Looking Again in an 8th Grade English Classroom

An Honors These (HONRS 499)

by

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Abstract

This project is essentially a unit plan which could be used in a typical 8th grade English classroom. All the lessons and activities in this plan, however, are inspired by educational theories. The two major focuses of the unit are teaching students to question the world around them and guiding them through all components of the writing process. To accomplish this, students will use a variety of learning strategies and resources in the process of completing their own research papers.
Acknowledgements

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“Looking Again”

Theoretical Focus

This unit was designed to fill a need I discovered while student teaching. Middle school students are an interesting mix of childhood imagination and teenage paranoia of making mistakes or standing out. Many students wanted me to tell them exactly what to do for every assignment, and few were willing to ask questions unless it meant delaying a particularly dreaded activity (a.k.a. writing assignments). Even when I assigned a research assignment, students struggled to find a question to research that interested them. After this experience, I felt I needed to research effective ways to incorporate questioning into the classroom environment.

Since most of my experience has been with middle school students, this unit is designed particularly for an 8th grade English class. The unit may require students to use some initiative outside of class to complete the research and writing requirements, but I tried to build in enough time for students to complete the majority of the work in class so that this unit would be effective for students of all levels and motivation.

The underlying goal of the unit is to create life-long learners. Students have the perception that questioning is a sign of weakness and stupidity rather than a natural reaction to the world around themselves. If they are unwilling to ask questions, even to admit that they have them, they will never be able to grow as individuals. I want every student to reach his or her full potential, so I want them to question everything and look for answers. The activities in this unit reflect that because they are mostly focused on finding meaning in the world. The major project of the unit is a research paper formed entirely around each individual student’s interest. The students will ask questions and learn how to find answers. More importantly, though, they will learn through various writing activities and the drafting process that they cannot take anything for granted, including their own thoughts. Throughout the unit, students will be asked not just to ask questions but to study their thought process and "look again" at their ideas as well as things they take for granted in the world around them.
The unit begins with **lesson one**, where students have to give items they see everyday a new consideration. In *The Sense of Learning*, Ann Berthoff stresses that thinking and writing can only become polished if students practice "looking and looking again" (22). Too often education means frantically moving from one skill to the next without providing students with a chance to reflect on their thoughts or integrate new information with the knowledge they already possess. This first lesson is an attempt to show students that reflection and focus can bring details to light that they have never considered before.

**Lesson two** takes questioning to the next level by forcing each student to think of questions from a topic of his or her choice. The involvement of the teacher in modeling this lesson is not required, but research has suggested that sometimes students can benefit from seeing that the teacher also has questions. This lesson is a great opportunity for a teacher to show that everyone has some questions. By doing this, the teacher is challenging the traditional roles of student and educator. Typically, students see the teacher as possessing all knowledge while the student is merely the recipient of the knowledge the teacher chooses to share. Students aren't used to having teachers admit they do not know everything, but that confession and subsequent modeling of questioning techniques can help students feel more comfortable with the questions they have and encourage them to be more comfortable in the classroom.

The questioning continues in **lesson four** when students start to plan the research they will pursue for the next few weeks. They have to choose a topic and identify questions that they have concerning that topic. To help students plan their research, this lesson has them fill out K-W-H charts. K-W-H charts are similar to the traditional K-W-L charts, but instead of following what they know and want to know with what they learned, a K-W-H chart includes a section for how students plan on finding the missing information (Barell 108). Having a plan to find answers is just as important as asking the questions because part of life-long learning is being able to find new information. For that reason, every time students think about what questions they should be asking, they also have to think about where the answers to their questions might be found.
To reinforce the fact that students need to find answers, some lessons focus just on research. Lessons three, six, and seven in particular are focused on introducing students to different sources so they are ready to explore their topics in greater detail. Furthermore, several state English Language Arts (ELA) standards require students to be familiar with the various sources available to them. The research paper provides a perfect opportunity for students to learn about different sources so they can use that knowledge both on standardized tests and in their quest to find answers. Lessons five, eight, and twelve allow students the opportunity to apply what they have learned about using sources by placing them in a research setting where they pursue answers using a variety of tools from books to the internet. This experience will help students practice finding answers while also giving them first-hand experiences using a variety of sources that they need to be familiar with.

While the unit is focused primarily on asking questions, the writing process is also being taught throughout the unit, starting with the K-W-H chart from lesson four, the organizing of lesson nine, and the outlining of lessons ten and eleven, which all teach various types of prewriting activities. Then in lessons twelve, students develop their first drafts of their papers. Later in lesson fourteen, students make revisions with the help of their peers, and lesson fifteen allows students the chance to type their papers, giving their papers a sense of completion as they prepare their first draft for submission.

While most lessons focus on providing students with the information they need to successfully research and compose writing, lesson thirteen stands out. Instead of teaching students to ask questions, this lesson has students practice acknowledging where they determined their answers. When students research at this level, they need to give credit to the sources they use. Earlier lessons introduced students to the proper way to write a citation. This lesson builds on those while letting students improve further by creating citations in less time and with more individual focus since they are working with partners instead of pairs.

A key part of the process for this unit is revision because many students struggle to actually revise their papers. Typically they settle to merely edit instead. To help students with the revision process, this unit requires them to complete what Berthoff calls a “Dialectical Notebook” where students
only write on one side of their journal so that they can make notes about their writing on the other side. This way, students can look critically at their own writing, particularly when they reach the revision stage. Of course, students who are accustomed to only writing a paper once will find it difficult to make critical changes to their draft, but the unit addresses that by allowing students to have peers offer suggestions for revision. With the dialectical notebooks, peers and even teachers can make suggestions and changes to the current draft so that the author can use all the resources available to evaluate his or her writing.

Throughout the unit, the dialectical notebooks provide multiple opportunities for students to revisit and reevaluate their thoughts. Students start using the journals in lessons one and two when they record their questions about common items and their list of things they wonder on its pages. While students may choose not to revisit those lists to make revisions, they can look back on the lists to remind them of ways to question the world around them as they prepare for and accomplish research. Once students start researching in lesson five, they can use the journals to take notes. If they use the journals correctly and leave every other page blank, it will make it easier for students to organize their research when they are ready to begin the drafting process. Not only do the journals demand that students take the time to write down their thoughts, but they also keep those thoughts together. Students are essentially taking notes on how they think and what it means to look again at their thoughts.

The journals can also help students develop their own voice in their writing. Too often students are so concerned with what the teacher wants them to write that they neglect to include their own thoughts in the paper. These journals allow students to put their own thoughts down on paper in a way that does not feel risky because they can always change what was written in a later draft if they are not satisfied with what they wrote. The extra time to reflect, extra space to fill with observation, and extra help of peers and teacher all benefit the student by giving them the tools they need not just to write but to express themselves in their own voice.

While students have to fulfill requirements in their research and writing, giving students some say in their education is important, too. For this reason, students must be allowed to choose their own
school-appropriate research topic. Burke, Berthoff, and the Best Practices in English Language Arts all agree that letting students choose their topics is a way to give students a voice in the classroom. Another way this unit tries to give students a voice is through the mini-conferences on the research days. These provide opportunities for students to reflect on their research experience and also for them to identify what they need help with. Students rarely receive one-on-one attention and guidance, but giving them the specific help they need can also make them more successful and let them choose what they work on.

By encouraging students to ask questions that interest them and letting them choose their topics, this unit will help students learn to take risks in their education. It will also give them the ownership in their education that is necessary for them to be successful as life-long learners while equipping them with the tools that will create successful reflecters. The research practice will develop students' abilities to ask questions about the world around them, and the writing components will allow students to improve their writing in a risk-free environment. In the end, students will have a strong research paper based on legitimate questions and backed by citations that acknowledges the sources used. More importantly, though, they will be able to use the dialectical journals to revise their writing by critically reconsidering their thoughts on a regular basis. Ultimately, these things will help students perform better in school and, more importantly, be more successful at expressing themselves throughout their lives.
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Lesson 1—Introduction to Asking Questions

Objectives:

1. Students will be able to ask questions about things they take for granted.

2. Students will be able to explain why it is important to ask questions.

Materials:

A dime for every student in the class
Household items (ex. An apple, a book, a spoon, a pillow, a clock, etc.—one for each student)
Journals

Standards:

ELA 7.4.1—Keeping a notebook of writing ideas or graphic organizers
ELA 7.4.5—Identify tops, ask and evaluate questions

Procedures:

1. As students enter the room, give each of them a dime. When the bell rings, ask students if they’ve ever really thought about a dime. Tell them one things you’ve always wondered about dimes (for example, I would ask students why the dime is smaller than the penny if it’s worth more). Let them hypothesis that for a minute (5 minutes).

2. Ask students to think about what questions they have about dimes. Write down a few questions students offer on the board. Then have students brainstorm their own questions in their journals. (7 minutes).

3. Let students share their questions with some people around them. Tell them to add any questions they like to their own list (5 minutes).

4. Ask students whether or not they think it is important to ask questions? Are their certain types that are more important to ask than others? Why do people ask questions? (8 minutes).

5. Ask students when they last really thought about things in the world around them. Do they ask questions or do they just take things in the world for granted? Then pass out the household items (5 minutes).

6. Give students time to make a list of questions they have about their items. Encourage them to write down whatever comes to mind. Stress that the only dumb questions are the ones they know the answers to (10 minutes).

7. Go around the room. Have each student tell the class what their item is and their favorite question on their list (10 minutes).
Assessment:

1. I will walk around the room while students work to see what types of questions they are asking and make sure they are able to ask questions about items they see on a daily basis.

2. I will listen to the students explain why they ask questions and why it is important to make sure they understand that they need to be questioning to be good students, citizens, and human beings.
Lesson 2—“I Wonder…. ” Activity

Objectives:

1. Students will be able to identify questions they have about the world and their lives.

Materials:

Journals
“Miss Weldy Wonders…” Prezi

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Keep list of writing ideas, use graphic organizers to organize thoughts

Procedures:

1. Start by reminding students of the activities they did the day before. Tell them some of your favorite questions, and make sure they know that as long as they’re asking questions, they are on the right track to be outstanding students and community member (5 minutes).

2. Tell them that students aren’t the only ones who have questions. Everyone has questions, no matter how much they’ve studied or how old they are. Show them the Prezi with 10 things you wonder about (in my case, it would be titled “Miss Weldy Wonders…”). Let students react to the things you wonder (20 minutes).

3. Have students make their own list in their journal about things they wonder about. They have to think of at least 10 things, but they are of course allowed to have more (18 minutes).

4. Take the last few minutes of class to let the students share some of their questions with the class. Give them positive feedback on particularly interesting questions (7 minutes).

Assessment:

1. I will listen to the questions students share of their lists of things they wonder to see determine whether they are able to question the world around them.
Lesson 3—Looking for Answers (Book edition)

Objectives:

1. Students will be able to determine where they can find answers to their questions.
2. Students will be able to explain how to find answers in a book using the tools books include.

Materials:

Classroom set of a nonfiction book (Suggestion: What They Fought For by James McPhearson).
Journals
Overhead

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Discuss ideas for writing, use graphic organizers or journals

Procedures:

1. Have students review their list of things they wonder from the day before. On the page next to that list, they should make a corresponding list of where they might look to find answers to their questions (10 minutes).

2. Make two columns on an overhead sheet. In the first column, write the questions students had. On the other side, list their ideas for where they think they might be able to find answers. Encourage students to think of a wide variety of sources (books, internet, newspaper, magazine, dictionary, etc.) (15 minutes).

3. Books will probably be the first resource students will list as a place to look for answers. Tell them that books are the traditional source of information. Ask them what they think they have to do to see quickly whether a book will have any information to help them. Some answers they will probably present are to look at the title or simply to read it. Encourage these answers, but also tell students there are other tools in books that can help them find information easily. Have them look at the Table of Contents and Index, both of which they are most likely familiar with but need to review (10 minutes).

4. Give students a question and have them use the tools in the book to figure out which pages to use (or perhaps answer your question, depending on how easily they are able to use the books) (15 minutes).

Assessment:

1. I will listen to the students’ ideas for where they can find answers and guide them to think of other resources as necessary.
2. I will watch students find the information I ask for and challenge them to explain their process to the class to determine if they are able to explain how to best use books to find the information they need.
Lesson 4—Choosing a Question

Objectives:

1. Students will be able to identify one specific topic that they can research.
2. Students will be able to generate a list of questions they have concerning a topic of their choice.
3. Students will be able to use a guide to create a citation.

Materials:

Journals
K-W-H charts
Classroom set of a book (can be the same from Lesson 3)
Citation Guide

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Discuss ideas for writing, use graphic organizers or journals
7.4.6—Give credit for quoted and paraphrased information

Procedures:

1. Start class by passing out the “Research Project” sheets. Explain what they will be doing, and encourage them to start thinking about topics to research (15 minutes).

2. Ask students to volunteer suggestions for what topics they would like research. Evaluate each topic, explaining why it would be a good topic (perhaps there are a lot of possible questions they could ask in that topic) or why it might need adjustments (too broad or narrow?) (10 minutes).

3. Pass out the K-W-H charts and explain the homework for the night. By the next day, they need to complete the chart so they are ready to research in the library. Tell them they can switch topics, but they must have something to start with (5 minutes).

4. Pass out classroom books and explain that when students use a resource, they have to cite it. Ask them to explain plagiarism. They might have some ideas about it, but you need to explain that even if they change the words, they still got the information somewhere so they need to cite it (10 minutes).

5. Using the classroom book set and the citation guide, walk through a citation with students. Encourage them to make a citation for each book they use as they use it so they won’t have to try to remember where they got information later (10 minutes).
Assessment:

1. I will evaluate student research topics in lesson 5 when they bring a topic to the library to research.

2. When I check their K-W-H charts during lesson 5, I will evaluate how well students were able to identify questions they have on a specific topic.

3. I will listen to and guide the class as they collectively make a citation using the guide I gave them.
Lesson 5—Library Research

Objectives:

1. Students will be able to use books to find answers to their questions.

2. Students will be able to explain what they hope to find out about their topic in a mini-conference.

Materials:

Journals
Books in the library
Research Guides (have extras in case students lost theirs)

Standards:

7A.5—Identify topics, ask and evaluate questions
7A.1—Discuss ideas for writing, use graphic organizers or journals
7A.6—Give credit for quoted and paraphrased information

Procedures:

1. Have students meet in the classroom. Quickly review any rules the library has and explain what you expect them to accomplish by the end of the class period. For the average class, I would tell them that they need to have looked for information in at least three books, taken notes on each, and written a citation for the books they used (10 minutes).

2. Move to the library and let students get to work. They can take notes in their journals. As students work, pull each aside for a short (2-3 minute) mini-conference where you can look at their K-W-H chart. Give suggestions about their topics and compliment them on choices they are making in their question asking that you like (40 minutes).

Assessment:

1. At the end of class, I will glance at the students’ journals to determine whether they were able to effectively use their library time to research with books.

2. I will look at the K-W-H charts and listen to students explain their topics in the mini-conferences to see how clearly they are able to summarize what they want to find out in their research.
Lesson 6—Identifying Other Sources

Objectives:

1. Students will be able to identify additional print sources that may provide answers to their questions, both about their research topic and the world in general.

2. Students will be able to create citations for additional sources.

Materials:

Classroom set of a magazine (suggested: National Geographic or Time)  
Journals  
Citation Guides (bring extra copies in case students have lost theirs)

Standards:

7.4.5—Identify topics, ask and evaluate questions  
7.4.1—Discuss ideas for writing, use graphic organizers or journals  
7.4.6—Give credit for quoted and paraphrased information

Procedures:

1. Start by asking students for feedback on their first research experience in the library. What problems did they have? Where they able to get several sources worth of information? Did they write the citations? Address any problems and let students share some of their exciting discoveries (10 minutes).

2. Have students look at their K-W-H charts and their list of questions and possible sources from lesson 3. Remind them that there are other print sources they might want to consider using as you pass out the magazines (10 minutes).

3. Have students brainstorm how they would find an article in a magazine. Help students discuss how to find specific articles. Also, if the school has a data base to connect them with additional material, consider taking some additional time to show them that (10 minutes).

4. Using the research guides, talk about how to cite a specific article. Have students work in groups of two or three to try to write their own citation. Then go over it as a class (10 minutes).

5. Give students some additional time to ask any questions they have about their research. Encourage them to think about what questions they want to add to the K-W-H chart (10 minutes).

Assessment:
1. I will listen to students explain what other sources are available for them to use in research to see if they are aware and able to identify additional potential resources.

2. I will look at their group citations and listen as students explain how to make a citation using the citation guide and a magazine.
Lesson 7—Research on the Internet

Objectives:

1. Students will be able to explain a few ways research using the internet.

2. Students will be able to use a citation guide to generate a citation for an internet source.

Materials:

Computer connected to projector

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Discuss ideas for writing, use graphic organizers or journals
7.4.6—Give credit for quoted and paraphrased information

Procedures:

1. Ask students what they know about using the internet to research. They will probably tell you that it’s unreliable. While you should make sure they understand that it can be unreliable, stress that not all the information is incorrect (5 minutes).

2. Ask the students how many of them think they can use Wikipedia in their research. Explain that they do not want to assume anything on Wikipedia is correct, but it can be a good starting place because it has broad background information. More importantly, though, there is an “External Link” section at the bottom of the page that can lead to more reliable sources on the internet. Demonstrate this with topics the class chooses. Try to let students who struggle (an ESL student, for example) to give you their topics so you can show exactly what they need to look for (15 minutes).

3. Using the pages Wikipedia takes the class to for a discussion on what to look for on internet pages. Point out things like formatting, biases, and errors as key signs that the site may not be reliable (10 minutes).

4. Put different topics or questions into a search engine (Bing, Google, Yahoo, etc.) and look at some of the websites that are suggested. Have students explain why they would or would not use that site in their research (10 minutes).

5. Use some of the sites you found and the citation guides to have the class compose citations for those websites (10 minutes).

Assessment:
1. I will listen to students determine whether a site seems reliable or not to see if they can accurately evaluate the usefulness of various sources.

2. I will look at the citation the class is able to generate to determine whether students are able to use their guides to create a citation.
Lesson 8—Internet Research Day

Objectives:

1. Students will be able to find answers to their research questions using the internet.

2. Students will be able to evaluate their progress and explain what direction their research is taking in a mini-conference.

Materials:

Journals
Computer lab
Computer Research Guides
Citation Guides (Extra copies in case students lost theirs)

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Discuss ideas for writing, use graphic organizers or journals
7.4.6—Give credit for quoted and paraphrased information
7.4.7—Use technology to manage information

Procedures:

1. Have students meet in the classroom. Review the rules for the computer lab and distribute the Computer Research Guides. Tell students their goal is to find at least four websites and write the citation for each as they use it (10 minutes).

2. Move to the lab. While students research, have a mini-conference with each to discuss how their research is coming along, whether it is changing, and what questions they have (40 minutes).

Assessment:

1. I will observe students working and check their Computer Research Guides before they leave class to see if they were able to use the internet to research their topics.

2. I will listen to students talk about their research experience during the mini-conference to see whether they are able to evaluate their own progress so far and identify what else they need to do to complete their research.
Lesson 9—Organizing Answers

Objectives:

1. Students will be able to classify information they have discovered in their research.

2. Students will be able to reflect on their research so far and determine what they are missing.

Materials:

Journals (research notes)
Highlighters (ideally at least four different colors for each student)
Example Research Notes (either from your own research topic of choice or from a past student)

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Discuss ideas for writing, use graphic organizers or journals

Procedures:

1. Have students take a few moments to look over their original research questions and fill out a W-L chart to see which questions they have answered. Encourage them to also add additional questions they came up with while researching to the chart but underneath their original questions (10 minutes).

2. Show students your notes on your research. Explain what questions you started with, and show students how you narrowed it down to four broad categories and highlighted your notes from research to see what information you have for each categories (10 minutes).

3. Tell students that now they need to start categorizing their research. Students need to try to pick four categories of answers. They might use four main, broad questions as their categories, or they might have another system. Working with a partner, they should create these four categories and then look through their notes, highlighting different pieces of information so they can see the four categories represented in their notes (25 minutes).

4. For homework, students need to make a list on what questions they still want answered. They may be original questions or new questions. If they cannot think of any new questions, they should ask a friend or two to help them brainstorm (5 minutes).

Assessment:

1. I will observe and guide students as they work to make sure they are able to classify their research information into four broad categories.

2. I will look at their homework the next day to see if students were able to reflect on their research and identify weaknesses.
Lesson 10—Preparing for Writing

Objectives:

1. Students will be able to outline their research to start planning their papers.
2. Students will be able to create a strong introduction for their research paper.

Materials:

Journals (with highlighted research notes)

Standards:

7.5.3—Write research report

Procedures:

1. Have students write a paragraph about why they chose the topic they did. What were they hoping to find out? Why was it important for them to have their questions answered? (15 minutes).

2. Talk to students about starting to draft their research. Remind them of the assignment sheet and how you want them to write their draft. First, though, they need to prewrite. In this case, they need to outline their paper. Go through a basic outline (Introduction, body, conclusion) (10 minutes).

3. Review what needs to be in an introduction. Have students think about what they just wrote in their bell-ringer paragraph and show them what from those paragraphs they can include in their introductions (10 minutes).

4. Give students time to start working on their introduction paragraphs and outlines. They may work with a partner unless a lack of focus is noticed. In that case, students will have to work alone (15 minutes).

Assessment:

1. I will check the outlines next class to determine whether students were able to outline what they want to cover in their papers and provide guidance when necessary.

2. I will look at the introductions students are working on before class ends to make sure students are able to include what they need in their introductions.
Lesson 11—Writing Conclusions

Objectives:
1. Students will be able to create a strong conclusion for their papers.

Materials:
Journals
Outlines

Standards:
7.5.3—Write a research report

Procedures:
1. Pass out a sample research paper (preferably from a past student) and have them look at how
the person wrote an introduction. They should compare their introduction with this one and see
whether there is anything they feel they should add (10 minutes).

2. Have a few students share their introductions. Allow the class to provide constructive
criticism and positive support for the volunteers (20 minutes).

3. Review the body part of the outline. Let students ask questions, and then let them trade
outlines with a partner to make sure there are no major problems in their organization plan (10
minutes).

4. Talk about conclusions. Have students explain what the purpose of a conclusion is and what
they should include in theirs. Homework for the night will be to write a conclusion (10 minutes).

Assessment:
1. I will check the conclusion the next day to make sure students understood how to wrap up
their papers.
Lesson 12—Free Work Day

Objectives:

1. Students will be able to evaluate their progress in a mini-conference.

Materials:

Journals
Library

Standards:

7.4.5—Identify topics, ask and evaluate questions
7.4.1—Discuss ideas for writing, use graphic organizers or journals
7.4.6—Give credit for quoted and paraphrased information
7.5.3—Write a research report

Procedures:

1. Start class by telling students they need to finish their research today. Any information they feel they are missing should be collected today and added to their outline. If they are satisfied with their research, they should work on their rough draft (10 minutes).

2. Move to the library and let students work. Meet with students in mini-conferences to see how their research is going. Make sure they know they need to start drafting now.

Assessment:

1. I will listen to students reflect on their research so far in the mini-conference to see if they can accurately explain their research and what remains for them to do.
Lesson 13—Cite the Source!

Objectives:

1. Students will be able to work with a partner to create citations for a variety of sources.

Materials:

15 stations set up around the room
15 example sources (books, magazines, or internet articles)—one for each station
Citation Guides (extras in case students lost theirs)

Standards:

7.4.6—Give credit for quoted and paraphrased information

Procedures:

1. Take a few moments to listen to the questions students have about the drafting process and researching (10 minutes).

2. Put students in groups of two or three and assign them to a station. They will then create a citation for the source at their station before moving to another open station and writing a citation for that source. If they have a question about citations, they should ask, but they also should use their citation guides to make sure they are writing citations correctly (30 minutes).

3. Collect the citations students have written. Give rewards to the groups with the most correct citations and review common mistakes. Remind students to bring their works cited page with at least four sources to your revision day (10 minutes).

Assessment:

1. I will collect the citations to see whether students were able to write correct citations.
Lesson 14—Revision Day (Two Days)

Objectives:

1. Students will be able to edit a works cited page for a peer.
2. Students will be able to seriously revise their rough drafts.
3. Students will be able to offer detailed suggestions for revisions to a peer.

Materials:

Rough drafts of works cited pages and research papers

Standards:

7.5.3—Write research reports

Procedures:

1. I will have students start by exchanging their Works Cited pages with a partner. Using the research guide, students will identify any weaknesses or errors in their partner’s Works Cited page. They are free to ask for help if there are uncertainties. At the end of the time, students should sign their classmate’s paper to show they edited it (15 minutes).

2. Students should exchange works cited pages with another student and repeat the editing process (15 minutes).

3. Students will turn in their drafts without their names on them. I will then give every student a rough draft to revise. In groups of four, students will read each draft and make suggestions about organization and writing in general. After reading the drafts and writing suggestions, students will choose one that they think is the strongest paper (25 minutes).

4. Each group will read the paper they thought was the best and explain why they liked it (20 minutes).

5. Students can take the last few minutes of class to look over the suggestions and make notes about what they need to change.

Assessment:

1. I will observe students editing their works cited pages to see whether they are able to provide valuable corrections or not.

2. I will check the revisions the next class period to determine whether students are able to put thought into their revisions.
3. I will listen to groups explain which paper they thought was the strongest in their group and why to see if they can offer good advice while recognizing strengths in drafts.
Lesson 15—Typing in the Lab (Two days)

Objectives:

1. Students will be able to use their drafts and revisions to create a new, typed draft of their research papers.

2. Students will be able to use Microsoft Word to type a second draft of their research papers.

Materials:

Computer lab (with Microsoft Word or another word processing program)
Journals (rough drafts and revisions)

Standards:

7.5.3—Write Research Reports

Procedures:

1. Explain to students that they will only have two days to type their revised drafts. After that they need to be ready to submit their research papers (10 minutes).

2. Move to the computer lab. Help students use Microsoft Word to type their papers (80 minutes).

3. Once students have their drafts typed, they can have a partner read their paper just to edit any typing errors (10 minutes).

Assessment:

1. I will check their drafts on the day of Lesson 17 to see whether they were able to make revisions to their rough draft.

2. I will observe students typing to see if they can effectively use Microsoft Word.
“Looking Again” Assignment Sheet

Looking for Answers: Research Paper

In class, we’ve been studying how to give the world around us a second look and to question things we take for granted. Your task now is to choose a topic that interests you to research. Throughout the next two weeks, you will use sources in the library and computer lab to find answers to your questions about this topic. The end result will be a research paper where you will summarize the main findings of your research.

Projects will be graded based on the following rubric.

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<th>A</th>
<th>B</th>
<th>C</th>
<th>F</th>
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<tr>
<td>Submission Requirements (25 Points)</td>
<td>Turned in on time</td>
<td>Turned in one day late</td>
<td>Turned in two-four days late</td>
<td>Turned in five days late</td>
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<td>Typed</td>
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<td>Typed</td>
<td>Not typed</td>
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<td>Two Pages</td>
<td>One and a half pages</td>
<td>One page</td>
<td>Less than one page</td>
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<td>Mechanics (25 Points)</td>
<td>Less than five punctuation, capitalization, and grammatical errors</td>
<td>Less than 12 errors</td>
<td>Less than 20 errors</td>
<td>More than 20 errors</td>
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<tr>
<td>Writing Process (25 Points)</td>
<td>Complete research notes, prewriting, rough draft, and revisions</td>
<td>One section lacking completion—not enough detail</td>
<td>Two of three section of the writing process lacking completion</td>
<td>Four or five week writing process parts or two missing</td>
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<tr>
<td>Organization (25 Points)</td>
<td>Clear introduction, body, and conclusion.</td>
<td>Clear introduction, body, and conclusion.</td>
<td>Weak introduction, body, or conclusion</td>
<td>No clear introduction, body, or conclusion</td>
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<td></td>
<td>Paragraphs organized with one basic idea.</td>
<td>Most paragraphs organized with one basic idea.</td>
<td>More than three paragraphs do not follow one basic idea</td>
<td>Paragraph do not follow basic ideas</td>
</tr>
</tbody>
</table>
Citation Guide

Book:
Last Name, First Name. *Book Title*. City of Publication: Company, year.

Magazine:
Author Last name, First name. "Article Title." Magazine Title. Date. Type of publication (print or web).

Internet:
Author Last name, First name. *Title of article*. Hosting Website. Date Published. Web. Date Accessed. <web address>.

Class Notes
Works Consulted


