Lesson designed for 9th grade English Class

**Class:** Introduction to Project

**Unit:** Writing a position paper

**Teacher:** Mrs. Crowder and Mrs. Gunter

**Objectives:**

1. Locate and analyze multiple websites on a particular subject of interest
2. Evaluate and choose five websites that present the most balanced information about a particular subject of interest.
3. Format a thesis statement taking a position on a particular subject of interest
4. Create and utilize the Scoop.It! Website to display five websites
5. To present a position on a particular subject matter of interest utilizing their Scoop.It! page.

**Standards:**

Ninth Grade State Standards

1. The student will develop and apply expansive knowledge of words and word meanings to communicate.
2. The student will comprehend, respond to, interpret, or evaluate a variety of text of increasing length, difficulty, and complexity.
3. The student will produce, analyze, and evaluate effective communication.
4. The student will use Standard English grammar, mechanics, and sentence structure to communicate effectively.

**Anticipatory Set**

Show students how graduating from high school and from college directly impacts how much money they will make. Explain how our state encourages students to stay in state by funding scholarships for high ACT scores. Show current merit scholarship information with the associated requirements.

**Teaching: Input**

1. Students will be shown how to create a Scoop.It! account
2. Students will receive their individual access codes to all of our school’s online databases
3. Students will have all of the online databases demonstrated.
4. Mrs. Gunter will utilize WebPath Express, Sirs, Magnolia, and Google to demonstrate desirable characteristics for effective website evaluation.

**Teaching: Modeling**

Mrs. Gunter will demonstrate her Scoop.It! page which is built around her position that reading for fun is actually educational. She will utilize five websites that support her thesis. Included in this talk will be the impact upon ACT scores.

**Teaching: Checking for Understanding**

1. Students should be able to participate in a class discussion about what factors make a website desirable.
2. Students should be able to evaluate the websites suggested by other students to determine if these are reputable and desirable
3. Students should be able to make suggestions for improving search terms.

**Guided Practice**

Have students locate one website that they feel is a reputable source for their topic.

**Closure:**

Once the modeling is complete, students will be instructed to begin to scan through sources for possible subjects of interest. They will be reminded of the homework assignment and encouraged to complete everything within class.

**Independent Practice**

Students will choose subject of interest, position, and write a thesis.

**Materials:**

Paper and Pencil

Computers, Internet, and Printer

Access to school’s paid database subscriptions

**Duration:** This lesson is designed as a one-day introduction to the project. Class is for ninety minutes on alternative days. Because this class is occurring in the library, some time will be lost due to transitioning from the classroom to the library.