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| **Instructor**: | | **Course**: | | |
| **Unit**: Instructional Unit on Research Projects | | | **Quarter**: | |
| **Topic**: Planning and Writing a Thesis Statement / Creating an Outline / Writing a Rough Draft Using Parenthetical References | | | **Time Range**: 4 45-minutes periods, or as needed | |
| **Standard(s)**:   |  | | --- | | # 2,3,4 |  1. Reading for All Purposes 2. Writing and Composition 3. Research and Reasoning | | | | |
| 21st Century skills:  Critical thinking and Problem Solving; Information Literacy; Collaboration; Self Direction; School Readiness and/or Post Secondary and Workforce Readiness; Inquiry Questions; Relevance and Application; Creativity and Innovation; Communication | | | | |
| **Objectives / Assessment Frameworks**:   1. After note taking, the student will evaluate the information gathered. 2. The student will write a thesis statement which will state the main idea of the paper. 3. The student will organize his/her information by creating an outline. 4. The student will continue the writing process by writing a rough draft using parenthetical references to prove where he/she found the information. | | | | |
| **Prerequisite Learning**: *in order to effectively master the objectives listed above, students must exhibit mastery in the following areas*…   * Students should already be familiar with MLA, APA styles (refer to lesson 3). * Students need to know what parenthetical citations and footnotes are and how to give credit to the source used. Some of this instruction came with lessons 3 and 9. | | | | |
| **Lesson Outline**: (*think about the following elements: instructional strategies, depth of knowledge, materials, resources, student engagement, mastery, closure*)   * 1. Questions to ask the students to evaluate the information gathered so far:      + Do you have sufficient information or do you need more?      + From your notes, do you have enough information to write a paper or complete a project?      + Are your sources reliable?      + Do they cover your topic sufficiently?      + If you need more information, you can look for other reliable sources. * Remember that a research paper or project is the culmination of your ideas plus the ideas you found through your research. You are sharing your ideas and your research with a reader.   1. Students should lay out their note cards to arrange them by categories on their topics. This can help them to begin to organize their thoughts as they look at the information they have on their note cards. * For example, if the research paper is about a person, students will want to see if they have information about all parts of his/her life. They may want to organize chronologically, or they may want to organize ideas according to certain events or personality traits. * Another example, if students are examining an issue, they need to understand the issue and whether the problem is addressed. Do they have notes on possible solutions? Which do they think is the best solution and why? What will it take to improve this issue?   1. Write a thesis statement. A thesis statement is a statement that essentially tells the reader what the paper will be about. The entire paper will then explain and support this main idea. * Write Source shows students a formula that can guide them in creating a thesis statement. Take your subject or topic and add to it a special part to emphasize (400). One example given is “In the Information Age (an interesting subject), wealth is no longer a limited commodity to be hoarded by some and denied to others (a special part to emphasize)” (400). * It would be helpful to the students to practice some examples of thesis statements. The teacher could give topics and students could work in pairs to come up with an appropriate thesis statement. * Showing other examples could be helpful.  1. **ASSIGNMENT:** Create a strong thesis statement for your paper or project. Hand this in to the teacher for feedback and points. 2. **ASSIGNMENT:** This could be a great time for the students to complete survey #3 of 4 for “Student Engagement”. The instructions and form are attached, in case you still need them. 3. Creating an outline: There are many different types of outlines ranging from informal scratch outlines using words or phrases to formal sentence outlines using Roman Numerals and letters. Once you decide on the type you would like your students to practice, have them start it with the thesis statement. Then students will write major points and supporting details in an organized manner.  * It will be helpful to show examples of the type of outline you want your students to create. * One example is:   http://wordsworth2.net/images/outline.jpg   * For the Outline, center the title one inch from the top of the page. Double-Space the outline and the entire paper. * A formal outline is usually placed after the title page and before the paper begins. * Using note cards helps students organize the material in a logical fashion for the outline, always keeping in mind that supporting details will help develop the major points. The major points and details should all support the thesis.  1. It will be helpful when using information from notes or note cards to write in the outline the note-card letter and number or the source and page used. This will help when citing sources in the actual paper. 2. **ASSIGNMENT:** Students will complete and turn in their outlines for points and feedback from the teacher. (This assignment is optional as to whether the teacher requires an outline.) 3. The next step is for students to write a rough draft using their outline and notes or note cards as needed. Students will use parenthetical citations or footnotes to give credit to their sources used in their paper or project.  * The writing will be easier if the student takes it a section at a time. * Have students work on the beginning or introduction of the paper, ending with the thesis statement. This would include: an attention-getter, background information, and a thesis. * Modeling this will be helpful as well as showing examples.  1. **ASSIGNMENT:** Students will write the introduction including the thesis statement. Underline the thesis statement and show this to the teacher for points. 2. Continue to develop the body of the paper by referring to the outline and the notes or note cards. Remember to avoid plagiarism by using parenthetical references or footnotes. Give credit to the sources for the ideas you are sharing from your research.  * Use topic sentences and supporting details in each paragraph. * Use footnotes or parenthetical citations, giving credit to sources used.  1. **ASSIGNMENT:** Students will continue to write the rough draft of their paper. Teacher will set a due date. 2. Discuss with students writing the conclusion:  * A conclusion should summarize the thesis statement by using different wording * If this is a problem-solution, be sure to emphasize what the reader can do for the future * Create a closing line that will give a sense of closure and make the reader think about the topic. * Giving examples will help the students know what is expected.  1. **ASSIGNMENT:** Have students write the conclusion of the rough draft. Teachers may ask for the rough draft for points. However, students will need the rough draft to continue on with the next lesson.   The rough draft is now completed and ready for revision which will be discussed in the next lesson.   |  | | --- | | *notes:* | | | | | |
| **Differentiation**: *use the data (CSAP, Acuity, TOSCRF, YPP…) collected to help identify how you will meet the needs of all students in your class*.  Some students may need encouragement. Some students may need extended time to complete the project. Some students may need individualized attention on specific parts. | | | | |
| **Re-Teach** | **Extensions** | | | **Accelerations** |
| Showing or modeling parenthetical citations frequently would be helpful. | *(Distributive Practice)*  None thought of for this lesson. | | | Students complete the rough draft process at different stages; those that finish early, may start on the final draft. |
| **Evaluation / Assessment**: *explain how you will determine mastery of this lesson to the objective/standard*…  Mastery is accomplished after the rough draft is checked for inclusion of introduction, parenthetical citings or footnotes, body, and conclusion. Each of the assignments is meant to help check the process along the way. | | | | |
| **Reflection**:  *Things that went well*…   * Writing is a process and as the assignments progressed, many students started to see their project come together with a purpose of completing each assignment. * Some students found that gathering all the sources in the form of a Works Cited page at the start really helped them through the process. * Most students learned something new about footnotes or parenthetical citations.   *Things that didn’t go well*…   * Procrastination was found with many students. * Students kept forgetting about the parenthetical citations.   *Things to remember*…   * Keep checking for the parenthetical citations and/or footnotes. * Some students needed a direction change or a new path to follow for finding more information.   *Things to change for next time…*   * For assignment 11 above, make sure the students include the parenthetical citations. * It might be beneficial to break down the writing process after one or two paragraphs to prove that the students understand the parenthetical citation process. * If footnotes are used in place of the parenthetical citations, be sure to check the footnotes on the rough draft(s). * Maybe the use of a calendar for each student to check for his/her timelines will help avoid last minute construction. | | | | |

STUDENT NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_

For this survey, the teacher is to tell the students:

“This is not graded. This is to help the teacher measure your engagement throughout this project. You will be evaluating your own confidence and interest level several times. It takes only five minutes. A “1” is very low; and a “10” is extremely high. No two students should have the same answers because they are based on “your” perceptions, not somebody else’s. Your feelings can change each time and your numbers can go up or down as you progress. Try to be as truthful as possible. Thank you.”

**SURVEY 1: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 2: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 3: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |

Comment so far about this assignment **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SURVEY 4: DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A “1” is very low; “10” is extremely high.

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| How you feel today about each of the following: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| How excited are you about completing this project? |  |  |  |  |  |  |  |  |  |  |
| How much do you know about adding a works cited page properly? |  |  |  |  |  |  |  |  |  |  |
| Are you learning anything new about the topic or the research process? |  |  |  |  |  |  |  |  |  |  |
| How confident are you in using parenthetical citations? |  |  |  |  |  |  |  |  |  |  |