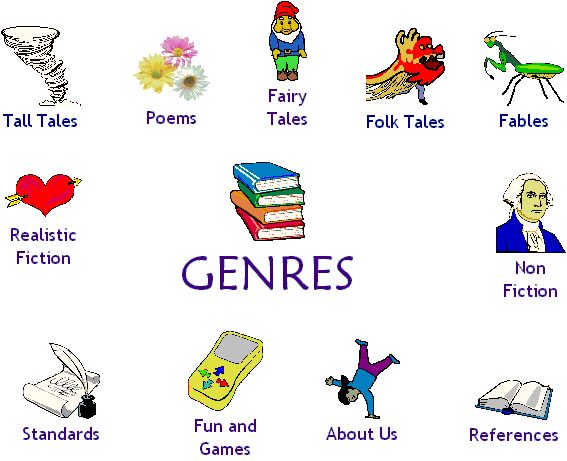
A Unit on Multi Genre Research Projects



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Education 352

Professor Schilling

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**Textbook/ Course Information**

**A:**

**NAME OF COURSE/GRADE LEVEL:** English 12 Advanced Composition and Literature / 12th grade

**DESCRIPTION OF COURSE:** This course contains what would be equivalent to honor students below the Advanced Placement course. The course covers British and World literature and elements of language such as different types of essay writing. The class grades are composed of tests, essays, daily assignments, quizzes, and reading counts.

**NAME OF CHAPTER/UNIT:** Multi-Genre Research Projects

**TITLE OF TEXTBOOK(S):** 1) *Elements of Literature: Essentials of British and World Literature.*

-This textbook will be used in this course; however, it will not specifically be used for this unit.

**NAME(S) OF AUTHOR(S)/EDITOR(S):** Beers Odell

**NAME OF PUBLISHING COMPANY:** Holt, Rinehart and Winston

**COPYRIGHT DATE:** 2008

**READING LEVEL OF THE TEXTBOOK:** High school sophomores

**Philosophy of Reading in English**

**B:**

**STANDARDS:**

**WRITING: Processes and Features 12.4**

**12.4.1** Organization and Focus:   
Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task. (Core Standard)

**12.4.2** Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments. (Core Standard)

**12.4.4** Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples. (Core Standard)

**12.4.7** Research Process and Technology:   
Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources. (Core Standard)

**12.4.8** Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies. (Core Standard)

**12.4.9** Use technology for all aspects of creating, revising, editing, and publishing. (Core Standard)

**12.4.10** Evaluation and Revision:   
Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer. (Core Standard)

**12.4.11** Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist. (Core Standard)

**12.4.12** Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing. (Core Standard)

**12.4.13** Integrate quotations and citations into a written text while maintaining the flow of ideas. (Core Standard)

WRITING: Applications (Different Types of Writing and Their Characteristics 12.5

**12.5.9** Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:   
• develops a thesis.   
• creates an organizing structure appropriate to purpose, audience, and context.   
• includes accurate information from primary and secondary sources and excludes extraneous information.   
• makes valid inferences.   
• supports judgments with relevant and substantial evidence and well-chosen details.   
• uses technical terms and notations correctly.   
• provides a coherent conclusion.

**12.5.10** Research Application:   
Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:   
• uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.   
• synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions.   
• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.   
• demonstrates that sources have been evaluated for accuracy, bias, and credibility.   
• incorporates numeric data, charts, tables, and graphs.   
• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

WRITING: English Language Conventions 12.6

**12.6.1** Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.

LISTENING AND SPEAKING: Skills, Strategies, and Applications 12.7

**12.7.1** Comprehension:   
Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject

**12.7.16** Speaking Applications:   
Deliver reflective presentations that:   
• explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.   
• draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.   
• maintain a balance between describing the incident and relating it to more general, abstract ideas.

**IMPORTANCE:**

Multigenre research projects encompass many aspects that are crucial to students’ learning in high school. Research papers teach valuable lessons such as how to find credible sources, synthesizing information, and presenting ideas through writing. However, multigenre research projects take students to a new, often more desirable level of research. These projects have a few main differences. First of all, multigenre research projects often allow the student to pick a topic that is of more interest to them than normal research projects. This is important because the more the student can connect to an assignment, the more they will delve into the project with enthusiasm. Another difference is that students get to use their creativity to come up with ideas of how to present their information rather than writing a long, sometimes boring paper. Making these research projects multigenre changes the relationship between the student and the subject studied. The student will still learn important standards and grasp new concepts such as research methods and editing methods, but they will also immerse themselves into a subject more thoroughly since they will more be apt to enjoy the “fun” that comes with mulitgenres.

**PHILOSOPHY:**

Reading is obviously a very core part of an English class. In my content area, almost all of the assignments are based around reading or involve reading to some extent. From reading literature to analyzing sentence structure to writing papers, reading is always involved. It is of the utmost importance that my students can read in order to succeed in my classroom. I will also need to focus in on my weak readers because they will definitely struggle in an English classroom if I do not find ways to help them.

As a student, I always excelled in reading and because of that I found most classes to be easy. I know that other students hated school and it often came down to the fact that the assignments were too tough if their reading was weak. By the time students reach high school, it is not only expected that they are all proficient in reading but it is often assumed. However, this assumption can be very detrimental to the success of some students. Because of this reality, I will most likely always implement a pretest to my students which will involve their reading comprehension skills.

Reading is absolutely vital to the success in my English classes. I cannot expect a student to read three chapters in a novel for homework when that reading would take them over three hours. I will have to analyze the reading levels of my students in order to adapt lessons. I understand that I cannot just not give weak readers reading homework, but I can strive to help them improve their reading strength because without the ability to read, they will not be able to succeed in my class.

**Readability Test**

**C.**

**Passages:**

1. The morning being come, they prepared to go on their way. One of the Indians got up upon a horse, and they set me up behind him, with my poor sick babe in my lap. A very wearisome and tedious day I had of it; what with my own wound, and my child’s being so exceeding sick, and in a lamentable condition with her wound. It may be easily judged what a poor feeble condition we were in, there being not the least crumb of refreshing that came within either of our mouths from Wednesday night to Saturday night, except (37)

Sentences: 3.9

Syllables: 136

1. The Great Depression that followed the crash of the New York stock market in 1929 brought suffering to millions of Americans – to those same hardworking people who had put their faith in the boundless capacity of America to provide them with jobs and their children with brighter futures. By 1933, the country was in the depths of the Great Depression. Anywhere from one fourth to one third of American workers were unemployed. People waited in bread lines and soup lines, hunted food in garbage dumps, and slept in sewer pipes. Homeless families lived in tents and shacks in camps (635)

Sentences: 4.3

Syllables: 150

1. And letters survive from that yet prior son, written in brown ink, in a tidy tame hand, home to his mother from the Missouri seminary where he was preparing for his vocation. The dates are 1887, 1888, 1889. Nothing much happened: He missed New Jersey, and was teased at a church social for escorting a widow. He wanted to do the right thing, but the little sheets of faded penscript exhale a dispirited calm, as if his heart already knew he would not make a successful minister, or live to be old. His son, my father, when old, drove (1294)

Sentences: 4.3

Syllables: 148

Appropriate Age: 15

Grade Level: 9th Grade

Average Sentences: 4.2

Average Syllables: 148

This readability test showed that the reading level for this textbook is for 15 year olds. This textbook is used in a senior class where most students are between the ages of 17-18. Technically, this textbook would cover materials that are slightly under what these students should be able to read. However, in reality, students are often not up to their proposed reading levels, even when they get into high school. I do believe that if teachers do not raise the bar for their students, then the students will never rise above what is expected of them. But at the same time, I know that introducing material that is beyond their capacity will only make them shut down. For the sake of actually giving the students the chance to be successful, I agree with the reading level of this textbook. I was not surprised by this reading level because I think it is close enough to make sense and just slightly under the actual age of the readers.

**Annotated List of Tradebooks for English- Multigenre Research Projects**

**D.**

1. Ahlberg, J. & A. (1991). *The jolly Christmas postman.* Great Britain: William Heinemann Ltd.

In this interactive children’s books, the Ahlberg’s attempt to show children the joy of giving during Christmas time. The Postman travels through the city delivering presents to many different characters from fairytales such as Little Red Riding Hood and Humpty Dumpty. His presents are in envelopes inside the pages of the book, making for real presents that readers can play with for hands-on fun. An example of this is when the Postman gives Humpty Dumpty a puzzle, there is an actual puzzle that children can do.

As children’s authors, the Ahlbergs know how to grasp children’s’ attention throughout the entirety of a book. All of the different presents are presented in different forms such as a storybook, a game board, a puzzle, a Christmas card with jokes. All of these different genres will be a great asset for my high school students to use while doing their multigenre research projects. This fun book will give my students many unusual and creative ideas on how to make their projects more interesting.

1. Gretz, S. & Sage, A. (1978). *Teddybears cookbook.* Garden City, NY: Doubleday & Company Inc.

These two authors present recipes to children in a fun way. All of the recipes are made by teddybears and as they cook, they have dialogue about the situations. By seeing teddybears cook these foods, children may be more interested in trying the recipes out for themselves. All of the recipes are very simplistic and can be made by most children. The recipes include foods such as cinnamon toast, chocolate milk, colored eggs, and so on.

These recipes are simple, yet presented in a fun way that can grasp children’s attention. By presenting my high school students with this book, I will showcase to them another fun genre that they can use in their multigenre research projects. My goal is not to make my students have projects geared toward children; the idea of creative recipes could be very relevant to their topic. I want my students to be as creative as possible and showing them tradebooks such as *Teddybears cookbook* will give them more ideas on how to do that.

1. Hayes, G. (2009). *Benny and Penny in the big no-no!* New York: RAW Junior, LLC.

In this fiction graphic tradebook, Hayes shows children the desirable quality of not judging a book by its cover. Benny and Penny go on an adventure to meet the “scary” new neighbor next door. The illustrations and story are presented in a comic book format. By the end, all of the characters are friends and how put aside their initial first impressions. This books covers friendship, teamwork, and camaraderie. It is a great book for children to be entertained by as they travel through the story and are drawn in by the comic format illustrations.

This book teaches a few great lessons such as making new friends and not judging people by what they look like. However, I will use this book in my classroom mainly for another reason. This tradebook is setup in a comic book format which would be a great genre for my students to use in their multigenre research projects. By letting my students read through this book, they can get ideas on how to present one of their genres. Making a storyline with a piece of their topic and then designing a comic trip based off of that story would be a great addition to their projects.

1. Nelson, V. M. (2009). *Bad news for outlaws: the remarkable life of Bass Reeves, Deputy U.S. Marshall.* Minneapolis: Carolrhoda Books.

Nelson wrote a book that travels through history in the eyes of the Deputy U.S. Marshall, Bass Reeves. Through Reeves, students learn a broad summary about Indians, slaves, and race issues. The book is setup with a Western, Wanted theme. The illustrations show people of different colors in conflict and harmony. Nelson provides a nice outline of slavery in history within a children’s book. Therefore, the book is neither too long nor too short. The traditional cop versus the bad guys images help to capture and hold children’s attention throughout the story. There are simple dates include on the “Wanted” formatted pages, but nothing to overwhelm younger children.

This book will be very helpful in my English class as I cover the multigenre research project unit. This book contains header pages that state a title, date, and summary information about what happened during that time. This setup would be a very unique way for my students to tell nonfictional story about their topic. By showing this book to my students, they can get more ideas about how to be creative with their projects. The end of the book also displays a glossary and a timeline. These elements are also good ideas for my students to add onto their projects.

1. Tichenor, T. (1959). *Folk plays for puppets you can make.* Nashville: Abingdon Press.

Tichenor wrote and illustrated this book which teaches people how to make puppets and also includes five plays that can easily be done with the puppets. The puppet instructions are simple enough that the puppets can be made with household items found in most homes. The puppets are fun, creative, and simple enough for any child to make. Tichenor also took the time to add plays into the second half of the book so that once children make puppets; they can have plays to act out with them. This book is very useful for children and has the potential to keep them entertained for hours, even days.

Plays are a very vital part to any English classroom. There are also very relevant when doing a multigenre research project. By presenting this book to my students, I will be giving them two more possible genres for their projects. Making a puppet that somehow incorporates information, maybe on the clothes, would be a very creative idea for my students. Also, writing a play and possible presenting the play with the puppet as part of their presentation would definitely be a great aspect to their overall project.

MANCHESTER COLLEGE

Department of Education

LESSON PLAN by Alina BigJohny

Lesson: Multigenre Research Project Kickoff Lesson: Introducing Genres & Topics (1)

Length: 40-45 minutes Age or Grade Intended: 12th grade

**Academic Standard(s):**

English 12.4.1.- Organization and Focus: Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.

**Performance Objectives:** Advanced CP seniors will narrow their topic search down to at least five topics and 15 genres by discussing genres and possible topics with classmates and teacher.

**Assessment:** To prove mastery in this standard, all students will be required to show a list of five possible topics along with at least 15 possible genres by the end of the class period for a completion grade.

**Advanced Preparation by Teacher:**

\_ Collect enough folders for each student in class. Write each student’s name on MGRP folder.

\_ Collect all materials of different genre pieces of work needed for beginning of class

introduction.

\_ Make copies of TRP vs. MGRP handout.

\_ Collect old projects from Mrs. Rumple.

\_ Make copies of Traditional Genres handout.

\_ Make copies of List Topics handout.

**Procedure:**

**Introduction/Motivation:** (5 minutes)

Students will walk into the classroom and see several pieces of works lined around the classroom. Once class has started, ask students to take a few minutes to walk around the classroom and examine all the different works. (Gardner: Bodily-Kinesthetic)

* These works will include at least: a letter to a friend, a calendar, an obituary from the newspaper, a decorated recipe, a resume, a catalog, a movie script, horoscopes, a few different book covers, a picture of a decorated bulletin board, a few different types of poems, a police report, a few bumper stickers, a wanted poster, a consumer report, a diary, a CD cover, a movie case, and song lyrics. Any additional materials would also be acceptable.
* Can anyone try to explain why I have all these things and how they could be connected? (Bloom’s Level II: Comprehension)
  + These are all genres that you have seen before. Can anyone define genre? (Bloom’s Level I: Knowledge)
    - **Genre:** a class or category of artistic endeavor having a particular form, content, technique, or the like; of or pertaining to a distinctive literary type.

**Step-by-step Plan:**

Today, we are starting a unit that will involve your big research projects. However, these projects are going to be multigenre research projects. So what do you think that means?

1. (5 minutes) TRP vs. MGRP  
   Your project will consist of research like a normal research project, but it will have more creative and fun elements involved within it. Let’s analyze the differences between traditional research projects and multigenre research projects: (Bloom’s Level IV: Analysis)

Have students take out a piece of paper and together as a class find ideas to fill out a Venn diagram: (Gardner: Logical-Mathematical)

* How does a TRP start? –Thesis; MGRP? – interest
* What kind of perspective is used for TRPs?- one angel, one thesis; MGRP? Multiple angles, different views on same subject
* What does a TRP look like? – Essay; MGRP? – Different genres accompany writing such as artwork, objects, design, packaging.
* Pass out TRP vs. MGRP handout. Here are the differences between the TRP and the one we get to do.
* So, a multigenre research project sounds as if it could potentially be fun, right?

1. Introduction to their Assignment (5 minutes)

I do not want to overwhelm you all with this project, so we will receive your actual directions on the assignment tomorrow. However, today we will just think about some ideas of what we can do for our multigenre research project.

* Here is a folder for each one of you- it has your name and “multigenre research project” on it. I want you to keep all of your papers for this project in this folder. You will receive a lot of information to help you along the way and I want you all to have it when you need it. Go ahead and put your TRP vs. MGRP handout in there. So, here are some creations from previous students.
* Show two projects from previous years. (This will get students excited about all the possibilities.)
* I will tell you that for your assignment you will choose one topic of your own choice- anything that interests you! You will research this topic; therefore, yes, you will still need credible sources with a works cited page. You will then choose at least seven genres that fit your topic and you will be as creative as you want in order to create your MGRP.

1. Genre lists (15 minutes)

Each of you needs to get out something to write with and a sheet of paper. I am going to split you into groups and your job will be to compose a list of at least 15 different, possible genre types that you could use for a project. (Bloom’s Level V: Synthesis)

Think about what you have seen around the classroom today but also be creative and come up with your own ideas. You can work together on the list but each person will need his/her own list to take home. You will have about 7 minutes to come up with this list.

* Split class into groups of three or four. (Gardner: Interpersonal, Verbal/Linguistic)
* Bring class back together. Have each group name five genres, write them on the board. Encourage students to add to their lists new genres they see on the board.
* These are all great ideas that can be used in your projects. I want you to get as creative as possible and have fun with this! Here is an additional sheet with some of the ideas you all listed and even more additional ideas. And if you have an idea that is not on any of these lists, please feel free to share it with us!
  + Pass out Traditional Genres Handout.
* So, now that you know all your possibilities, we have to start thinking about What our projects will be about.

1. Possible Topics (10 Minutes)

Your topics can be anything you want them to be. Just remember you will have to find credible research on your topic, but still choose something that interests you!

* Here is a common list of possible topics. You DO NOT have to choose from this list. This is just to give you some ideas about all the possibilities you have to choose from. Pass out List of Topics handout.
* On your own, I want you to brainstorm a list of topics- choose around five to ten topics that interest you. (Gardner: Intrapersonal; Bloom’s Level VI: Evaluation) You have about five minutes to do this. If something on the handout intrigues you, feel free to use it. I do not want anyone using the same topic, so we will work on our own to create this list.
* I want you to star your top three to five. Can anyone already select what they want to use for their topic? (Bloom’s Level III: Application)
* Put your list of topics and list of genres on your desk. I am going to come around and make sure everyone has completed these tasks- this will be a completion grade.

**Closure:** (3 minutes)

Today we were introduced to our big multigenre research project. We learned what genre was.

* Who remembers the definition of genre?

We worked together to come up with lists of genres and then worked on our own to come up with lists of topics. For homework, I want you to really think about what you want to do an entire research project about. For (2 class periods later) I want everyone to have a topic selected. Tomorrow I will ask if anyone has chosen. Remember no one can do the same topic, so the sooner you decide, the better! Tomorrow we will receive our actual assignment sheets for this project, but for now just worry about choosing your topic!

**Self-Reflection:**

Did I effectively ease into the multigenre research project without overwhelming the students? How did my students react to this large assignment? Did the students seem to thoroughly grasp the notions of genre and topics? So far, did not presenting the actual assignment on the first day seem to help them feel more relaxed or more anxious about not knowing exactly what will be expected of them?

Works Cited

Putz, Melinda. (2006). *The project.* A teacher’s guide to the multigenre research project:   
 everything you need to get started. Portsmouth, NH: Heinemann.

|  |  |
| --- | --- |
| **TRADITIONAL RESEARCH PAPER** | **MUTLIGENRE RESEARCH PAPER** |
| * Single, extended prose piece * Begins with a thesis * Cohesions imposed from the start * Writer remains dispassionate about subject * Approaches topic from a single perspective * Follows conventions of formal prose writing * Usually consists of only text * Usually done as a solitary individual assignment * Handed in and performed for teacher | * Cohesive series of pieces in variety of genres * Begins with an interest * Cohesion developed along the way * Helps researcher recover lost voices * Writer personally engaged; opinions encouraged * Takes many angles on topic * Broadens the range of acceptable writing styles * Artwork, graphics, design, and packaging accompany text * Involves much small-group work, peer response, and sharing * Handed in and performed in readers’ theatre celebration |

**Traditional Genres**

Wills

Letters

Campaign Speeches

Birth Announcements

Calendars

Dialogues

Newcasts

Questionnaires

Obituaries

Song Lyrics

TV Commercials

Radio Shows

Shopping Lists

Speeches

Timelines

News Releases

Medical Records

Manifestos

Personal data/ favorite   
 sheets

Surveys

Historical Fiction

Telephone Conversations

Baseball (or for other   
 sports) cards

Resumes

Family Trees

Dedications

Crossword Puzzles

Cartoons / Comic Strips

Menus

Diplomas

Requisitions

Bumper Stickers

Magazine Articles

Memos

Myths

Parodies

Magazine Covers

Notes to or from the   
 teacher

Greeting Cards

Class Notes

Leases

Contracts

Textbook Sections

Police Reports

Brochures

Diaries

Children’s Books

CD Liners

Invitations

Biographies

Telegrams

Recipes

Interviews

Fiction

Encyclopedia Entries

Epitaphs

Poems

Daily Schedules

Advice Columns

Eulogies

Email Messages

Definitions

Fairy Tales

Catalogs

Horoscopes

Membership Cards /   
 Driver’s License

Advertisements

Book Jackets

Postcards

Telegrams

Schedules

Tickets

Editorials

Prayers

Bulletins

Bulletin Board

Laboratory Notes

Journal Entries

Graffiti

Press Release

Psychiatrists’ Reports

Tattoos

Directions / Instructions

Wanted Posters

Play / Skit

Song Lyrics

Recipes

Clothing Designs

Essay

Poems

Any many more…

**Potential Topics**

**HISTORICAL EVENTS**

Aftermath of Hiroshima

Apollo 13

Atomic Bomb

Battle of Gettysburg

Berlin Wall

Cold War

Declaration of Independence

Desert Storm

Discovery of Penicillin

Great Depression

Holocaust

Hurricane Katrina

The Manhattan Project

Newsies’ Strike

Pearl Harbor

Roaring 20’s

Salem Witchcraft Trials

September 11, 2001

*Titanic*

Underground Railroad

Watergate

Women’s Suffrage

Woodstock

**Musicians**

ABBA

Paula Abdul

Clay Aiken

Beatles

Beethoven

Garth Brooks

Mariah Carey

Miles Davis

Jimi Hendrix

Faith Hill

Michael Jackson

Elton John

Madonna

Bob Marley

Dave Matthews

Mozart

Elvis Presley

Selena

Tupac Shakur

Jessica Simpson

Spice Girls

Tina Turner

U2

**Artists**

Sam Butcher

Mary Cassatt

Salvador Dali

Leonardi da Vinci

Walt Disney

Manet

Michelangelo

Monet

Precious Moments

Vincent van Gogh

**Photographers**

Anne Geddes

William Wegman

Ansel Adams

**Directors**

Ron Howard

George Lucas

Steven Spielberg

**Sports/Athletes**

Hank Aaron

Muhammad Ali

Marcus Allen

American Cheerleading

America’s Cup

Larry Bird

Roger Clemens

Fenway Park

Wayne Gretsky

Magic Johnson

Michael Jordan

Vince Lombardi

Peyton Manning

Dan Marino

Masters Tournament

Olympic Games

Steven Prefontaine

Jackie Robinson

Dennis Rodman

Babe Ruth

Barry Sanders

Emmitt Smith

Tiger Stadium

Serena/Venus Williams

Tiger Woods

**Current Events**

**Topics of Interest**

Adoption

Alcoholism

Anorexia

Armadillos

Autism

Barbie

Cedar Point

Child Abuse

Chocolate

Clothing

Disney World

Divorce

Dolphins

Ellis Island

Football

Bill Gates

Harley Davidson

Hawaiian Luau

Milton Hershey

History of the car

History of TV

Hummers

Internet

Legos

Looney Tunes

Mardi Gras

Native Americans

Poverty

Raves

School buses

*The Simpsons*

Spiderman

*The Wizard of Oz*

**Historical Figures**

Anastasia

Richard Byrd

Cleopatra

Princess Diana

Amelia Earhart

Thomas Edison

Albert Einstein

Queen Elizabeth

Henry Ford

Ben Franklin

Galileo

JFK Jr.

Joan of Arc

Helen Keller

Genghis Kahn

Martin Luther King Jr.

Abe Lincoln

Isaac Newton

Franklin Roosevelt

Sacajawea

Mother Teresa

Harriet Tubman

George Washington

Wright Brothers

**Writers**

Louisa May Alcott

Maya Angelou

Bocaccio

Lewis Carroll

Emily Dickinson

Nathaniel Hawthorne

Dr. Seuss

Shakespeare

J.R.R. Tolkien

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: Introducing Formal Assignment/ Learning Vocabulary for Unit (2)

LENGTH: 55 – 60 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.2- Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative, expository, descriptive, or persuasive writing assignments.

**Performance Objective:** Advanced CP seniors will receive at least a five out of eight on the fill-in-the-blank vocabulary assessment by learning new vocabulary terms through group work and short presentations.

**Assessment:** To prove mastery in this standard, all students will complete a written assessment at the end of the period where they will need to get at least five out of eight of the fill in the blank questions correct- word bank will be provided. If they fail, they will be required to write out definitions for homework.

**Advanced Preparation by Teacher:**

**-**Make cards with the following words: genre, citation, bibliography, annotated bibliography, purpose, speaker, audience, and form.

-Make copies of critical thinking questions.

-Arrange desks into groups; mark each group with the above words.

-Have dictionaries, thesauruses, and computers available.

- Make copies of blank vocabulary worksheets.

-Make copies of assignment sheets.

-Make copies of vocabulary assessment.

**Procedure:**

**Introduction/ Motivation:** (10 minutes)

* Students will receive a card when they walk into the classroom. They will be told to go to their corresponding group. Students will then be in randomized groups to work together. This will be like a lottery and will get students excited simply because they do not know what to expect. (Gardner: Interpersonal)
* You each received a card with a word on it. Using the resources around the room, I need your group to thoroughly define your word and give an example of it. (Pass out vocabulary worksheets.) You have five minutes to work as a group. You will then present your word to the class. (Gardner: Bodily-Kinesthetic, Verbal-Linguistic).
* These words all connect with our MGRP unit that we are starting so it is important that you truly understand these terms.
* As the groups present, you will fill out the rest of your vocabulary chart. (Gardner: Visual-Spatial) At the end of the period, there will be a short quiz to make sure that you understand all of these terms, so take good notes!
* \*Your homework will then be to write a sentence correctly using each term on the chart.

**Step-by-Step Plan:**

Along with learning our new vocabulary words, today we are going to actually receive our MGRP assignment sheet so that you can all know exactly what is expected of you.

1. Meeting their Assignment (10 minutes)

Pass out assignment sheets, thoroughly go over entire thing.

* + Any questions?
  + Have them put the sheets into their MGRP folders.

1. Topic Work (15 minutes)

Now that you know more of what is expected of you, maybe it will be easier to think about which topic you would like to select for your project.

* + Take out your proposed topics and genres list. You should have your topic narrowed down to about three or less by now.
  + Hand out critical thinking questions. In your groups, I want you to go through this list of questions. Each person needs to answer each question pertaining to your own topic. Group members should give feedback to the person speaking. These questions are meant to make you seriously think about what the best project for you will be, so take them seriously. I will be around to help you as you move through the questions. You will have about 10-15 minutes for each person to go through all the questions. (Gardner: Interpersonal, Bloom’s: listed on critical thinking handout)

1. Vocabulary Assessment (17minutes)

Have students move desks back into normal position.

* + You have five minutes to study your new vocabulary words. You will need to get at least five out of the eight right or you will have to copy definitions for homework. The quiz will be in story, fill in the blank format with a word bank.
  + Pass out assessment. You have five minutes to finish.
  + Pass quiz two people back. Go over answers, read each one aloud. Have students write graded by: \_\_\_\_\_ at bottom. Have quizzes passed forward.
    - At end of period, call out names of any students who received less than five and once rest of the class leaves, tell them they have to write out each word and definition three times each, due tomorrow.

**Closure:** (5 minutes)

Today we received our big assignment sheet for our MGRP.

* Have you thought of anymore questions you have so far?
* Who knows what their topic is going to be? Pick a few students to answer. Can you elaborate on why you chose this topic? (Bloom’s Level V: Synthesis)
* Remember, your final topic choice is due tomorrow along with your vocabulary worksheets. You need to use each word in a sentence. You can either write them on the back or staple another sheet to it.
* Tomorrow we will learn how to find credible sources. So be ready to take good notes!

**Self-Reflection:**

Did the students understand all of the new vocabulary? Did enough students do well on the assessment or do we need to recover the terms? How did the students react to the formal assignment? Did they seem overwhelmed? What can I do to help them be less stressed as they take on this big project?

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Multigenre Research Unit Vocabulary Assessment

1. Mary goes to the movies at least twice a week. Movies are definitely her favorite \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of entertainment.
2. While writing this research paper, I have to remember to include my in-text ­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will show all of my sources that I used while doing my project.
4. Before I turned in my project, I also had to do a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which explained what my sources were about.
5. I am devoted to my sport, and because of that, I always play with a(n) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. I am writing my paper in the first-person. This way, I can be the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of my narrative.
7. It is important to remember who your \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is when doing a project. This way you can gear it towards the right people.
8. Remember to keep good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when writing a paper- organization is very important.

**Word Bank**

Genre Audience Purpose Bibliography Speaker

Annotated Bibliography Citation Form

Critical Thinking Questions

1. How would you describe your proposed project through the use of that topic?

* (Bloom’s Level I: Knowledge)

1. What examples can you find to support your topic?

* (Bloom’s Level III: Application)

1. What theme would fit in with your topic to make project flow well?

* (Bloom’s Level IV: Analysis)

1. What ways could you design this topic to make seven or more genres fit?

* (Bloom’s Level V: Synthesis)

1. Do you think you can find adequate information on your topic within credible sources?

\*\*Will not list Bloom’s levels on copy for students.\*\*

Critical Thinking Questions

1. How would you describe your proposed project through the use of that topic?
2. What examples can you find to support your topic?
3. What theme would fit in with your topic to make project flow well?
4. What ways could you design this topic to make seven or more genres fit?
5. Do you think you can find adequate information on your topic within credible sources?

**Multigenre Research Project**

Due: X Date

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**What**: For this project, you are to research a person, event, place or issue of interest to YOU. You will do actual research for this project as you would for any normal research paper. You will collect and record information, synthesize the information, and present it. However, instead of the single, thesis-centered paper, you will create a project that consists of several different genres displaying information about your topic.

You will have a great deal of freedom with this project. If at any time you are unsure of what you are doing, not clear on what is needed, or not sure that your idea fits the guidelines, come see me immediately. I am open for questions.

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**Requirements**:

1. You can use as many different genres as you choose, but you are required to use **at least seven** to tell the story of your subject.
2. The entire project should have **at least 1500 words** total in length.
3. You may **not** repeat information within your different genres- each new piece should present new ideas about your topic. (This is where the idea of points of view may come in handy.)
4. You are required to document and **cite your sources**. You need to turn in an annotated bibliography and a bibliography throughout the course of the project. (We will work on these things in class.)
5. You must have **at least five sources**. Of these five sources, **at least three need to be non-internet** sources!
6. Your project should have some sort of **flow and organization**. You can explain how your project connects in an introduction to your project, if you wish.
7. Your project must be presented with some type of **cover or package** that also connects to your topic- BE CREATIVE!
8. Once we finish the projects, you will have to present it to the class in a short **2-3 minute presentation**.

**Things to Consider**: Different points of view, themes, tone, mood, audience… Your project should reflect a certain spirit about it. Let the audience really understand your topic.

**Timeline:**

**Day 1**: **Lesson Plan 1**

Introduce genres/ topics

Assignment: Choose a topic

**Day 2**: **Lesson Plan 2**

Receive Assignment, Learn Vocabulary

Assignment: Finish vocabulary worksheet, Finalize topic

**Day 3**: **Lesson Plan 3**

Learn how to research credible sources, practice annotated bibliographies

Assignment: Begin Research, Work on Annotated Bibliographies

**Day 4**:

In class research time

Assignment: Work on annotated Bibliographies (due: X)

**Day 5:**

In class research time (if day 4 used productively)

Assignment: Finalize annotated Bibliography (due: X)

**Day 6: Lesson Plan 4**

Focus on Audience

Assignment: Finish letters, if needed; continue working on projects, need all seven genres and research by tomorrow- bring with you

**Day 7: Lesson Plan 5**

Make Electronic Outlines

Assignment: Come in to finish outline, if needed; bring research again tomorrow

**Day 8: Lesson Plan 6**

Practice MLA citations

Assignment: Make Works Cited page; continue working on projects

**Day 9:**

In class work day

Assignment: Continue working on projects

--continued on next page

**Day 10:**

In class work day (if day 9 used productively)

Assignment: Finish up projects, in-class edit tomorrow

**Day 11: Lesson Plan 7**

Self-Edit: Audience, Organization, and Examples

Assignment: Fix all pieces, as needed

**Day 12: Lesson Plan 8**

Peer Edit: Compliments and Suggestions

Assignment: Finalize Projects

**Day 13: Lesson Plan 9**

Presentations!

Assignment: Turn in project!

\*\*will have actual dates on assignment sheet when handing to students\*\*

TURN IN CHECKLIST:

\_\_\_\_ Annotated Bibliography

\_\_\_\_ Outline

\_\_\_\_ Self-Edit Page

\_\_\_\_ Peer Edit Page

\_\_\_\_ Project with 7 seven genres and creative packaging

\_\_\_\_ Works Cited Page

\_\_\_\_ Do presentation

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| **C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0217698.wmfResearch Report : Multigenre Research ProjectC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0217698.wmf** | | | | | |
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| Teacher Name: **Miss BigJohny** | | |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |  |
|  |  | |  |  |  |
| CATEGORY | 4- Excellent | | 3- Good | 2-Decent | 1- Unsatisfactory |
| Amount of Information | Project has the required 1500 words or more. | | Project has 1250-1499 words. | Project has 1000-1249 words. | Project has less than 1000 words. |
| Quality of Information | Information clearly relates to the main topic. Each genre represents new information. | | Information clearly relates to the main topic. Information is restated in 1-2 genres. | Information relates to the main topic in most pieces. Information is repeated in 3-4 genres. | Information often strays from main topic. Information is continually repeated. |
| Organization and Flow | Information is very well organized. All pieces are easy to follow and flow well. | | Information is organized. 1-2 pieces seem out of place. The flow is there but not consistent throughout. | Information becomes hard to follow. Several pieces seem out of place. The idea of flow is present but not persistent. | Information is not organized. Most of the pieces do not fit together. |
| Citations | Annotated Bibliography and Works Cited page contain 0-1 errors. | | Annotated Bibliography and Works Cited page contain 2-3 errors. | Annotated Bibliography and Works Cited page contain 4-5 errors. | Annotated Bibliography and Works Cited page contain 6 or more errors. |
| Mechanics | No grammatical, spelling or punctuation errors. | | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Presentation | Lasted at least 2 minutes. Displayed all pieces of the project and presented them in clear and organized way. | | Was slightly shorter than 2 minutes. Displayed all pieces of the project but did not clearly explain project. | Was much shorter than 2 minutes. Forgot to display 1-2 pieces of information. Presented topic unclearly. | Was less than 1 minute. Presentation was hard to understand and topic was not clear. |
| Genres | Has 7 or more genres in project. | |  |  | Has less than 7 genres in project. |
| Creativity/ Packaging | Explores 7 different genres. Project is visually appealing and draws the audience into it. | | 1-2 genres are very similar. Project is appealing but could be put together more neatly. | Several genres seem to follow similar lines. Packaging is simple. | Genres tend to overlap. Project has little creative packaging. |
| Materials: annotated bibliography, outline, self-edit, peer edit, works cited page. | All materials handed in with project. | | Missing one piece. | Missing two pieces. | Missing three or more pieces. |
|  |  | |  |  |  |
| Total Points: \_\_\_\_\_\_\_\_\_\_\_  Extra Credit: \_\_\_\_\_\_\_\_\_\_\_  Grade: \_\_\_\_\_\_\_\_\_\_\_ |  | |

Unit Plan\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WORD Familiar? Example Definition

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: How to write an annotated bibliography (3)

LENGTH: 45 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.8: Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.

**Performance Objective:** Advanced CP seniors will correctly annotating at least three out of five of their sources for homework after learning to correctly write an annotated bibliography by practicing as whole group and practicing in small groups.

**Assessment:** To prove mastery in this standard, all students will complete an annotated bibliography for homework and will get every element correct on at least three out of five of their sources.

**Advanced Preparation by Teacher:**

\_\_ Obtain a copy of The Jolly Christmas Postman

\_\_ Read the story to practice

\_\_ Make copies of Process for Writing an Annotated Bibliography

**Procedure:**

**Introduction/ Motivation:** (10 minutes)

We learned our vocabulary terms yesterday and three of those terms had to do with the citations we will be using for our MGRP. Today we are going to learn how to correctly make an annotated bibliography.

* First, I am going to read you a story: The Jolly Christmas Postman by A & J Ahlberg.
  + Read aloud the story. Stopping to show the different “presents”.
  + Why do you think I chose to read this children’s story to you? (Examples of different genres)
  + How would you summarize this story? (Bloom’s II: Comprehension)
    - Have students write points on the board. (Gardner: Visual-Spatial)

**Step-by-Step Plan:**

We have been studying different genres in order to get ideas for our MGRPs. I just read you a story in order to show you some great examples of ideas you could use for your own projects. Now, we are going to take that book and practice putting it into our annotated bibliography.

1. How to Write an Annotated Bibliography (5 minutes)

Pass out “Process for writing an annotated bibliography” handout.

* + Go through the handout. Any questions?
    - This is the process you will need to use for your annotated bibliographies, but first, let’s practice.

1. Annotate “Jolly Postman” (10 minutes)
   * Put students in pairs. (Gardner: Interpersonal)
   * First, I want you to choose a recorder and a speaker.
   * Then, I want the speaker to retell the story to the recorder. The recorder should jot down main points. (Gardner: Verbal-Linguistic)
     + This will get you thinking about summarizing a source for your AB.
   * On a sheet of paper, write an AB for the story I just read. Use the handout as your guideline.
     + Pass around the book for students to have another look and get citation information such as publisher.
   * Have select students read their answers.
   * How would you justify an annotated bibliography as an important part of a research project? (Bloom’s IV: Analysis)

(Allows teacher to know you are on track, makes sure that you are finding good sources, creates a good outline to use when figuring out which information to use and where, good jump-start on project…)

1. Finding Good Sources (10 minutes)

Tomorrow we will go to the computer lab / library. So let us talk about what a good source is and what is not credible.

* + Make two columns on the board labeled: Good & Bad
  + Ask the students to compare and contrast credible sources versus bad sources. (Gardner: Logical-Mathematical)

Credible: .edu, .org, .com with author, publisher, date, books, magazines, newspaper articles

* What examples can you think of where you have found (and maybe even used) bad sources? (Bloom’s III: Application)

Not credible: websites with no publication information, Wikipedia, student work

* + Remember you need at least two non-internet sources.

**Closure:** (10 minutes)

Today we learned how to correctly do an annotated bibliography.

* How can you justify making an annotated bibliography for a big research project instead of just using a normal bibliography? (Bloom’s VI: Evaluation)
* (Friday) your annotated bibliographies will be due for a grade. You will need to use the correct format and cite at least five of your sources. Not all your sources can be online so make sure you are working on finding them outside of the classroom!

Quick-Write Evaluation

* + On your own, I want you to write a few things down for me. This will be your ticket out the door. (Gardner: Intrapersonal)
    - On a scale of 1-10, how well do you think that you can write an annotated bibliography on your own, using your handout?
    - Where are at least three places you plan to find your own sources?
    - What can I do to better prepare you for your MGRP?

**Adaptations/ Enrichment:**

For ADHD students:

1. During the quick-write session, where students work independently, I will ensure that the student understands the directions by using brief instructions. I will print out a sheet of paper that simply lists the three things needed for the evaluation. Depending on the class environment, I could also list the three things on the board for all to use as a reference.
2. During the group work, I will make sure that this student is paired with a responsible individual that will keep the team on task. I will also tell the student if I want him to be the recorder or speaker, depending on his individual needs. I will make sure that he knows that standing is allowed while we work in pairs.
3. During the lesson, I will make sure to praise the student as he accomplishes tasks. This lesson already incorporates several small activities that are broken into ten minute or shorter segments; this will help the student stay on-task. When he accomplishes his practice AB, I will make sure to praise him for finishing his work.
4. It is suggested that teachers recommend ADHD students to write down questions and/or answers before blurting them about. Since they are writing down their AB of the story, when I ask a few select students to read theirs aloud, I will call on him. However, during work time, I will make sure that I keep him on task and ensure that he is confident with his answer before I call on him. Depending on the confidence of the student, I may warn him that I am going to call on him so that he can practice reading his answer.

**Self-Reflection:**

Did the students seem to grasp the concept of why annotated bibliographies were important for a big project? Do they see the usefulness in my making them do them? After reading their quick-writes, what can I incorporate into the next few lessons to make them feel more at ease about their projects? After reading the quick-writes, do they need more guidance on ABs?

**Process for Writing an Annotated Bibliography**

1. **Correctly site your source with APA format.**

**For a book:**

* **Last name, First initial. (Date of Publication). *Title and subtitle.* City of publication: Publisher.**

**You should then have at least one full paragraph of information (4 or more sentences) including the following information:**

2) Explain the main purpose of the work.   
3) Briefly describe the content.   
4) Indicate the possible audience for the work.   
5) Evaluate the relevance of the information.

**You need at least three additional sentences telling:**

6) What genre is this source?

7) How is this source relevant to your project?

8) Where do you expect to use this information- which genre?

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: Outline / Genre Ideas (4)

LENGTH: 45-50 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.12: Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing

**Performance Objective:** Advanced CP seniors will explain, in a paragraph, at least three distinct differences in their letters which address two different audiences after learning the importance of audience in writing through examples and letter writing.

**Assessment:** To prove mastery in this standard, students will write two letters explaining their MGRPs to two different audiences and include a paragraph that explains at least three distinct differences in the letters.

**Advanced Preparation by Teacher:**

\_ Gather genre material from first lesson of unit

\_ Make audience outline copies

\_ Make sure computer/projector is in working order

\_ Reserve mobile lab

**Procedure:**

**Introduction/ Motivation:** (10 minutes)

This lesson will begin very similarly to the first lesson in order to get the students thinking about genre and the creative side of their projects again since they have been working so much on research.

As the students walk in, they will see different pieces of work lining the classroom- all different types of genres.

* Once class has started, tell them to get with a partner and once again walk around the class examining the works. As they examine, they should discuss with their partner different ideas they have for their own projects, use the examples to spark ideas. (Gardner: Bodily/Kinesthetic, Interpersonal)
* After a few minutes, tell each student to choose one to take and go back to their desk.
  + Ask a few students: Why did you choose that piece of work and how would you describe it? (Blooms I: Knowledge)
  + Ask a few others: How could you use the work you chose in your own project? (Blooms III: Application)

**Step-by-Step Plan:**

I want us to get back on the creative road for our MGRP since we have been doing so much of the research part.

1. Always Consider Your Audience (8 minutes)

* When creating every piece of your MGRP, it is important to always keep your audience in mind. Who is our audience? (Peers- should be writing at a high school level)
  + It does make a difference who your audience is as to how you write and create your project.
* Turn on e-mail sample using computer onto the projector. Have a student read the email. (Gardner: Visual/Spatial)
  + Is this language appropriate for the audience of the e-mail?
  + How could you adapt this email to create one that fits the audience? (Blooms V: Synthesis)
    - As students give answers, fix them on the computer for all to see.
* Would this have been appropriate language to use if you were e-mailing a friend? You always have to keep your audience in mind with any type of writing that you do.

1. Audience Outline (8 minutes)  
   - Hand out Audience Outline

* On your own for about five minutes, I want you to fill out this outline with your peers as your audience in mind. (Gardner: Logical/Mathematical)
  + You do not have to use full sentences; just jot down ideas. I just want to get you thinking about what style you need for your projects. (Gardner: Intrapersonal)
* Go over answers. Answers will vary as they deal with specific project topics. Just make sure that the students are understanding the idea of audience.

1. Audience Letters (15 minutes)

* Have all students get a computer and turn it on so that they can load while you give directions.
* You are going to write letters explaining your MGRP to two different people. One letter will be to a friend of yours and the other will be to me. Yes, you will have to turn them in.
  + Remember to think about the categories from your audience outlines such as what does this person already know? You may have to include more information in your friend’s letter compare to mine, since I gave you the assignment.
  + **I want you to include: what your project topic is, a few details about your topic, and at least three ideas you have for pieces of your project.** There is not a requirement length as long as you include all of these parts.
    - Write these requirements on board.
  + Finally, I want you to include a paragraph that outlines at least three distinct differences between your two letters. Analyze your audience. (Example: to my friend I use slang and abbreviations but to the teacher I write formally) Bullet points are fine.
    - Can you make distinctions between your letters? (Blooms IV: Analysis) You should be able to or else you are not writing with your distinct audience in mind.
* If you do not get done, this will be your homework. If you do get done, print them out and turn them in.

**Closure:** (5 minutes)

Today we analyzed how important audience is in our writing.

* How would summarize the importance of audience? (Blooms II: Comprehension)

(If we do not have our audience in mind, we can bore the person reading our writing, get in trouble such as the e-mail example we saw, or not include enough/ include too much information…)

* Our letters also helped us think more thoroughly about our MGRPs. Is anyone excited to get started on making them? Has anyone already started on their own?
* Remember to bring your MGRP folders tomorrow, because we are going to go over the assignment page again so that we can begin thinking about how to produce our projects! Even though this is not a written research paper, we are still going to work on outlines tomorrow so that we can connect our information with particular genres.
* No homework tonight, unless you need to finish your letters.

**Adaptations/ Enrichment:**

For Learning Disability students:

1. Language and Literacy: Students with LDs often have problems with handwriting, spelling, and written composition. Using computers instead of hand-writing the letters will already help this student. Also, during the written portion work time, I will make sure to make frequent visits to this student to see if she needs help with the assignment. If handwriting is a major problem, I will allow him to also type his audience outline answers.
2. Attention and Memory: Many students with LDs have poor memory skills and difficulties sustaining attention. To sustain attention, I will give this student tasks during the lesson. During the e-mail part, I will ask him to type in the student correct responses (if he is comfortable with typing). For the audience outlines, I will ask him to handout the papers. For memory, I will print out the two parts of the e-mail (before and after) so that the student can keep them as examples of incorrect and correct audience usage. I will also make sure he jots simple ideas and not long sentence on his audience outline so that he can comprehend and remember better.
3. Metacognitive: Students with LD often lack metacognitive abilities. To help with this, I will make sure that the student writes in her agenda every day. For this lesson, I will make sure that she jots down: audience: e-mail, outline, letters and then if she has homework so that she remembers what we did. I will also make sure that she has an organize binder for my class which will include her MGRP folder. I will check at least every other day to make sure that her binder for my class is organized.
4. In general, I will make sure that my student is seated near me during instruction and facing away from other disruptions such as doors and windows. I will also sit him next to someone that will willingly help when needed and never provide distraction for the student. I will also periodically, ask the student to rephrase the instructions to ensure that he understands what is expected. If organization and routine is a problem for the student, I will give him a brief word outline each day so that he knows what to expect. This lesson’s would look like:

DATE:

LESSON: Audience

1. Look at genres with partner
2. Fix e-mail for correct audience
3. Fill in audience outline for my project
4. Write letters about my project to friend and teacher
   * Include: 2 letters each one has:

What is your topic?

3 details about your topic.

3 genre ideas with your topic

Separately: Write 3 differences between the letters.

1. Homework: Finish letters, if not done

**Self-Reflection:**

Judging by answers and comments, did the students realize the significance of audience in writing? How well do I think the letters will be? (How well were the letters?) Do the ideas portrayed in the letters seem as if the students have solid ideas about their projects? Judging by their letters, are the students ready to jump into their projects or do they need more guidance? What can I do to prepare them to begin producing their projects?

Dr. Principal Smith,

How r u? Just shooting you an em to ask u 4 the new txtbks. The class is going SFSG. BTW, the students have been asking abt the field trip. Could you pls em me back b4 2 long to work out the details? Thnx. TTYL.

Mrs. Jones

NAME:­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Topic:­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What do you know about the audience's age, gender, education, work, and so forth?
2. What does the audience already know about the issue or idea?
3. What is the audience's current point of view on the issue or idea?
4. What background does the audience need on the issue or idea?
5. What will the audience want to know about the issue or idea? Why?
6. What information will interest the audience?
7. What personal information about the audience might influence their position or feelings on the issue or idea?  
    A.

B.

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: Preparing our Genre Outlines (5)

LENGTH: 50 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.9: Use technology for all aspects of creating, revising, editing, and publishing.

**Performance Objective:** Advanced CP seniors will organize their MGRPs by creating an electronic outline that includes all seven genres and at least three supporting details for each genre. By completing this outline they will prove that they are actively working on their projects as well as prove that they used technology during the creating, revising, editing, and publishing stages of their projects.

**Assessment:** To prove mastery in this standard, students will create an outline for the MGRP that includes all seven of their chosen genres and at least three supporting details for each genre. They will create this outline using an interactive outline maker on the computer.

**Advanced Preparation by Teacher:**

\_ Reserve mobile lab

\_ Make copies of outline example with requirements on back

\_ Make cards with each part of basketball outline

**Procedure:**

**Introduction/ Motivation:** (10 minutes)

Before the students get to the room, write the numerals for the example outline on the board so that students will at least know how many cards go under each section and subsection. As the students walk into the classroom, they will be handed a card that has some word or phrase on it. Every card will be different; some students may get two, depending on number of students in class. Once the class sits down explain:

* You are each a part of an outline. You have to work together as a team to put your outline together on the board. The sections and subsections are on the board already, it is your task to find what information goes where. Here is tape; you have five minutes- go! (Gardner: Bodily-Kinesthetic, Interpersonal)
* Once they have finished, put the actual outline on the board so that they can see how close they were.
  + How were you able to organize the outline? What clues did you use? (Blooms III: Application)
  + What were key terms that made you able to identify different parts of the outline? (Blooms IV: Analysis)
* Today we are going to make the outlines for our projects using an interactive outline maker on the computer.

**Step-by-Step Plan:**

Before we make our outlines, I want to go over our MGRPs so that we can make sure we remember everything that is required of us.

1. MGRP assignment revisited (5 minutes)

* Have the students read the assignment sheet again, out loud. (Gardner: Verbal-Linguistic)
* My guess is they will have forgotten that 1500 words are required. Answer all questions as needed.

1. Interactive Outline (30 minutes)   
   - Have students get computers and turn them on so that they can load while you explain.

* I want everyone to get out all of their research that they have collected along with your list of genres and any other materials you have gathered so far.
* We are going to make outlines for your projects. Outlines can be very beneficial if you actually take time and put as many details as possible into them. So use this work time wisely… and you will turn the outline in for a grade.
* Write website on the board: [http://interactives.mped.org  
  /notetaker722.aspx](http://interactives.mped.org/notetaker722.aspx)
* Take the students through the website on the computer projector.
  + Handout example of what it will look like. On back of handout, have requirements. (Gardner: Visual-Spatial)
* Make sure everyone gets to the right outline maker.
  + If you do not get done today, you will have to come in after school today, before school tomorrow, or during your study hall. Unfortunately these outlines do not save, so the only way to do it at home would be to start over.
* Work time.

**Closure:** (5 minutes)

Now that we have gone over our MGRP assignment sheets again, does anyone have lingering questions?

* We created outlines so you should feel more on pace now and ready to actual create your projects.
  + What is your opinion of outlines? (Bloom’s VI: Evaluation)
  + What function do you think these outlines should serve? (Bloom’s IV: Analysis)
  + Outlines have the potential to be a summary of your actual project and can help significantly if you actually use them.
* No homework unless you need to come in and finish your outline. Keep researching and bring in all of your research information again tomorrow. We are going to work on citations tomorrow.

**Adaptations/ Enrichment:**

For Gifted and Talented students:

1) Since gifted and talented students often have a knack for leadership, I will choose this student to be the leader during the introduction activity. When I am explaining the directions, I will “randomly” say, “Lisa, I want you to help direct and make sure that everyone is participating. It will be your job to ensure all of the cards end up on the board; however, work with your classmates to figure out what goes where.”

2) To adhere to this student’s creativity, I will make an adaptation that can be offered to the whole class. The online outline maker that I found can be copy and pasted into Word, once finished. I will tell the class that if they finish on time, they can put their outline into word and add graphics, colors, charts, or anything else that they want to spice up their outline (maybe for one extra credit point, that way not only the gifted student gets rewarded). As the students are working, I will go to the gifted student and highly suggest that he take my advice to spice up his outline.

3) Depending on the time that this student has, I will offer her a small project that will cover her need for independence, intuition and creativity. Instead of using my example basketball outline, I will ask her a few days prior if she wants to make an outline of her choice. I will give her the skeleton, but tell her to be as creative as she wants. This will make her feel even more comfortable when she is the leader when the class actually does the activity. This will depend on the student because I do not think that it would be right to offer her extra credit for the mini project because the other students would not get the same option, but if she likes extra “fun” things to do just because, then it wouldn’t work.

4) After his outline is complete, I will ask him to walk around and help other students: giving them ideas, suggesting places to find more research, asking about their projects, etc. Peer tutoring is a great way for gifted and talented students to engage in leadership, feel needed, and teach themselves more about the content.

**Self-Reflection:**

Judging by questions when we went over the MGRP assignment, do student seem to understand all that is expected of them? Do students need more specific guidance on their projects? How well did the interactive outlines work? Did they seem more effective than just having them do an outline on paper? Did the whole-group activity at the beginning get them moving around and working together as a team? How well does this class work as a team? Judging by the outlines, are the students fairly done with the research process and ready to start creating their projects?

Gifted and Talented Unit Differentiations

Multigenre research projects are the epitome of a gifted and talented student’s ideal assignment. As opposed to the traditional research project, multigenre research projects call for intense creativity and original ideas. The students have to come up with seven different genres and information to cover for each. Within this project, they are repeatedly encouraged to be as creative as possible in information and especially, presentation. However, I will expect the best out of my gifted and talented students and because of this, I will push my students to work harder, in certain aspects.

To begin with, I will want my gifted and talented students to pick a topic of substance. I was lenient with this project and allowed the students to pick any topic of their choice. I will work with my G&T students to find a topic that is of interest to them but still has some type of significance such as a historic or literary topic. This will allow them to learn something new while also preparing a project that has the potential to teach others. By doing this, I am allowing this to delve deeper into an academic topic while also having fun with the creative aspect, where other students may get more bored if they had to choose academic topics.

In this unit, I stress audience and perspective within their genres, because the students have the choice to have each genre speak to a different audience. For my G&T I want to have a miniature workshop with them before or after school. I will offer this workshop to all students, but schedule it around my G&T students’ schedule to ensure that they are there. For this workshop, I will do a hands-on lesson that addresses tones and word choice. I want my G&T students to focus on more than just audience and perspective because they have the ability to focus their attention on more than one subtopic at a time and often even enjoy complexity.

Within my individual lessons, I will often give my G&T students leadership positions and/or opportunities to engage in peer tutoring. By doing this, I will be allowing my students to gain important leadership skills while also engaging themselves with the content more thoroughly by teaching others. I am a firm believer of hands-on, engaging lessons so this will naturally help my G&T students not to be bored because they will be allowed to get as creative as they want as well as go more in-depth with their assignments. For peer review, if I have more than one G&T student, I will pair them together since they will best be able to help one another come up with stronger ideas for their projects.

Basketball

1. Introduction
   1. Why I like basketball
      1. Good at it
      2. Hang out with friends and play
   2. My experience with basketball
      1. Started when I was 6
      2. Play on school teams
2. History
   1. When it started
      1. Dates
      2. place
   2. Who started it
      1. Name(s)
   3. How it started
      1. Idea
      2. Original equipment
3. How to Play
   1. Rules
      1. Offense
      2. Defense
   2. Scoring
   3. Drills
   4. Techniques
4. Basketball Today
   1. Where can you play
      1. For fun
         1. Home
         2. Park
         3. Gym
      2. On school teams
         1. Middle school
         2. High school
         3. College
      3. Leagues
         1. Recreational Leagues
   2. NCAA
      1. Big Ten
      2. Bracket Tournament
   3. NBA
      1. Final Four
      2. MVPs
5. Conclusion
   1. Why everyone should play basketball
      1. Because its fun
      2. Exercise
      3. Competition

**Practice - Your Topic Here**

Miss BigJohny  
http://interactives.mped.org/images/spacer_brown.gif

**Outline:**

1. Type of Genre This piece's topic
   1. details source
   2. details source
      1. additional information the more you add now, the easier it will be for you later
   3. details source
2. Type of Genre This piece's topic
   1. details source
      1. additional information feel free to explain the genre type or ideas you have for creation

… and so on…

REQUIREMENTS:

You must have all 7 genres listed, with a specific topic for each genre.

Under each genre, you need at least 3 supporting details.

The more additional information you have, the better.

Once you are done: Click FINISH and print two copies.

Hand one copy into me and keep one for yourself.

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: MLA citations: in text and bibliography (6)

LENGTH: 45 – 50 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.13: Integrate quotations and citations into a written text while maintaining the flow of ideas.

**Performance Objective:** Advanced CP seniors will learn write a paragraph where they correctly integrate a quotation from their own source as well as correctly cite the source using MLA format after learning to correctly cite and integrate sources using MLA format through handouts and a group game.

**Assessment:** To prove mastery in this standard, students will write a paragraph where they correctly integrate a quotation from their own researched source using MLA format rules. They will also correctly site this source using MLA format.

**Advanced Preparation by Teacher:**

\_ Make copies of citation rules / guidelines packet

\_ Make copies of Integrating Quotations / Hamburger method handout (2 sides)

\_ Collect books for puzzle game / make puzzles

**Procedure:**

**Introduction/ Motivation:** (10 minutes)

When the students walk into the classroom, a RAFT assignment (below) will be on the board. They know that when “bell work” is on the board, they are to immediately begin working on it in their journals. (Gardner: Verbal-Linguistic)

R: Role (Who is the writer?)—Your MGRP

A: Audience (to whom are you writing?) – Miss BigJohny

F: Format (What format should the writing be in?) – Invitation or letter; get creative, think

outside of the box

T: Topic (What are you writing about?) – Progress; what step is your MGRP at, what do you need to do to finish by the invitation date? How can I help?

E: Extra – If you had to make a citation for your MGRP in its entirety, what would it look like?

* Give students a few minutes to work on their writing to learn assignment.
* Ask a few students to volunteer to read their writing aloud.
  + How does this bell work help you? (Organize thoughts, think about finished project) (Bloom’s III: Application)
  + What inferences can you make about why I had you do this assignment? (think about finished project- getting closer!, start thinking about citations) (Bloom’s IV: Analysis)
  + Was it fun/hard/creative/challenging to think of a citation for your whole project? What were the main components that you knew you should include? (Title, Author, Date…) (Bloom’s I: Knowledge)

Citations are an important part to any research project, because if you want people to take your writing or project seriously, then you have to prove that your information is correct and credible. Today, we are going to finish up all of our MLA citations and make sure that they are all perfect for our projects.

**Step-by-Step Plan:**

1. MLA rules / guidelines (5 minutes)

* Hand out citation rules & guidelines packet (Gardner: Visual-Spatial)
  + This packet contains almost all types of research types that you may have found. You can use this as a document that will display examples of how to correctly cite in MLA format. Your knowledge of how to correctly cite (works cited page) will be part of your final MGRP grade.
  + I am not going to go over the entire packet; you can look through it when you work on your works cited page for your project.
* Go over key parts of the packet: bottom of pg 1, pg 3, pg 6: emphasize how to correctly cite a book as this will help with the puzzles.

1. MLA Puzzles (10 minutes)   
   - We are going to play a little game. I am going to split you into groups and it will be your group’s job to correctly put together the puzzle pieces that I will give you. The pieces will have different parts of a MLA book citation. You will need to work together to correctly make a MLA citation and no, you cannot use your packet that I just gave you.

* Put students into five groups. (Gardner: Interpersonal)
  + Pass out puzzle envelopes with corresponding book. (Gardner: Logical-Mathematical)
  + Make sure that no one has their MLA packets out.
* Once all groups are done, walk around to make sure that they are all correct.

1. Hawthorne, Nathaniel. The Scarlet Letter. New York: Bantam Dell, 2003.
2. Knowles, John. A Separate Peace. Evanston: McDougal Littell Inc., 1998.
3. Sparks, Nicholas. The Wedding. New York: Warner Books, 2003.
4. Maguire, Gregory. Wicked. New York: HarperCollins, 1995.
5. Kline, Suzy. Horrible Harry’s Secret. New York: Viking Penguin, 1990.
   * How would you describe this activity? (Bloom’s I: Knowledge)
     + What was the hardest part?
   * Why do you think that it is important to know how to correctly cite something? (Bloom’s IV: Analysis)
     + I agree that it is important to know how to correctly cite things so that when you want to write a paper, essay, research paper, etc. it can be taken seriously. Citations are used to show your paper’s credibility along with allow your readers to use the source that you used for themselves, such as to expand their knowledge on the topic.

1. Integrating Quotations (7 minutes)

Since we are doing MGRPs and not traditional research projects, it is not mandatory to integrate quotations into your work. However, you do have to cite where your information came from. If you do decide to use a short research paper as one of your genres, you will need to integrate quotations into your writing.

-Hand out integrating quotations handout.

* Choose students to read the handout aloud. (Gardner: Verbal-Linguistic)
* Have any of you ever saw the hamburger model for integrating quotations? Look at the back of your handout.
  + Draw a hamburger on the board – label the three parts as you have students read what they are.

1. Assessment- using own research (10 minutes)

* Everyone needs to get out their research materials.
* Choose one of your sources. With that source, I want you to choose one quote and highlight it (if you haven’t done so already). Then, I want you to write a short paragraph integrating this quotation. You should use the hamburger method. At the top or bottom of the page I want you to correctly cite this source using MLA format.
* Work on your own, this is due by the end of the period. (Gardner: Intrapersonal)
  + Write directions on board: (Gardner: Visual-Spatial)

1. Choose one source.
2. Choose one quote and highlight it.
3. Write a short paragraph correctly integrating the chosen quotation.
4. Correctly cite the source using MLA format.
5. Hand in for a grade.

**Closure:** (5 minutes)

You should have correctly cited at least one of your sources now. With your handouts, it should now be fairly simple for you to finish up your works cited page. You have (x) more days until our in-class editing workshop so you should be in the process of making all of your genres by now. Remember, do not hesitate to ask me questions or for opinions.

* What is your opinion of citations? (Bloom’s VI: Evaluation)
* Do you think they are a tad bit easier now that we have practiced?
* Is there anything that anyone wants to recommend that we go over in order to feel better prepared for your MGRPs? (Bloom’s VI: Evaluation)
* Tomorrow is a work day in class, so make sure that you bring all of the supplies that you need. We will have the mobile lab and I will have construction paper, markers, and a few other craft supplies. We need to make sure to use this time wisely, because we do not have much time left!

**Adaptations/ Enrichment:**

Behavioral Disorders:

1. Students with behavioral disorders often suffer from low self-esteem. If this student volunteers to read or give an answer during class, I will make sure to praise the student for their effort. This extra attention can help them feel as if they are on the right track. Depending on the student, I can call on him to read something aloud, especially if it’s a short section. This will allow him to feel good about himself.
2. It is important to get to know your students, especially those with disabilities. If this particular student with a behavioral disorder works better alone and tends not to like group work, I will prepare an extra MLA puzzle for her. I will allow her to work alone and frequently visit her to ensure that she feels comfortable working alone. If she is below average academically and working alone, I will allow her to use her packet in order to correctly put the puzzle pieces together.
3. If this student struggles with low self-esteem, depression, or low academic abilities, I will make sure that I help him during the paragraph writing. I will go to him first to ensure that he finds a quotation. I will then walk him through the steps to help him write his paragraph. If he does enjoy working with people, or a particular person, I will allow that other student to be his partner during the work time. I will also give him extra time to complete the assignment, if needed.
4. This lesson already switches activities quite frequently which will help a student with behavioral disorders and help the student from feeling overwhelmed. Keeping this student engaged will decrease the risk of behavioral problems. If anxiety is a problem, I will make sure not to call on this student unless I am able to give him a heads-up first.

**Self-Reflection:**

Were any activities recommend by the students as to what we need to go over more thoroughly? How can I adjust my lessons accordingly? Is there any type of mini workshop I can do tomorrow during work time that aligns with what they need? How did the bell work go? Were students creative with their RAFT responses? Did the puzzle game engage the students enough so that the lesson was interesting to them? How do the students seem to feel about MLA citations now?

How to Integrate Quotations

Integrating quotations means “to weave the author’s words into your own sentences.” Quotations should not just be thrown into your essay. You may use block quotations in this research paper, but generally do not use them in a standard 2-3 page essay. Use only the best parts of your quotation. Always document ideas and quotations of others (document means the same thing as “cite”).

Here’s an example of an INDIRECT reference and a QUOTATION that is NOT well integrated. Note the use of ellipses to indicate missing material (which is NOT something you will need to do if you correctly integrate quotation).

The turning point in the struggle between Ralph and Jack is the killing of the sow (133-144). The sow is a mother: “sunk in deep maternal bliss lay the largest of the lot … the great bladder of her belly was fringed with a row of piglets that slept or burrowed and squeaked (134).

• Document ideas and references, especially direct quotations.

• Do NOT put ellipses IN FRONT of a quotation, even if the front is missing.

• Do NOT put ellipses AT THE END of a quotation, even if the back is missing.

• Do NOT use more than one period per sentence.

• ALWAYS make the mixture of the author’s words and your words grammatically correct.

•If you need to insert a word of your own, or if you need to change a letter in order to make the sentence grammatically correct, use brackets []

“[S]unk in deep maternal bliss” (134), the sow is unaware of the danger approaching her.

Here is an example of a tightly integrated quotation.

“[S]unk in deep maternal bliss” (134), the sow is unaware of the approaching and “dreadful eruption from an unknown world” of British boys masked as savages, who will soon be laughing at Jack’s “reeking palms” (135) as they baptized with blood.

Note: This example has three integrated quotations in one sentence. If all the quotes come from the same page, you can put the documentation at the end of the sentence. However, these do not come from the same page. The second quotation is not documented, because it comes from the same page as the quotation that follows it. This is not hard, only time-consuming. However, it is absolutely necessary that you learn to document your textual evidence, how to choose only the best parts of the evidence, and how to smoothly integrate your evidence into your own writing.

Simple Steps to Integrating Quotations

Hamburger Method

1. Topic Sentence along with a sentence of your own thoughts
2. Insert a quote that supports or reaffirms your statement
3. Wrap up your paragraph with another supportive statement of your own that explains or summarizes the quote.



Essentially, quotations should be sandwiched between your own thoughts.

Because we are seniors, and write paragraphs that are longer than three sentences, you can think of all of your additional information as the cheese, lettuce, tomato, etc.

**Documenting Online Sources---MGCCC**

The Modern Language Association (MLA) is the documentation style preferred by a substantial

majority of scholarly journals in languages and literature. The guidelines offered here are explained in

detail in the sixth edition of the *MLA Handbook for Writers of Research Papers*.

GENERAL GUIDELINES FOR DOCUMENTING ONLINE SOURCES

1. Name of the author, editor, compiler, or translator of the source (if available and relevant), reversed

for alphabetizing and followed by an abbreviation, such as ed., if appropriate

2. Title of a poem, short story, article, or similar short work within a scholarly project, database, or

periodical (in quotation marks)

3. Title of a book (underlined)

4. Name of the editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded

by the appropriate abbreviation, such as ed.

5. Publication information for any print version of the source

6. Title of the scholarly project, database, periodical, or professional or personal site (underlined); or

for a professional or personal site with no title, a description such as Home Page

7. Name of the editor of the scholarly project or database (if available)

8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue

number, or other identifying number

9. Date of electronic publication, of the latest update, or of posting

10. For a work from a subscription service, the name of the service and—if a library is the

subscriber— the name and city (and state abbreviation, if necessary) of the library

11. For a posting to a discussion list or forum, the name of the list or forum

12. The number range or total number of pages, paragraphs, or other sections, if they are numbered

13. Name of any institution or organization sponsoring or associated with the Web site

14. Date when the researcher accessed the source

15. Electronic address, or URL, of the source (in angle brackets); or, for a subscription service, the

URL of the service's main page (if known) or the keyword assigned by the service

**Formula:**

Author’s last name, first name. [If no author is listed, begin with the title.] “Title of the Article.” Title

of the Journal Volume. Issue number (Year of publication): length of article. Name of

Database used. Name of Search Service used. Name and Location of library. Date of access

<http address of search service’s starting page>. **Note:** The length of a full-text article can be

stated in paragraphs (abbreviated pars.), number of screens, or pages if they are numbered.

***OPPOSING VIEWPOINTS***

***Note: The citations for the magazines and articles differ from the ctiations for the essays.***

***Citing from Viewpoints Magazines or Articles***

Boyce, Nell. “The Clone is Out of the Bottle.” U.S. News & World Report 23 Feb. 2004: 40.

Opposing Viewpoints. Mississippi Gulf Coast Community College Lib., Gulfport, MS. 20 Feb.

2005 <http://galenet.galegroup.com/ >.

*Citing from* ***Viewpoints*** *Essays, which have been excerpted from books:*

Dority, Barbara. “Assisted Suicide Is the Ultimate Civil Right.” Assisted Suicide. Ed. Laura K.

Egendorf. Current Controversies Series. Greenhaven Press, 1998: 20 par. Opposing

Viewpoints. Mississippi Gulf Coast Community College Lib., Gulfport, MS. 11 Feb 2005.

<http:galenet.galegroup.com>.

***CQ RESEARCHER***

Triplett, William. "Teen Driving." The CQ Researcher 7 Jan. 2005: 1-24. CQ Press. Mississippi Gulf

Coast Community College Lib., Gulfport, MS. 24 Feb. 2005

<http://library.cqpress.com/cqresearcher/>.

***FACTS.COM***

"Morality in America." Issues and Controversies 15 Feb. 2005. FACTS.com. Facts On File News

Services. Mississippi Gulf Coast Community College Lib., Gulfport, MS. 24 Feb. 2005

<http://www.2facts.com>.

***GALE LITERATURE RESOURCE CENTER***

Lewin, Jennifer. “*OedipusRex*: An Overview.” Drama for Students. Gale, 1997. Literature Resource

Center. Gale. Mississippi Gulf Coast Community College Lib., Gulfport, MS. 7 Apr. 2003

< http://galenet.galegroup.com >.

**NEWSBANK**

Polk, Peggy. “Pope's Will Goes Public.” The Sun Herald 8 Apr. 2005: 29 par. NewsBankNewsFile

Collection. Mississippi Gulf Coast Community College Lib., Gulfport, MS. 8 Apr. 2005

<http://infoweb.newsbank.com/>.

**DOCUMENTS FROM MAGNOLIA DATABASES**

***EBSCOHost***

Hoffman, Thomas. "Y2K Failures Have Hit 75% of U.S. Firms." Computerworld 16 Aug. 1999: 28.

Academic Search Elite. EBSCO. Mississippi Gulf Coast Community College Lib., Gulfport,

MS. 7 Mar. 2005 < http://library.msstate.edu/magnolia/public.asp?id=22>.

***MAGILL ON LITERATURE PLUS***

Updike, John. “Gertrude and Claudius.” Magill’s Literary Annual 2001. Salem Press. Magill on

Literature Plus. EBSCO. Mississippi Gulf Coast Community College Lib., Gulfport, MS. 5

Mar. 2005 < http://library.msstate.edu/magnolia/public.asp?id=22>.

***CONTEMPORARY LITERARY CRITICISM SELECT***

**Original Database Document (No print source)**

"Eudory Welty." Contemporary Literary Criticism Select. Gale. Mississippi Gulf Coast Community

College Lib., Gulfport, MS. 1 Mar. 2005 <http://galenet.galegroup.com >.

**Previously Published Articles**

Brooks, Cleanth. "Eudora Welty and the Southern Idiom." Eudora Welty: A Form of Thanks. Eds.

Louis Dollarhide and Ann J. Abadie. 1979. University Press of Mississippi. Contemporary

Literary Criticism Select. Gale. Mississippi Gulf Coast Community College Lib., Gulfport,

MS. 1 Mar. 2005 <http://galenet.galegroup.com >.

Cuiba, Gary M. "Time and Confluence: Self and Structure in Welty's One Writer's Beginnings." The

Southern Literary Journal Fall 1993: 78-93. Contemporary Literary Criticism Select. Gale.

Mississippi Gulf Coast Community College Lib., Gulfport, MS. 1 Mar. 2005

<http://galenet.galegroup.com >.

***DISCOVERING COLLECTION***

***Original Database Document (no print source)***

"John Grisham." DISCovering Authors. Online Edition. Gale, 2003. Discovering Collection.

Mississippi Gulf Coast Community College Lib., Gulfport, MS. 07 Apr. 2005

<http://galenet.galegroup.com/>.

***Previously Published Article***

Toobin, Jeffrey, "Still More Lawyer-Bashing from Novelist John Grisham." Chicago Tribune--Books

23 Feb. 1992. DISCovering Authors. Online Edition. Gale, 2003. Discovering Collection.

Mississippi Gulf Coast Community College Lib., Gulfport, MS. 07 April 2005

<http://galenet.galegroup.com/>.

**GENERAL BUSINESS FILES ASAP (Infotrac)**

Van Biema, David. "O, Say, Can You Pray? A Grass-roots Ritual by Young Christians Tests Churchand-

State Borders." Time 28 Sept. 1998: 68. General Business Files ASAP. Gale Group.

Mississippi Gulf Coast Community College Lib., Gulfport, MS. 7 Apr. 2005

<http://galenet.galegroup.com >.

**WILSONWEB BIOGRAPHIES**

"John Steinbeck." World Authors 1900-1950. Wilson Biographies 1996. WilsonWeb. Mississippi

Gulf Coast Community College Lib., Gulfport, MS. 7 Mar. 2005

<http://vnweb.hwwilsonweb.com/>.

**DOCUMENTS FROM THE WORLD WIDE WEB**

**Formula:**

Author’s Name (if known). “Full title of the work.” Title of the Complete Work (if applicable). For a

professional or personal page with no title, use a description such as *Home Page*. Document

date (if known). Name of the Institution or Organization associated with the site. Date of

access <full http address>.

**Article from a professional or personal site**

Rice, Anne. "Burning Thoughts." Anne Rice.com: The Official Site. 07 Apr. 2005

<http://www.annerice.com/ac\_BurningThoughts.htm >.

**Article from a magazine**

Woodward, Kenneth L. "Does God Belong on the Stump?" Newsweek 11 September 2000. 15 Sept.

2000 <www.msnbc.com/news/454682.asp>.

**Article from a newspaper or on a newswire**

Baker, Tobie. "County Taxes Are Going Down, but Taxpayers Won't Notice It." The Daily Sentinel-

Star 30 Aug. 2000. 4 Sept. 2000 <www.zwire.com/news/newsstory>.

**Article from a scholarly journal**

Calabrese, Michael. "Between Despair and Ecstasy: Marco Polo's Life of the Buddha." Exemplaria

9.1 (1997). 22 June 1998 <http://web.english.ufl.edu/english/exemplaria/calax.htm>.

**An Online Book**

*\*If you cannot find some of this information, cite what is available.*

Austen, Jane. Pride and Prejudice. Ed. Henry Churchyard. 1996. 10 Mar. 2005

< http://www.pemberley.com/janeinfo/pridprej.html >.

**A Part of an Online Book**

*\*If you are citing a part of an online book, place the title or name of the part between the author's*

*name and the title of the book. If the part is a work like a poem or an essay, place its title in quotation*

*marks. If the part is a standard division of the book, such as an introduction or a preface, do not*

*place the title in quotation marks or underline it. Be sure to give the URL of the specific part instead*

*of that of the book if they differ.*

Keats, John. "Ode on a Grecian Urn." Poetical Works. 1884. Project Bartleby.

Ed. Steven van Leeuwen. May 1998. Columbia U. 7 Mar. 2005

< http://www.bartleby.com/126/41.html >.

**A Letter to the Editor**

Kung, Cleo. New York Times on the Web 23June 1998. 28 June 1998

<http://www.nytimes.com/yr/mo/day/letters/1kung.html>.

**Editorial**

"Controlling Deadly Trade." Editorial. Christian Science Monitor: Electronic Edition 26 June 1998.

26 June 1998 <http://www.csmonitor.com/Durable/1998/06/26/f-p16s1.htm>.

**MISSISSIPPI CODE**

Mississippi. Secretary of State. Mississippi Code. 13 Jan. 1998. 63-11-3. 9 Sept. 1999

<http://www.sos.state.mu.us/>.

**All of the above examples are for use in a Bibliography or Works Cited list.**

**Documenting Traditional Print Sources**

**A book by one author**

Davidson, Edward H. Poe: A Critical Study. Cambridge: Harvard UP, 1957.

**A book with two authors**

Berry, Lester V., and Melvin Van den Bark. The American Thesaurus of Slang: With Supplement.

New York: Crowell, 1947.

**A book that has three authors or more, has gone through several editions, and is one of several**

**volumes in a set**

Spiller, Robert E., et al. Literary History of the United States. 4th ed. rev. 2 vols. New York:

Macmillan, 1974. Vol. 1.

**An introduction, preface, foreword, or afterword to a primary source**

Charvat, William. Introduction. The Last of the Mohicans. By James Fenimore Cooper. Boston:

Riverside, 1958.

**A work from an anthology (our LITERATURE TEXTBOOK, for example!)**

Chekov, Anton. "The Lady with the Dog." Literature: An Introduction to Fiction, Poetry, and Drama.

Eds. X. J. Kennedy and Dana Gioia. 8th ed. New York: Longman, 2002. 561-573.

**A selection that is in a collection of works by several authors**

Kendall, Lyle H. “The Vampire Motif in 'The Fall of the House of Usher.’” Twentieth-Century

Interpretations of "The Fall of the House of Usher.” Ed. Thomas Woodson. Englewood Cliffs:

Prentice, 1969. 99-104.

**A book in several volumes**

Didion, Joan. "Some Dreamers of the Golden Dream." The Harper American Literature. Eds.

Donald McQuade, et al. 2 vols. New York: Harper and Row, 1987. 2: 2198-2210.

**An article in a journal**

Hill, John S. "The Dual Hallucination in 'The Fall of the House of Usher.’” Southwest\_Review 48

(1963): 396-402.

**A Masterplots entry**

Morace, Robert A. Rev. of "Song of Myself," by Walt Whitman. Masterplots II: Poetry Series, ed.

Frank N. Magill. 6 vols. Pasadena: Salem, 1992. 5: 1959-1960.

**To cite a previously published scholarly article in a collection give the complete data for the**

**earlier publication [found at the end of each separate article] and then add *Rpt*. in ["Reprinted**

**in"], the title of the collection, and the new publication facts)**

Frye, Northrop. "Literary and Linguistic Scholarship in a Postliterate Age." PMLA 99 (1984): 990-

95. Rpt. in Myth and Metaphor: Selected Essays. 1974-88. Ed. Robert D. Denham.

Charlottesville: UP of Virginia, 1990. 18-27.

Roberts, Sheila. "A Confined World: A Rereading of Pauline Smith." World Literature Written in

English 24 (1984): 232-38. Rpt. in Twentieth-Century Literary Criticism. Ed. Dennis

Poupard. Vol. 25. Detroit: Gale, 1988. 399-402.

NOTE: Always double space after colons and after periods that separate divisions of Works Cited entries.

Double space **WITHIN *and* BETWEEN** Works Cited entries.

Always place periods and commas INSIDE the closing quotation mark.

**Parenthetical Documentation**

MLA documentation uses references inserted in parentheses within the text and keyed to a list of

works cited at the end of a paper. **A typical reference consists of the author's last name and a page**

**number.**

The colony's religious and political freedom appealed to many idealists in Europe

**(Ripley 132)**.

If you use *MORE THAN ONE SOURCE BY THE SAME AUTHOR*, shorten the title of each work to

one or two key words and include the appropriate shortened title in the parenthetical reference.

Penn emphasized his religious motivation **(Kelly, William Penn 116)**.

If a *WORK* has been written *BY TWO AUTHORS OR EDITORS*, use the last names of both.

One group of physicists questioned many of the assumptions of relativity **(Harbeck**

**and Johnson 31)**.

If a *WORK* as been written *by MORE THAN THREE* authors, use the last name of the first author

listed and the abbreviation et al.

A number of important discoveries were made off the coast of Crete in 1960 **(Dugan**

**et al. 63)**.

For *WORKS WITHOUT A LISTED AUTHOR*, use a [properly punctuated] shortened version of the

title in the parenthetical reference.

Television ratings wars have escalated during the past ten years **("Leaving the**

**Cellar" 102)**.

Indicate that the *MATERIAL* is *FROM AN INDIRECT SOURCE* by using the abbreviation qtd. in

("quoted in") as part of the parenthetical reference.

Wagner said that myth and history stood before him "with opposing claims" **(qtd. in**

**Winkler 10)**.

Keep in mind that you punctuate differently with paraphrases and summaries, direct quotations run in

with the text, and quotations that are set off from the text before terminal punctuation marks.

Penn's writings epitomize seventeenth-century religious thought **(Degler and Curtis 72)**.

Parenthetical documentation for direct quotations run in with the text should appear after the quotation

marks but before the terminal punctuation.

As Ross says, "Penn followed his conscience in all matters" **(127)**.

We must now ask, as Ross does, "Did Penn follow Quaker dictates in his dealings with

the Indians" **(128)**?

According to Williams, "Penn's utopian vision was informed by his Quaker beliefs..."

**(72)**.

Parenthetical documentation for quotations that are set off from the text [these are **long quotations**

consisting of **more than four typewritten lines** and thus indented 10 spaces from the left margin]

should appear two spaces after the final punctuation.

. . . and after all these years the memory of the dulness [sic] the stillness, and

lifelessness of that slumberous farm-house still oppresses my spirit as with a

sense of the presence of death and mourning. There was nothing to do,

nothing to think about; there was no interest in life. **(Twain 257)**

The citation for an electronic source should contain the author’s last name and the number of the

paragraph from which the borrowed material came.

The “Tories” strongly opposed the edict against King George III **(Simonson par. 7)**.

**USING AND DOCUMENTING LITERARY WORKS**

The information in this handout is taken primarily from Judith A. Stanford’s Responding to Literature.

There is the underlying assumption that there is an accompanying Works Cited page.

***CAUTION: Be careful when quoting poetry and verse plays to reproduce faithfully all line***

***indentations, space between lines, spelling, capitalization, and punctuation.***

***Quoting from Poems***

1. When you quote **a single line from a poem, song, or verse play**, run the line into your text and

enclose it in quotation marks. Follow the line with the appropriate

parenthetical citation

The narrator urges his father, “Do not go gentle into that good night” (Thomas 1).

**NOTE**: The parenthetical information comes *after* the quotation marks but *before* the period.

***NOTE***: If the poem is a short one, line numbers are not required; however, if the

poem is longer than twelve lines, you must use line numbers in the parenthetical citation.

2. **When you quote two or three lines of poetry,** you may either run them in with your own words or

set them off separately. When you run them in with your own words, enclose the quotation in

quotation marks and indicate line breaks with a slash.

Space before and after the slash.

The narrator in “Slipping” comments, “Age comes to my father as a slow / slipping: the leg that weakens

will barely support him…”

(Aelshire 1-3).

***Note***: The three dots at the end of the sentence (called an ellipsis) indicate that the line continues but that

those words have been omitted here.

3. **When you quote more than three lines of poetry**, you must set them apart from

your own words by beginning a new line and indenting them 10 spaces from the left margin. Do

**not** add quotation marks. Double space before, after, and within a block quotation.

Emily Dickinson rarely needed more than a few lines to express her complex thoughts:

"Hope" is the thing with feathers--

That perches in the soul--

And sings the tune without the words--

And never stops--at all— (1-4).

***Quoting from Plays***

1. When you are quoting from a verse play, follow the guidelines for quoting poems.

2. **When you are quoting from a play that is divided into acts, scenes, and lines**,

you should indicate this information in parentheses following the quotation (see the

example that follows item 3); otherwise, use line numbers.

3. **When you are quoting no more than three lines**, run them in with your own words.

Hamlet reminds the Queen, “I must be cruel only to be kind” (3.4.185).

4. **When you are quoting more than three lines from a play**, you must set them off from your own

words by indenting them from the left margin 10 spaces. In this case, do not enclose the quotation in

quotation marks. Place the parenthetical

information *after* the period.

Hamlet reminds the Queen::

I will bestow him, and will answer well

The death I gave him. So, again, good night.

I must be cruel only to be kind

Thus bad begins and worse remains behind. (3.4.185)

**Citing Longer Works**

When citing a **lengthy literary work**, you need to include more than just the author’s name and the page

number.

**In a parenthetical reference to a prose work**, begin with the page number, follow it with a

semicolon, and then add any additional information that might be necessary:

In Moby Dick Melville refers to a whaling expedition funded by Louis XIV of France (151; ch. 24).

**In parenthetical references to long poems**, cite both division and line numbers, separating them with

a period:

In the ÆNEID Virgil describes the ships as cleaving the “green woods reflected in the calm water”(8.124).

(In this citation the reference is to Book 8, Line 124 of the Æneid.)

**In Biblical citations** include chapter, verse, and an abbreviated title: (Gen. 5.12). (This refers to

Genesis, Chapter 5, Verse 12)

**When citing an entire work**, include the author’s name and the work’s title in the text of your paper

rather than in a parenthetical reference:

Herbert Gans’s The Urban Villagers is a study of an Italian-American neighborhood in Boston.

(revised April 2005)

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: Self-Edit of structure and examples (7)

LENGTH: 50 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.4: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

**Performance Objective:** Advanced CP seniors will self-edit their work looking for structure (organization), audience, and examples and prove these elements are included in their work by completely filling out a given chart.

**Assessment:** To prove mastery in this standard, students will complete every box of a given chart which outlines the structure, audience, and examples from each of their genre pieces.

**Advanced Preparation by Teacher:**

\_ Make copies of self-edit handout (2 pages)

\_ Make copies of fairytale, cut into individual sentences (5 per group), fold in half twice and write the letter corresponding to the group. Essentially, you will have five pieces of paper that say A, 5 B’s and so on.

**Procedure:**

**Introduction/ Motivation:** (10 minutes)

* This lesson will take place a couple days after lesson 6. Students will have had time to work on their projects in class and at home.
* As the students walk into the classroom, hand them a folded up piece of paper and tell them not to open it until told. (Look in advanced preparations for specifics on these pieces of paper)
* Once the students are all seated, have them group themselves according to the letter on the outside of their slip of paper. (Gardner: Interpersonal)
  + Tell them to then put themselves in any random order. They can jot down who is 1st, 2nd, 3rd, and so on or just remember. Then, tell them to open up their slip of paper, as it is their turn, and read aloud what it says. (This will result in the fairytale being read in the wrong order and not making much sense.) (Gardner: Verbal-Linguistic)
* Once they are done ask these questions:
  + What was wrong with your fairytale? (Blooms I: Knowledge)
  + Have someone read the slips in the correct order.
  + Why did the story sound better that time than when your group read it? (Blooms VI: Evaluation)
  + If it wasn’t a fairytale that we already knew, and say a paper about something you did not know much about, what problems would you run into?
* Organization is a key aspect to any piece of written work. Something that has the best facts, research, and examples can make no sense to readers if it is not organized correctly. It is also one of the easiest things to forget to pay attention, but thankfully, usually pretty easy to fix. Today we are going to do some self-editing and look at a few main components of our genre pieces, one of them being the organization, the others being audience/point of view and examples.

**Step-by-Step Plan:**

1. Going over our pieces (10 minutes)

* Tell students to get out all of their genre pieces, done or not.
* Hand out rules sheet. (Gardner: Visual-Spatial)
* Tell students to do # 1 & 2 only!
* Allow time for students to read through all of their work. (Gardner: Intrapersonal)
* Why do you think it is important to read through an entire piece of work once before you start editing? (Blooms IV: Analysis)
* I wanted you all to read through everything first, because it is easy to start writing and get off track without realizing it. Once you start to fix things you end up not really reading the second half of the work. Now, that we have read through everything. I want you to go back through and pay attention to a few things.

1. Audience, Organization, and Examples (25 minutes)   
   - Put self-edit handout on computer projector.

* Go over what is expected by pointing to columns and directing students to that part of their rules handout. Each column corresponds- make sure they see the connection.
* Remind them that **every** spot in the chart must be filled out and they will turn it in.
  + If they find a major problem with one of their pieces, tell them to fix it and write down the new version in the chart with a \* that says fixed so that they can chart what has been changed.
* Work time. Walk around and make sure all students are on task. Be available for questions.
* Ask specific questions to the students about organization, audience, and examples. Have them explain some aspects of their pieces to you.

**Closure:** (5 minutes)

You should all be getting very excited about how close you are to finalizing your MGRPs that you have worked so hard to complete!

* What is your opinion of MGRPs compared to traditional research projects? (Blooms VI: Evaluation)
* How could you assess the value of doing a MGRP instead of a traditional research project? (Blooms VI: Evaluation)
* You are almost done with your projects. You have one more night to work on them at home and then tomorrow we will do an in-class peer edit that will focus more on grammatical errors and typos so that we can perfect our MGRPs before we turn them in!

**Adaptations/ Enrichment:**

Autism:

1. Autistic children need consistency as part of their everyday lives. I will ensure that as this student walks into the classroom, I allow her to go to her desk and get her materials gathered and ready as she does each day before I give her her slip of paper. I will make sure to explain to her that the paper is for a group activity and for now, she can just leave it on the corner of her desk. Group work is a part of almost all my lessons, so this will not be a surprise for her.
2. When giving this student her piece of paper, I will pay close attention to her other group members that I give slips to. While my passing of slips may seem arbitrary, I will ensure that she is placed with classmates who work well with her, can help her, and do not get frustrated by her tendencies. Autistic children sometimes have trouble with peer relationships so choosing the classmates she comes into direct contact with are important.
3. This lesson is mainly time for the students to work on their own. I will monitor this student often during work time. Autistic students need direct instruction and applied behavior analysis. I will praise this student each time I notice him working well on his assignment.
4. If needed, I will make a social story for this student that explains how he should behave during quiet work time. Outlining the importance of working quietly, doing his best, and raising his hand if he needs help. If analyzing his entire project is too stressful, I will tell him that his project is just to read through his pieces and write down one good thing and one thing he could fix about each.

**Self-Reflection:**

If the students had to turn their projects in today, how well do I think they would do? How well did the students do working on their own for almost the entire lesson? Do they seem to have any passion or excitement about their projects? What is one thing I could do differently for this lesson that may allow the students to be a bit more prepared? Do the students need an extra day of work time to finish their projects? Do the students understand the benefits of MGRPs and not that they are just more fun than traditional research projects?

These sentences will be cut into 5 different strips, folded in half twice, and a group letter will be written on each. So each of these strips would have A on them, the next set of 5 would have B, and so on.

Once upon a time there were three little pigs and the time came for them to leave home and seek their fortunes.

Before they left, their mother told them, “Whatever you do , do it the best that you can, because that's the way to get along in the world.”

The first little pig built his house out of straw because it was the easiest thing to do.

The second little pig built his house out of sticks. This was a little bit stronger than a straw house.

The third little pig built his house out of bricks.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Self-Edit: Structure, Audience, Examples

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Genre | b) Audience & Point of View | c) Structure (Organization) & New Information | d) Examples |
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**Instructions- Follow me!**

1. Read through **every** piece of your work.
2. As you read, you can fix small spelling or grammatical problems if you wish. However, we will focus on this tomorrow.
3. Reread each piece of work.
4. This time, as your read, analyze your projects for organization, argument, and relevant examples.

- **Questions to ask yourself:**

a) *What type of genre am I trying to portray?*

b) Is my writing/ genre appropriate for my audience?

b) *Who is my audience for this piece?*

b) *What point of view do I use?*

- Do I make sure to use different perspectives in my different pieces?

c) *Is this piece structured*?

- Does it make sense/ have organization?

- Is it visually appleaing?

- Do my readers have to think to figure out what I am trying to display?

c) Do I state a new point/ new information with this genre?

- *Summarize the new fact presented in this genre.*

d) Do I have at least one example to support my information?

d) *What is my example?*

*Italicized* writing equals question you need to answer on your self-edit checklist.

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: MGRP Peer Edit (8)

LENGTH: 50 minutes AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.4.11 Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.

**Performance Objective:** Advanced CP seniors will use an editing checklist to edit a peer’s multi genre research project and will complete the entire checklist, provide compliments and suggestions as well as revise mechanics mistakes on the actual project.

**Assessment:** To prove mastery in this standard, students will complete every box of the given checklist as well as write a cinquain over their peer’s project to ensure the topic was understood.

**Advanced Preparation by Teacher:**

\_ Make copies of peer edit checklist

\_Make copies of Cinquain worksheet

\_ Collect a plethora of sticky notes

**Procedure:**

**Introduction/ Motivation:** (5 minutes)

As the students walk into the classroom they will see this on the board:

Something to ponder:

Let’s eat, Grandma!

Let’s eat Grandma!

Hopefully, before class even officially starts, this will get a few laughs and get students talking about how much difference that comma makes.

* Can someone tell me the difference between these two sentences? (Blooms II: Comprehension)
* They are funny, but the example is very relevant. The power of punctuation is unbelievable. Take a minute or two and by yourself or with the person next to you, think of one sentence that you can change the meaning of just by changing punctuation.
* Allow students to share examples. (Gardner: Verbal-Linguistic)
* What conclusions about punctuation do these examples lead us to? (Blooms IV: Analysis)
* Punctuation seems trivial sometimes because it is just small characters compared to an entire piece of work. What difference does a comma make? Well, as we just saw- a big difference.
* Yesterday, we worked on the ideas and organization of our MGRPs by editing our own projects. Today, we are going to have a peer editing workshop, which will allow your project to be checked for grammar and spelling mistakes as well as give you praise for your hard work!
  + What do you think is the importance of peer editing? (Blooms VI: Evaluation)

(Work together, let another set of eyes see the work)

* I will give you an editing checklist which you need to go through with every piece of your partner’s work.

**Step-by-Step Plan:**

1. Editing Checklist ( 30 minutes)

* Hand out an editing checklist to each student. (Gardner: Visual-Spatial)
  + Go over the difference sections with students to ensure they understand them. You **must** give at least one compliment and one suggestion for each section. Be sure to stay positive yet do be constructive. Compare all the pieces of the project in order to analyze the presentation, tone, structure, and so on. (Gardner: Logical-Mathematical)
    - Instead of saying, your sentence structure sucks. Say: I think you could spice up your sentence structure a bit, try adding……
  + Do **not** do the last box (mechanics) yet. Do not correct any spelling, punctuation, or grammar mistakes yet. I will give directions for that later. You have 30 minutes to finish the editing checklist, minus the last row.
  + You will get a participation grade for editing so ensure that you fill in every part of the chart.
* Hand out sticky notes.
  + Besides mechanics, as you go through the pieces, if you have a specific suggestion, write it on a sticky note and place that with the corresponding piece. This will ensure that you do not ruin a piece that your partner may choose not to change.
  + Pair off students. (Gardner: Interpersonal)

1. Mechanics Editing (5-10 minutes)

* Now that you have done the majority of the editing checklist, I want you to go back through each piece and only look for spelling, grammar, and punctuation mistakes. The reason I separated this from the rest of the editing is because we have a tendency to see “editing” as only the mechanics section. It is easy to get swept up in fixing punctuation and grammar and completely overlook tone, presentation, and so on. You will only have about five minutes to do this section.
  + Decide with your partners which pieces they want you to write corrections on and which ones they want you to use sticky notes. If it is something that was typed up and can easily be reprinted, write on it.
  + Once you are done, gather all your pieces and go back to your seat.
    - Hand the editing checklist back to your partner. Make sure you save your editing checklist- it needs to be turned in with your project for two reasons: 1) I want to see how much consideration you took in fixing and perfecting your project and 2) It has your editor’s name on it which I will need to grade each one of your for today’s assignment.

1. Cinquain- Writing to Learn Strategy (5 minutes)

* Can anyone recall what a cinquain is? (Blooms I: Knowledge)
* I want to see how much you paid attention to your partner’s project. This will also allow you to create another genre.
* Hand out cinquain handout. (Gardner: Visual-Spatial)
* You have a few minutes to create a cinquain over your partner’s project. It will be your exit slip. Once everyone is done, you can take a few seconds to show your partner.

**Closure:** (5 minutes)

Hopefully you all will take your partner’s comments into consideration. I will pay attention to effort when grading your projects. You have two more nights at home to perfect these and we will present them (day). Look over your rubric to see what is required of your for your presentations. They need to be two to three minutes long, showcase each one of your genres, and be presented in an organized manner. You will have to address questions from your peers and myself, so be prepared.

* How helpful was peer editing?
* What do you think my motive was for having a peer edit workshop? (Blooms IV: Analysis)
* It is important to allow another set of eyes to view your work, because you have all been looking at it so long that it is easy to overlook mistakes.
* You will hand me the cinquains over your partner’s project as you walk out. If you want, you can write a cinquain over your own project and I will give you one extra credit point towards your project if you incorporate it into your project in some creative way. One idea would be to place it on your title page.
* Good luck with finalizing your projects, I can’t wait to see you all present them.

**Adaptations/ Enrichment:**

Intellectual Disability:

1. Students with ID are often immature or have trouble social behaviors. For peer review, I will choose two respectful students with strong academic abilities; I will place these two in a group of three with my ID student. I will allow this student to edit her classmate’s work, but also have the other strong student edit the work. I will tell the strong student to pick a few pieces of her work to share with the ID student, as not to overwhelm the student. This will allow the ID student the practice of reading a student’s work, getting ideas from another student’s work, and having social interaction. At the same time, the two strong students will still be able to edit one another’s projects.
2. ID students often need explicit, basic instructions on how to do things. For the cinquains, I made a hand out that shows each line and simply states what is needed. I choose to make this hand out for all students, but it was originally my adaptation for my ID student.
3. Since ID students have a slow pace of learning, for the cinquain, I will go directly to this student and help him through writing it. However, I will tell him to write this initial cinquain over his own project. This will get him one step closer to the extra credit point and also not challenge his mind to remember what his partner’s project was about.
4. The day before this class I will have a small chat with this student. I will ensure that he understands the social skills expecting of him during partner work. If needed, we will go over his list of social behavior rules or have him make one in his special education class if that is available.

**Self-Reflection:**

How well did the students work together during the peer edit workshop? Do I think that the peer edit workshop was successful? Did students take it seriously and give constructive and useful feedback? Will the students use the feedback to fix and perfect their projects? If I could do something differently about this unit, what would I redo? Are the students ready to present their projects in two days? What types of grades do I expect from my students?

** Peer Edit **

Project by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Edited by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Category** | **Compliments** | **Suggestions** |
| Topic: Each genre presents new information, each genre is interesting, stays on topic |  |  |
| Organization and Flow: All pieces relate to each other, pieces transition easily, easy to follow |  |  |
| Packaging: Visually appealing , eye-catching, neat, does not look thrown together |  |  |
| Creativity: Interesting genres, creative ways to display information, enjoyable to look at and read |  |  |
| Mechanics: Sentence Structure, Tone, Word Choice, Point of View, Audience |  |  |
| Mechanics: Spellings, Grammar, Punctuation | DONE: \_\_\_\_\_ |  |

**Additional Comments (compliments or suggestions):**

**Cinquain- Exit Slip**

By:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A Cinquain over \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s project.

|  |
| --- |
| Line 1: Topic (Noun)  Line 2: Description in 2 words  Line 3: 3 –ing words  Line 4: Description in 4 words  Line 5: Synonym of Topic |

Line 1:

Line 2:

Line 3:

Line 4:

Line 5:

MANCHESTER COLLEGE

Department of Education

LESSON PLAN BY: Alina BigJohny

LESSON: MGRP Presentations (9)

LENGTH: entire class period, presenters will finish the following day

AGE OR GRADE INTENDED: 12th grade

**Academic Standard(s):**

English 12.7.16 Speaking Applications:   
Deliver reflective presentations that:   
• explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.   
• draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.   
• maintain a balance between describing the incident and relating it to more general, abstract ideas.

English 12.7.1 Comprehension:   
Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject

**Performance Objective:** After presenting their MGRPs to their peers in two to three minutes, showing each genre of their project while also connecting all the pieces, advanced CP seniors will answer at least five questions about their project and/or presentation.

When not presenting, students will evaluate presentations using a given summarization sheet which they fill out every box for a completion grade to show that they comprehended the presentation

They will also fill out a graphic organizer over one project where all of the facts need to be correct.

Each student will be required to ask at least five questions through the course of all presentations.

**Assessment:** To prove mastery in the first standard, students will present their MGRPs in a two to three minutes presentation where they show all of their genres as well as connect the pieces with flow and organization. The student will then adequately answer at least five questions about their project and/or presentation.

To prove mastery in the second standard, students will completely fill out and turn in summarization score sheets for each of their peers. For one presentation, they will complete a graphic organizer in which each fact will need to be correct. They will also be required to ask at least five questions through the course of all of the presentations, which I will keep record of.

**Advanced Preparation by Teacher:**

\_ Make summarization score sheet copies

\_ Obtain a timer

\_ Obtain a copy of class list to record number of questions asked

\_ Make self-reflection handouts

\_ Make visual impairment handouts or prepare computer with these documents

\_ Make graphic organizer copies

**Procedure:**

**Introduction/ Motivation:** (5 minutes)

As students walk in, have them place their project along the outskirts of the classroom. (Their projects should be packaged in some creative way so it should not be hard for them to place the projects in a defined spot.)

* Who felt a great relief laying their completed project down?!
* Have students walk around the room with a partner or two and get a good look at all of the projects. (Gardner: Bodily-Kinesthetic, Interpersonal)
  + Discuss the differences, similarities, things that stick out. Be positive!
  + **As you walk around, in your mind choose one project that sparks your interest. Which topic are you most interested in learning the most about? Check to see whose project this is. You will have to fill out a worksheet over this project as it is presented later in the class period.**
  + You all worked very hard on these and they deserved to be on display!
  + This will also allow them to get a better look now so that students will not need to pass around their projects during/after their presentations.
* Can you assess the value of looking at your peers projects? (Blooms VI: Evaluation)

(Looking at our peers’ hard work, seeing several ideas, getting up close look to prepare for presentations…)

* I hope you are all ready to present! We will probably have to do some tomorrow also.

**Step-by-Step Plan:**

I will ask for volunteers first and then we will do our normal names out of the cup. But first, we need to go over what is expected of us as presenters and audience members.

1. Summarization Score Sheets & Graphic Organizers (5-8 minutes)

* Hand out summarization sheets. (Gardner: Visual-Spatial)
* Go over sheets. You do need a complete sentence for the first question, the rest you can use bullet points, if you wish.
  + You do have to complete one for each of your peers. You will be required to turn them in at the end of each presentation.
* Any questions about the sheets?

* Hand out graphic organizers.
  + Remember the person’s project that you chose earlier. When this person gets up to present, you will need your graphic organizer.
    - You do not have to fill out a summarization sheet for the presentation that you chose to do your graphic organizer.
  + The graphic organizer will be a separate grade. To get a perfect grade, all four of your facts and supporting details need to be correct. If the presenter does not include enough information for you to complete your graphic organizer, you will need to ask questions at the end! The purpose of these is so that you can learn more thoroughly about another topic other than your own.
  + **GRAPHIC ORGANIZERS WILL DIFFER FOR EACH STUDENT, DEPENDENT ON WHICH PROJECT THEY CHOOSE TO COVER. THEREFORE, THERE IS NO GRAPHIC ORGANIZER ANSWER KEY. I WILL CROSS REFERENCE THE GRAPHIC ORGANIZERS AFTER I GRADE THE ACTUAL PROJECTS.**

1. Presentations (rest of class period, save 10 minutes for self reflection and closure)  
   - Go over expectations:
   * Presentations need to be at least two minutes, cover all of your genres, and have some type of organization.
   * Each student will be required to ask at least five questions through the course of the presentation. I will record questions on a sheet! The questions can be about the project in general or about the presentation.
   * Each presenter will be required to answer at least five questions after his/her presentation.
   * At the end of each presentation, I will collect the summarization sheets. After I go over them later today, I will hand them back tomorrow so that you can see what your peers thought of your presentation and project.

* Ask for volunteers. Make list of volunteers on the board.
* When it is your time, go pick up your project from where you placed it earlier and present at the front of the class.
* Begin presentations. (Gardner: Verbal-Linguistic)
* After each presentation, ask the presenter a (Blooms III: Application) such as How would you apply what you have learned to… (Something relevant to their topic).

1. Self-Reflection (5 minutes)

* For homework, everyone is required to complete a self-reflection. Instead of having you type out a reflection, I will provide you with a handout.
* Hand out self-reflections. (Gardner: Intrapersonal)
* Go over self-reflections.
  + Write in full sentences. Be honest. Feel free to write more on the back.

**Closure:** (5 minutes)

(If applicable) Tomorrow the rest of the presenters will go.

* How does it feel to be completely done with your projects? (Do not ask if some students still have to go.)
* If you could change any elements of your projects, what would you change and why? (Blooms V: Synthesis)
* What conclusions can you draw about MGRPs versus traditional research reports? (Blooms IV: Analysis)
* Did you enjoy learning about other topics?
* Remember, your reflections are due tomorrow. Tomorrow we will begin a new unit on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Adaptations/ Enrichment:**

For Visually Impaired students:

1. During the introduction, I will pair this student with a partner that is aware of her visual impairment. I will have the partner escort her around the room to experience the different projects. She will be allowed to touch and see the projects up close so that she can better understand what is being presented during the rest of the class.
2. For the summarization score sheets, I will make sure to go over each question repeatedly, in order, when going over the sheets with the class. For this student, depending on his abilities, I will either allow the student to have the handout on his computer and type his responses or give him the handout with significantly enlarged font (see attached). The same will be done for the self-reflection. Depending on the student’s abilities, I may allow him to simply type out the facts and supporting details in an outline form instead of filling out a graphic organizer. The graphic organizer would be hard to enlarge and still sustain its point as a graphic organizer. I will also only require this student to do three facts with details so that he has enough time to complete the assignment.
3. This student will have had an altered project assignment, I will allow her to present the project in whatever creative way works with her project. I will escort her to the front of the room and ensure that she knows which way the audience is. If needed, I will assign a responsible student helper to assist with displaying the project. I will assign this partner ahead of time so that they can discuss what needs to be done.
4. Because students with visual impairments often take more time to read and respond, I will require this student to complete score summarization sheets on every other student. This will allow him to complete the sheet, if needed, while the next presentation has started. This will help him not become overwhelmed or feel like a failure.

**Self-Reflection:**

How excited did the students seem to be about their final products? Were the presentations clear? Did the students seem to enjoy learning about other topics? Should the presentations have longer time length requirements? Were the summarizations sheets and graphic organizers too much for one day? Judging by what I saw during presentations, how do I expect the projects to be? After reading the self-reflections, what can I do differently next time to help the students? What parts of this unit need to be altered for next time?

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presenter’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MGRP Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In at least one full sentence, summarize the project:

What was your favorite part about the project?

What was at least one good thing about the presentation?

What was one thing that could have been done better during the presentation?

What is at least one question that you have about the project or presentation?

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Multigenre Research Project Self-Reflection**

Answer in full sentences.

1. What was your favorite part about this project? (Either something you did or a process of creating this project.)
2. What was your least favorite part about this project?
3. If you could change one thing about your project, what would it be and why?
4. If you had to do this project again, what would you want the teacher to do differently?
5. How would you rate your overall effort and project? (With a description and include an actual grade for your project.)

Graphic Organizer Visual Impairment Modification

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presenter’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fact 1:

Supporting Detail 1:

Fact 2:

Supporting Detail 2:

Fact 3:

Supporting Detail 3:

Visual Impairment Modification

NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Project Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Multigenre Research Project Self-Reflection**

Answer in full sentences.

1. What was your favorite part about this project? (Either something you did or a process of creating this project.)
2. What was your least favorite part about this project?
3. If you could change one thing about your project, what would it be and why?
4. If you had to do this project again, what would you want the teacher to do differently?
5. How would you rate your overall effort and project? (With a description and include an actual grade for your project.)

Summarization Score Sheet Visual Impairment Adaptation

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Presenter’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MGRP Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In at least one full sentence, summarize the project:

What was your favorite part about the project?

What was at least one good thing about the presentation?

What was one thing that could have been done better during the presentation?

What is at least one question that you have about the project or presentation?

**Multigenre Research Project**

Due: X Date

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**What**: For this project, you are to research a person, event, place or issue of interest to YOU. You will do actual research for this project as you would for any normal research paper. You will collect and record information, synthesize the information, and present it. However, instead of the single, thesis-centered paper, you will create a project that consists of several different genres displaying information about your topic.

You will have a great deal of freedom with this project. If at any time you are unsure of what you are doing, not clear on what is needed, or not sure that your idea fits the guidelines, come see me immediately. I am open for questions.

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**Requirements**:

1. You can use as many different genres as you choose, but you are required to use **at least seven** to tell the story of your subject.
2. The entire project should have **at least 1500 words** total in length.
3. You may **not** repeat information within your different genres- each new piece should present new ideas about your topic. (This is where the idea of points of view may come in handy.)
4. You are required to document and **cite your sources**. You need to turn in an annotated bibliography and a bibliography throughout the course of the project. (We will work on these things in class.)
5. You must have **at least five sources**. Of these five sources, **at least three need to be non-internet** sources!
6. Your project should have some sort of **flow and organization**. You can explain how your project connects in an introduction to your project, if you wish.
7. Your project must be presented with some type of **cover or package** that also connects to your topic- BE CREATIVE!
8. Once we finish the projects, you will have to present it to the class in a short **2-3 minute presentation**.

**Things to Consider**: Different points of view, themes, tone, mood, audience… Your project should reflect a certain spirit about it. Let the audience really understand your topic.

**Timeline:**

**Day 1**: **Lesson Plan 1**

Introduce genres/ topics

Assignment: Choose a topic

**Day 2**: **Lesson Plan 2**

Receive Assignment, Learn Vocabulary

Assignment: Finish vocabulary worksheet, Finalize topic

**Day 3**: **Lesson Plan 3**

Learn how to research credible sources, practice annotated bibliographies

Assignment: Begin Research, Work on Annotated Bibliographies

**Day 4**:

In class research time

Assignment: Work on annotated Bibliographies (due: X)

**Day 5:**

In class research time (if day 4 used productively)

Assignment: Finalize annotated Bibliography (due: X)

**Day 6: Lesson Plan 4**

Focus on Audience

Assignment: Finish letters, if needed; continue working on projects, need all seven genres and research by tomorrow- bring with you

**Day 7: Lesson Plan 5**

Make Electronic Outlines

Assignment: Come in to finish outline, if needed; bring research again tomorrow

**Day 8: Lesson Plan 6**

Practice MLA citations

Assignment: Make Works Cited page; continue working on projects

**Day 9:**

In class work day

Assignment: Continue working on projects

--continued on next page

**Day 10:**

In class work day (if day 9 used productively)

Assignment: Finish up projects, in-class edit tomorrow

**Day 11: Lesson Plan 7**

Self-Edit: Audience, Organization, and Examples

Assignment: Fix all pieces, as needed

**Day 12: Lesson Plan 8**

Peer Edit: Compliments and Suggestions

Assignment: Finalize Projects

**Day 13: Lesson Plan 9**

Presentations!

Assignment: Turn in project!

\*\*will have actual dates on assignment sheet when handing to students\*\*

TURN IN CHECKLIST:

\_\_\_\_ Annotated Bibliography

\_\_\_\_ Outline

\_\_\_\_ Self-Edit Page

\_\_\_\_ Peer Edit Page

\_\_\_\_ Project with 7 seven genres and creative packaging

\_\_\_\_ Works Cited Page

\_\_\_\_ Do presentation

\_\_\_\_ Self-Reflection

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| **http://www.wacona.com/promote/genres/map2.gifResearch Report : Multigenre Research Projecthttp://www.wacona.com/promote/genres/map2.gif** | | | | | |
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| Teacher Name: **Miss BigJohny** | | |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | |  |
|  |  | |  |  |  |
| CATEGORY | 5- Excellent | | 3- Good | 2-Decent | 1- Unsatisfactory |
| Amount of Information  *12.5.9*  *12.5.10* | Project has the required 1500 words or more. | | Project has 1250-1499 words. | Project has 1000-1249 words. | Project has less than 1000 words. |
| Quality of Information  *12.4.4*  *12.5.9*  *12.5.10* | Information clearly relates to the main topic. Each genre represents new information. | | Information clearly relates to the main topic. Information is restated in 1-2 genres. | Information relates to the main topic in most pieces. Information is repeated in 3-4 genres. | Information often strays from main topic. Information is continually repeated. |
| Organization and Flow  *12.5.9* | Information is very well organized. All pieces are easy to follow and flow well. | | Information is organized. 1-2 pieces seem out of place. The flow is there but not consistent throughout. | Information becomes hard to follow. Several pieces seem out of place. The idea of flow is present but not persistent. | Information is not organized. Most of the pieces do not fit together. |
| Audience  *12.4.2*  *12.4.12*  *12.5.9* | Clear audience is present. Information is properly formatted to fit audience. | | Clear audience is present. Information drifts too informally in a spot or two. | Audience was in mind but not consistent. Information becomes too informal at times. | Lack of sense of who audience is. |
| Citations  *12.4.7*  *12.4.8*  *12.4.13* | Annotated Bibliography and Works Cited page contain 0-1 errors. | | Annotated Bibliography and Works Cited page contain 2-3 errors. | Annotated Bibliography and Works Cited page contain 4-5 errors. | Annotated Bibliography and Works Cited page contain 6 or more errors. |
| Mechanics  *12.4.10*  *12.4.11*  *12.4.12*  *12.6.1* | No grammatical, spelling or punctuation errors. | | Almost no grammatical, spelling or punctuation errors | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| Presentation  *12.5.10*  *12.7.16* | Lasted at least 2 minutes. Displayed all pieces of the project and presented them in clear and organized way. | | Was slightly shorter than 2 minutes. Displayed all pieces of the project but did not clearly explain project. | Was much shorter than 2 minutes. Forgot to display 1-2 pieces of information. Presented topic unclearly. | Was less than 1 minute. Presentation was hard to understand and topic was not clear. |
| Genres  *12.5.9* | Has 7 or more genres in project. | |  |  | Has less than 7 genres in project. |
| Creativity/ Packaging | Explores 7 different genres. Project is visually appealing and draws the audience into it. | | 1-2 genres are very similar. Project is appealing but could be put together more neatly. | Several genres seem to follow similar lines. Packaging is simple. | Genres tend to overlap. Project has little creative packaging. |
| Materials: annotated bibliography, outline, self-edit, peer edit, works cited page.  *12.4.9* | All materials handed in with project. | | Missing one piece. | Missing two pieces. | Missing three or more pieces. |
|  |  | |  |  |  |
| Total Points for Project: \_\_\_\_\_\_\_\_\_ / 50  X 2  \_\_\_\_\_\_\_\_ / 100  Extra Credit: \_\_\_\_\_\_\_\_\_\_\_  Grade: \_\_\_\_\_\_\_\_\_\_\_ |  | |
|  |  | |
|  |  | |

**Explanation of Expected Excellence**

When grading these projects, the most important aspect for me to see will be the research and usage of correct information. I want my students to gain the ability to thoroughly research a topic and use that found information to create a new project of their own. Secondly, I want to see that my students put effort into their final senior projects. This will be evident through the value of the projects as far as presentation and creativity are presented. To display excellence, my students will need to have adequate research presented through various forms of genres, which inhabit a style of effort and solid presentation. My rubric specifically outlines ten different areas that I will be looking at for expertise and effort as well as outlines the different standards met by these areas. I have also included an additional materials score sheet, which outlines more standards that will be met through this multigenre research project.

**Multi Genre Research Project**

**Additional Materials Score Sheet**

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TOPIC:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CLASS:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Annotated Bibliography: \_\_\_\_\_\_ / 10

*12.4.7, 12.4.8*

Outline: \_\_\_\_\_\_ / 10

*12.4.4, 12.4.9*

Self-Edit Page: \_\_\_\_\_\_ / 10

*12.4.10, 12.4.11*

Peer Edit Page: \_\_\_\_\_\_ / 10

*12.4.1, 12.4.10, 12.4.11*

Works Cited Page: \_\_\_\_\_\_ / 10

*12.4.9, 12.4.13*

Presentation: \_\_\_\_\_\_ / 15

*12.7.16*

Summarization Score Sheets: \_\_\_\_\_\_ / 15

*12.7.1*

Graphic Organizer: \_\_\_\_\_\_ / 5

*12.7.1*

Self-Reflection: \_\_\_\_\_\_ / 15

Total Points: \_\_\_\_\_\_ / 100

Grade: \_\_\_\_\_\_

**Modified Assignment for a student with a Learning Disability**

With my assistance as well as possible resource time and/or the help of an aide, I believe that a student with a learning disability could complete this assignment as written. For this student, I will extend the due date a week or so depending on the student’s needs. During class when the students are given time to work, I will ensure that I directly work with this student for at least a little bit of the time. These class periods will serve as checkpoints for me to ensure that this student fully understands the task at-hand. When grading this student’s project, I will be slightly more lenient as far as flow and creativity goes. If this student has a speech impediment or other disability that will affect his ability to speak in front of the class, I will either allow this student to privately present to me before or after school or I will allow him to write his presentation, if his writing skills happen to be stronger than his speaking skills. I believe that these few adaptations, especially giving extra time, will allow a student with a learning disability to be able to sufficiently complete this project.

**Unit Reflection**

During the process of writing this unit plan, I have learned a plethora of new things from instructional ideas to needed modifications for exceptional learners. I have always been a firm believer that interactive lessons are the best way to engage the students and to help them retain the information that I teach. This unit places emphasis on student engagement and allowing students to formulate their own thoughts and ideas about certain topics. This unit plan’s audience is seniors in high school, which requires high-level thinking and creative activities in order to engage them in ways that they are not used to seeing in the classroom. While writing this unit plan, I always kept my students’ interests in mind as far as what would get them excited about creating their final senior projects, their multigenre research projects.

By reading the Fisher textbook, I was able to learn more ideas of how to engage my students through creative methods. The ideas presented in the Fisher textbook were simple, yet activities that teachers sometimes overlook and forget to incorporate into their lessons. Some of the ideas that I enjoyed using were the writing to learn strategies. These techniques allowed students to write in creative ways, which forced them to think about concepts, recall old information, or connect new information to preexisting knowledge. Simple strategies such as reading aloud or using graphic organizers are additional things that add spice to a lesson. I will ensure that I often refer back to the Fisher textbook in order to continually present new ways to teach my students.

Reading is one of the most important tools that every person needs to gain in order to be a productive citizen. Reading is essential in my content area and vital for my students to inhibit in order to excel in my classroom. I have learned that reading is not a skill that can be assumed for all students; because of this, I must assess my student’s reading abilities from the beginning so that if help is needed, I can provide needed aid in order to assist all of my students. For my students with exceptionalities, I have learned that modifications, sometimes drastic, can be made and still allow the student to learn the needed standards. All students are different, exceptional or not, and no knowledge base or needs can be assumed for any student. Most importantly, I learned to never generalize for students with disabilities, because labels are simple blanket terms that do not necessarily tell you how a student will function or what his/her needs will be in the classroom.

Keeping all of my students’ needs in mind, I have created a unit that incorporates different learning styles into each lesson as well as allows students to be creative and come up with their own ideas. This unit does not use a textbook; however, textbooks do provide teachers with a useful tool in the classroom. I believe that the most helpful tool in teaching students through textbooks is the fact that they teach responsibility. Textbook reading is typically assigned as homework and therefore, it is up to the student to adhere to the assignment and get the reading done. Through textbook reading, teachers can assess if students have done their homework as well as teach responsibility and time management through ensuring that they do their reading with reading quizzes. Beyond content, I believe it is every teachers’ job to build productive citizens that will be able to function and thrive in today’s world. Through skills such as responsibility and thinking on their own, I will help my students better themselves while also teaching them my content.

Name \_\_Alina BigJohny \_\_\_\_\_\_\_\_\_\_\_\_\_ Score \_\_80\_\_\_/80

Educ 352- Unit Project

Organization (10 points) EXCELLENT \_\_\_10\_\_\_

* Binder
* Typed
* Title page
* Table of contents
  + - Textbook information/course information
    - Philosophy of reading in your content area
    - Readability test (FRY CHART MISSING)
    - Trade books
    - Lesson plan to activate prior knowledge of unit’s subject
    - Lesson plan to introduce new vocabulary
    - Lesson plan modified for ADD
    - Lesson plan modified for Learning Disabilities
    - Lesson plan modified for Gifted and Talented
    - Lesson plan modified for Behavioral Disorders; MUST INCLUDE A WRITING TO LEARN STRATEGY
    - Lesson plan modified for Autism
    - Lesson plan modified for mental retardation; MUST INCLUDE A DIFFERENT WRITING TO LEARN STRATEGY
    - Lesson plan modified for Sensory Impairment; must include graphic organizer with acceptable answers
    - Unit test and modified unit test; provide an answer key for both; MUST INCLUDE 2 – 3 PARAGRAPH EXPLANATION OF MODIFICATIONS…. What makes the modifications good ones?

**Textbook Information (5 points)**

* + - NAME OF COURSE/GRADE LEVEL:
    - DESCRIPTION OF COURSE:
    - NAME OF CHAPTER/UNIT:
    - DESCRIPTION OF CHAPTER/UNIT:
    - TITLE OF TEXTBOOK:
    - NAME(S) OF AUTHOR(S)/EDITOR(S):
    - NAME OF PUBLISHING COMPANY:
    - COPYRIGHT DATE:
    - READING LEVEL OF TEXTBOOK:

**Philosophy (10 points)**

* + - **STANDARDS** Create a list of Indiana Academic Standards that your chapter/unit will cover.
    - **IMPORTANCE** Indicate the importance of this unit for your intended audience. Why do students in your classroom need to study this particular unit? Give this some thought. Do not simply say, “We study this because the state of Indiana says we have to!”
    - **PHILOSOPHY** In two or three paragraphs, discuss your philosophy of reading in your content area. Why is reading important for success in your area? Consider basing your answer on your own experience. Be honest and SPECIFIC in these paragraphs.

**Fry Readability Test (5 points)**

**Trade Books (10 points)**

Lesson Plans (45 points) Good changes \_\_\_45\_\_\_\_

* Supplemental material provided (lecture notes/handouts/etc.)
* Engaging lessons
* Clean copies WITH CORRECTIONS made
* Lessons have a flow between them/hooks from one lesson to the next

Unit Test/Modified Test (15 points) \_\_15\_\_\_

* Contains justification

Reflection Paper (10 points) \_\_\_10\_\_\_

COMMENTS:

**\*Items in bold and underlined were already counted in grade book.**