed, collect all peer edits and essays so that students may begin composing their final handwritten version of their essays.

LEARNING ACTIVITY #2—HANDWRITTEN IMPRINT ARGUMENT 1
Multiple Intelligence (MI)—Linguistic, Intrapersonal

TIME FRAME—15 MINUTES

1. Return Essays—Return imprint essays to students along with the 2 corresponding peer edits. Instruct students to take several minutes to read through the peer edits that have been performed on their essay.
2. Outline Requirements—Tell students your expectations for addressing peer editing comments. Authors could be required to write a section response to each section of peer comments or initial comments as they are addressed in the final draft. All corrections should be integrated, with special attention paid to grammar and mechanical writing corrections. In the next class period, students will be typing this final draft and preparing it for submission into their final portfolio.
3. Write Draft—Instruct students to create a paper heading, titling this "Imprint Argument 1". The essay's title should then be placed at the top center of the page, followed by the 5 paragraph essay. Tell students to begin writing this final draft of their imprint essays.

HOMEWORK

- 1) Complete a written reflection on the editing process in an open area of Springboard 18.
- 2) Bring a final draft of Imprint Argument 1 to the next class period. Students will be going to the computer lab to type the argument before submitting it for their formal portfolio. Remaining lab time will be spent performing project research, so students should bring their research materials. This will be the last class period with time dedicated to Internet research, so students should continue with project research on their own time.

GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

<p>Sketchbook: Imprint Argument 1 (handwritten) Springboard 18 Supernova Diagram: Imprint 1 Supernova Wish Sketch Page (#16) Springboard 16 Belief Imprint Essay (draft 1) Hero's Quest Sketch Page (#15) Sides of the Fence Sketch Page (#14) Springboard 13 The Firelines Sketch Page (#13) <u>Collision Grounds</u> Odyssey Reflection Tic Tack Sketch Page (#12) Preamble Sketch Page (#11) Vendor Decision Sketch Page (#10) Grindstone Sketch Page (#9) Workin' Sketch Page (#8) <u>Eyes of the Designer</u> Odyssey Reflection Dreams Sketch Page (#7) Historian Rail Trail 1 Skeleton Key Imprint Essay (draft 1) Skeleton Key Sketch Page (#6) Byte 1 Driving License Tragedy Imprint Essay (draft 1) Haunted House Sketch Page (#5) Elements Continuum Sketch Page (#4) <u>Emotions Abound</u> Odyssey Reflection Expressions Honeycomb Sketch Page (#3) Garden Plot Sketch Page (#2) Sketchbook Rules Sketch Page (#1) Springboard 1</p>	<p>Formal Portfolio: None</p>
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