

# LESSON PLAN: Making Your Academic Project Shine

<b>Date:</b>	<b>Class:</b>	<b>Unit:</b>
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<b>LESSON TOPIC:</b>	The Revision Process: Academic Writing
<b>AIM:</b>	Students will learn how to use the Revision Bookmark to improve an academic writing piece.
<b>OBJECTIVES:</b>	Students will be able to: <ol style="list-style-type: none"><li>1. Explain why authors revise their work.</li><li>2. Look at their own academic work with a critical eye.</li><li>3. Apply the principles of good writing to their essay.</li><li>4. Recognize the effects of word choice when writing an essay.</li><li>5. Revise their work to create a more precise piece to better inform, explain, or persuade.</li></ol>
<b>ESSENTIAL QUESTIONS:</b>	<ul style="list-style-type: none"><li>• How can an author use language to impact an audience?</li><li>• How do good writers express themselves?</li><li>• How does revision shape the writer's product?</li></ul>
<b>QUICK STARTER:</b>	Divide students into groups of two or three. Provide each group with a set of "Would You Rather" questions. Ask the students to choose a question to answer as a group. Instruct each group to list all of their reasons for choosing that answer, just as they would provide support for the main idea of an essay. When the students are finished, ask each group to share their question, answer, and reasons with the rest of the class. To make it even more of a challenge, keep track of which group is the most persuasive.
<b>MAIN ACTIVITY:</b>	When writing an essay, authors engage in a writing process called revision. As writers, students are authors. The word "revision" literally means to "see again." The author looks over his or her work with a fresh perspective, reviewing, analyzing, and improving it. The Revision Bookmark makes this process easier for students by providing them with a checklist of things to look for in their academic project. Before using the bookmark, students should complete a rough draft of an essay.

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	<ol style="list-style-type: none"><li>1. As a class, discuss the meaning of the word “revision” and the purpose for revising a piece of writing.</li><li>2. Provide each student with a Revision Bookmark. Instruct them to look at the Academic Project side of the bookmark. For each question on the bookmark, do the following:<ol style="list-style-type: none"><li>a. Ask a student volunteer to read the question out loud.</li><li>b. As a class, discuss what the question is asking them to do regarding their essays.</li></ol></li><li>3. Instruct the students to read through their essays again, this time considering the questions on the bookmark one by one.</li><li>4. Encourage students to make changes to their essays as they consider each question.</li></ol>	
<b>CLOSING ACTIVITY:</b>	Invite students to share with the class one or two changes they made to their essays and why.	
<b>EXTENSIONS:</b>	<ol style="list-style-type: none"><li>1 <b>Surprising Facts:</b> Sometimes students struggle with writing an academic paper because the subject matter seems difficult or tedious to discuss. As students research their topics, instruct them to look for new, interesting information that surprises them. Have them share this information with the class.</li><li>1. <b>Make a New Plan:</b> Outlining the content of a paper makes it easier to write. It can also make it easier to revise. Before the students begin revising their papers, ask them to make a new outline based on their completed draft. Begin by writing the topic at the top of the page. Then instruct the students to list the main idea of each paragraph, leaving space under each one. In this space, have them write the smaller ideas in the paragraph that support the main idea. Students can then check which ideas provide enough support and which ones need to be moved, omitted, or revised.</li></ol>	
<b>CHECK FOR UNDERSTANDING:</b>	Students submit both the original and revised drafts of their writing for teacher review.	

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<b>MATERIALS:</b>	<ul style="list-style-type: none"><li>• Student essays</li><li>• Paper</li><li>• Pencils or pens</li><li>• Revision Bookmarks</li><li>• “Would You Rather” handout</li><li>• Access to materials for essay research</li></ul>
<b>NORTH CAROLINA STANDARDS:</b>	W.5.1, W.5.2, W.5.4-5.6 W.6.1, W.6.2, W.6.4-6.6 W.7.1, W.7.2, W.7.4-7.6 W.8.1, W.8.2, W.8.4-8.6 W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.6