Literature Exposition Day

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African American Literature: The Narrative of the Life of Frederick Douglass by Himself
A student selected literature in the African American genre of literature. He dressed the part of Douglass and set-up his display table with relevant props he purchased from a consignment store.

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Goals and Objectives

The objectives for this project are taken from the Language Arts Sunshine State Standards of FL:

1. Reading

    a. The student uses the reading process effectively. (LA.A.1.4)

        i. Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read…

        ii. Applies a variety of response strategies, including rereading, note taking, summarizing, outlining…and relating what is read to his or her own experiences and feelings.

    b. The student constructs meaning from a wide range of texts. (LA.A.2.4)

        i. Determines the author's purpose and point of view and their effects on the text.

        ii. Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects…

        iii. Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized…

        iv. Analyzes the validity and reliability of primary source information and uses the information appropriately.

        v. Synthesizes information from multiple sources to draw conclusions.

2. [Writing](#)

    a. The student uses writing processes effectively. (LA.B.1.4)

        i. Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.

        ii. Drafts and revises writing that…has an organizational pattern that provides for a logical progression of ideas; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language; demonstrates a commitment to and involvement with the subject; has few, if any, convention errors.

        iii. Produces final documents that have been edited for: correct spelling; correct punctuation; correct capitalization; correct sentence formation; and correct formatting…

    b. The student writes to communicate ideas/information effectively. (LA.B.2.4)

        i. Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.

        ii. Organizes information using appropriate systems.

        iii. Writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

        iv. Selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

3. <u>Listening, Viewing, Speaking</u>

    a. The student uses listening strategies effectively. (LA.C.1.4)

        i. Selects and uses appropriate listening strategies according to the intended purpose, such as…interpreting and evaluating the techniques and intent of a presentation…

        ii. Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.

    b. The student uses viewing strategies effectively. (LA.C.2.4)

        i. Determines main concept and supporting details in order to analyze and evaluate nonprint media messages.

        ii. Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

    c. The student uses speaking strategies effectively. (LA.C.3.4)

        i. Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.

        ii. Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.

iii. Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.

iv. Applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.

v. Develops and sustains a line of argument and provides appropriate support.

4. Literature

a. The student understands the common features of a variety of literary forms. (LA.E.1.4)

i. Identifies universal themes prevalent in the literature of all cultures.

ii. Understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

b. The student responds critically to fiction, nonfiction, poetry, and literary forms. (LA.E.2.4)

i. Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

ii. Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.

iii. Understands the use of images and sounds to elicit the reader's emotions...

iv. Analyzes the relationships among author's style, literary form, and intended impact on the reader.

v. Knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

Project Summary

Language Arts students will participate in a literature based project that will expose them to literature and authors of the world, but more specifically, literature and authors of their own culture and those of their classmates. Students will research and study the life of an author from their cultural background (or they can choose an author from another culture that interests them) while selecting a work of literature from this author to read and analyze. From the research of the authors, students will learn about the obstacles authors had to overcome – whether cultural or societal– in order to become successful. The goal here is for students to learn about an author from a similar cultural or ethnic background or similar economic situation as themselves so they can see how these authors triumphed over struggles, some of which may be ones the students are encountering now.

Thus, learning about the life of an author from a similar cultural background or economic situation can serve as bibliotherapy for these students as these authors can become role models for them. As the students learn about the life and struggles of the author, they develop an interest for them and reading a work of literature by this author becomes more meaningful because students will have to analyze the work of literature and determine how the life and background of the author influenced their writing of the work.

Finally, after students have learned and highlighted the major events of the author's life, analyzed and completed the activity for the work of literature, they will participate in a Literature Exposition Day where they will present and share their work

with classmates, teachers, and parents. Each student will be a part of a display related to a Literature category or genre for the Literature Exposition Day.

Detailed Description

1. Students will conduct an interview with parents, guardians, or family members to get their opinions on literature, authors, and works of literature that they are familiar with, particularly those from their cultures (or those they that interest them).

2. Students will choose 3-5 authors from the cultural background or interest of their families that their parents or guardians spoke about. They will briefly look these authors up online to compare the information out there about them, and select 1 author for the project.

3. Students will research and report on the life of this author and document their research using the proper research techniques for MLA formatting. Students will use multiple sources to gather as much information about the author as possible; sources include: internet, school library, public library, newspapers, interviews, etc. Students will learn how to document sources on note cards of reference cards using quotations, paraphrases, or summaries. They will also learn how to use in text-citations and write a Works Cited page using MLA formatting. These lessons will be taught using PowerPoint presentations,

online tutorials from Purdue University's Writing Lab, and information from Media Specialist.

4. Students will classify 10-15 of the most important events of that author's life. From their research information, they have to choose the events that are milestones for this author, the significant events that shaped or changed their lives.

5. Students will create catchy title for each of these major events.

6. Students will construct written responses about these events from the author's perspective. Students will learn about point of view and author's style which includes literary elements such as tone, figurative language, imagery, diction, etc., and rhetorical strategies. They will take on the role of the author and write about these events imitating the author's style, in first person perspective. *Aside: this prevents students from cutting and pasting information they find because the wording has to be drastically changed from the sources to fit the author's style and the first person perspective.

7. Students will create images or symbols related to each event and written description after learning about symbolism.

8. Students will incorporate the images and written perspectives in a product which will serve as a timeline of the author's life. The products student create can be digital or manual and will vary from scrapbooks, to moviemaker files, documentaries, scrapbooks, websites, PowerPoints, blank books, etc.

9. The teacher will assess the Products using a rubric.

10. Students will carefully choose a work of literature from their author to read and analyze using an analytical and/or cognitive strategy taught in class. Students will read the

novel, short story, essay, or poems on their own while using a comprehension strategy such as double-entry journaling, poetic analysis techniques, literary analysis techniques, etc.

11. Students will then evaluate how the life and background of the author influenced the writing of the piece of literature or the events in the literary text they studied while comparing their perspective with other peers in Socratic Seminar held during class. For example, students can:

    a. Justify that Sandra Cisneros's experience as a Latino female influenced her writing about the themes related to education and the Latino woman in *The House on Mango Street*.

    b. Similarly, they can argue how Langston Hughes's struggles with discrimination and seeing how many African American were not pursuing their goals and dreams led him to write the poem "A Dream Deferred."

    c. Likewise, they can defend how N. Scott Mommaday's life on the Indian reservation surrounded by the traditions of the Kiowa Indians resulted in his writing of *The Way to Rainy Mountain* which depicted many themes relating to the preservation of culture and the importance of tradition.

12. Students will design a response to a Literature-based assignment related to the work of literature. This response will be apart of their display for their Word Literature Category and table at the World Literature Exposition Day. Examples of responses include:

    a. Constructing a mobile that highlights the plot of the story;

    b. Creating a collage of words and images to identify the tone of the work;

    c. Creating an advertisement related to the theme of the work; etc.

13. The teacher will assess the literature response assignment using a rubric.

14. Students will collaborate with other students in the same Literature category or genre (i.e. American, Latino, African American, Asian, Jewish, Caribbean, European, African, Native American, Middle Eastern, etc.) on a table for the Literature Exposition Day. They will discuss and come to a decision on what to include on their table. The table should have displays of the author timelines; literature activities; decorations related to countries in the category and the authors; artifacts from the countries; food and drinks of the countries; etc.

15. Students will participate in the Literature Exposition Day (a one day event that will be considered an in-door fieldtrip) where they dress the part of their country or author; present their findings about the authors they studied; promote the work of literature they analyzed to garner the interest of other students; and expose the richness of world literature to the other students in the school, teachers, parents, administrators, etc.

16. Students will evaluate their performance and presentations on the project and Exposition Day and participate in an online Discussion Board where they will post their responses to the project and activities as well as their performance, and actively engage in an on-line discussion with other students from other class periods.

17. Students will receive feedback for improvement and success from administrators and other teachers who attend the Literature Exposition day. These educators will complete an evaluation form for each display and world literature table.

18. Students will also receive constructive feedback from their peers with other evaluation forms that will also ask student reviewers to comment on the works of literature in each table and Literature category or genre and their interest level in the text as a result of the presentation by students.

Projected Timeline

Week 1	Week 2-3	Week 3

• Introduction of project – show students the PowerPoint Presentation
• **Lesson: How to Conducting Interviews** – students will interview parent, guardian, or family member @ home:
  1. Parent discussions about author
  1. Decide top 3-5 authors and explain your choice
  2. Selection of 1 author
	• **Lessons and activities about the Research Process**:
	  1. Selecting Reliable Sources
	  2. Quoting, Summarizing, Paraphrasing
	  3. How to Develop Note Cards or Research Form
	  4. How to Write In-text citations
	  5. How to create a Works Cited Page
		• Complete lessons on the Research Process (if needed)
		• Students research author's life
		  1. Conduct research in school library
		  2. OPTIONAL: Fieldtrip to public library to conduct research, or
		  3. Students conduct research at home
		• Students complete Research Form

Week 4	Week 5	Week 6

• Students select 10-15 life events of author
• **Lesson: Author's style, Point of View**
• Students start constructing written responses using author's style
  o Take students to the Library for computer use
	• Students complete written responses using author's style
	• **Lesson: Symbolism**
	• Students create symbols or images for responses
	  o Provide computer access and supplies for students to create images or symbols.
		• Students start working on products (i.e. scrapbook, movie, etc.) for author's timeline
		  o Provide time, supplies, and technology in class, school library, and outside/after school of school (i.e. public library) for students

Week 7	Week 8	Week 9
• Students select literary work • Students read and analyze work of literature • **Lessons: analytical, cognitive, and comprehension strategies for reading a text** • Distribute invitations for Literature Exposition Day	• Students participate in **Socratic Seminars** to discuss works of literature and author's life influence on the work • Students complete Literature Assignment for work of literature	• Students can start collaborating with other students on items for table at the Literature Exposition Day • Distribute Literature Exposition Day fieldtrip forms • **Literature Exposition Day** • Online discussion

Assessment

- <u>Formative – Assessing the Process</u>

    o   Students will have daily class activities related to the lessons; these will be reviewed and commented on by the teacher.

    o   Students will be evaluated on group collaboration and participation in classroom discussions Socratic Seminars. A rubric is used to assess Socratic Seminars.

- <u>Summative – Assessing the Products</u>

    o   Product for Timeline of Author's life – teacher will evaluate product using a rubric.

    o   Literature Assignments – teacher will evaluate literatures activities using rubric based on content and creativity.

    o   Student Displays for Expo-Day – teachers, administrators, and peers will evaluate student displays using Evaluation Form.

Handouts & Lessons

<u>Handouts for Students:</u>

★ List of Literature genres/categories

★ Significant Events of Author

★ Researching Information & Note Cards

★ Research Form

★ Rubrics: Product, Literature Response Assignment, Socratic Seminar

<u>Lessons for Students:</u>

★ Introduction to the project (PowerPoint)

★ How to Conduct Interviews

★ The Research Process

    o Reliable Sources

    o Documenting sources using MLA format (in-text citations and the works cited)

    o Using quotes, paraphrases, and summaries in research

    o Compiling and documenting research →note cards or research form

★ Literary Elements and Techniques

    o Author's   o Point of View

      style   o Symbolism

   ★ Reading Strategies (i.e. annotating, summarizing, personal connections, visualizing)

Sample: Literature Genres

DIRECTIONS: Consider what time period the author wrote or the work was published and use this period for the research events (i.e. Claude McKay wrote during the Harlem Renaissance; research the years for this period). Please note you are NOT limited to the authors or categories provided.

1. ***Slave Narrative:*** Writers – Douglas, Harriet Jacobs, Equiano

2. ***American***: Writers – Gatsby, Hawthorne, Thoreau, Emerson

3. ***African:*** Writers – Achebe, Ama Ata Aidoo, J.M. Coetzee

4. ***Afro-Caribbean:*** Writers – Kinkaid, Danticat, Claude McKay

5. ***African-American:*** Writers – Morrison, Angelou, Walker, Giovanni, Hansberry, Brooks

6. ***Latino:*** <u>Writers</u> – Cisneros, Julia Alvarez, Christina Garcia, Gary Soto, Rudolpho Anaya

7. ***Jewish-American:*** <u>Writers</u> – Weisel, Tillie Olsen

8. ***European-American:*** <u>Writers</u> – F. McCourt, M. Binchy (Irish), M. Mazziotti Gillan (Italian), S. Howatch (British)

9. ***Native American:*** <u>Writers</u> – Sherman Alexie, Momamday, Karen Louise Erdrich, Bharati Mukherjee

10. ***Asian-American:*** <u>Writers</u> – Amy Tan, Maxine Hong Kingston

Helpful Resources:

- Ethnic Literature (Pre-Civil War): http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=645

- Ethnic Literary Resources: http://andromeda.rutgers.edu/~jlynch/Lit/ethnic.html

- World Literature Authors: http://www.dmoz.org/Arts/Literature/World_Literature/

Sample Outlining Significant Events of the Author

I. *Read* and research (in-depth) information about your author. Use computers, books, and other resources at the school, your home, the public, and/or university libraries.

II. Use the following reliable sources in your research along with others:

    A. Newspaper articles (use microfiche if needed)
    B. Internet articles
    C. Journals
    D. Interviews with family and community members (personal accounts)
    E. Movies, documentaries, etc…

III. Consider the following as you decide on the 10-15 milestones for your author and when they lived:

    A. Major events in
        1. Government
        2. Science
        3. Sports
        4. Music
        5. Fashion
        6. Movies
        7. Crime
        8. Artists
        9. Etc…

    B. Popular
        1. Jobs
        2. Past time or hobbies
        3. Entertainment options or venues

    C. Famous
        1. Individuals (i.e. in business, religion, politics, etc…)
        2. Inventions/inventors

    D. Medicine
        1. Medical discoveries
        2. Common illnesses (i.e. polio)

IV. Anything else you may want to add about the time period (i.e. slang)

Sample Researching Information & Note Cards

Directions: Use this form as you research—both to help you keep track of good ideas as well as to document that you are meeting the minimum research requirements of the project. This form helps you to keep track of your resources as you compile research for your project. Use this form in lieu of note cards if you so choose or you may use note cards as long as they are done correctly (see example below).

- ✎ **Ten** total resources are consulted, and at least **four** of those resources are from completely different sources *(any internet is considered 1 type).*
- ✎ All research materials come from reliable and trustworthy sources.
- ✎ Use quotes, paraphrases, and summaries to explain the content or information derived from a specific source.

- ✎ **What to Write on the Note Card**
  - ★ Write the author's last name in the upper left corner.
  - ★ Write the subject of the information in the upper right corner. This is called the SLUG.
  - ★ Write the note in the middle of the card, followed by the page number in parenthesis.
  - ★ Label what kind of note you are taking (quote, paraphrase, summary) at the bottom.

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Smith                                                Conviction

   "He's a young kid and very impressionable," said Cox's
 attorney, public defender Michael O'Connell (42). "He was
  ripe for being convinced to do something like this"(45).

                              Quote
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- ✎ **What are the differences among quoting, paraphrasing, and summarizing?**
  These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.
  - ★ **Quotations** must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.
  - ★ **Paraphrasing** involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

★ **Summarizing** involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Information from: http://owl.english.purdue.edu/owl/

Research Form (used in lieu of note cards)
Complete 10 of theses

	From this site, I will
Web Site/Printed Material Name:	☐ Use quotes
Author/Organization:	☐ Use statistics/charts/images
Web Site Address or Publisher and Page #:	☐ Put info into my own words
Date Published/Updated:	☐ Consult for background info
This is a research-worthy site because…	☐ List as a resource for info

Summary, paraphrase or quote of content that will be used:

	From this site, I will
Web Site/Printed Material Name:	☐ Use quotes
Author/Organization:	☐ Use statistics/charts/images
Web Site Address or Publisher and Page #:	☐ Put info into my own words
Date Published/Updated:	☐ Consult for background info
This is a research-worthy site because…	☐ List as a resource for info

Summary, paraphrase or quote of content that will be used:

Form not created by Michelle Singh.

Rubrics

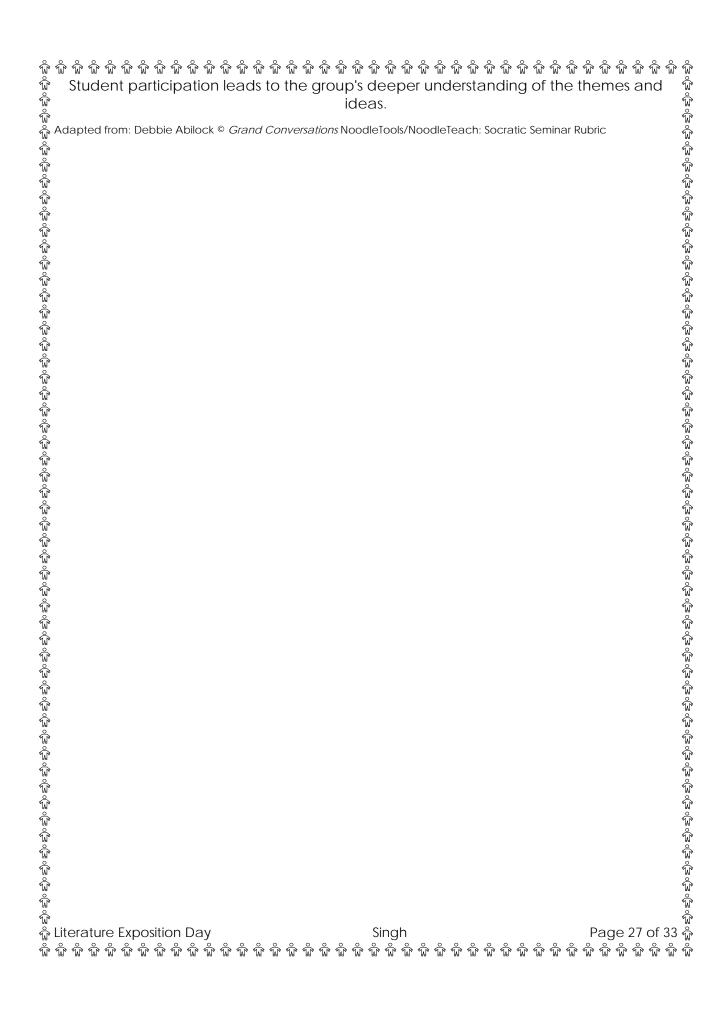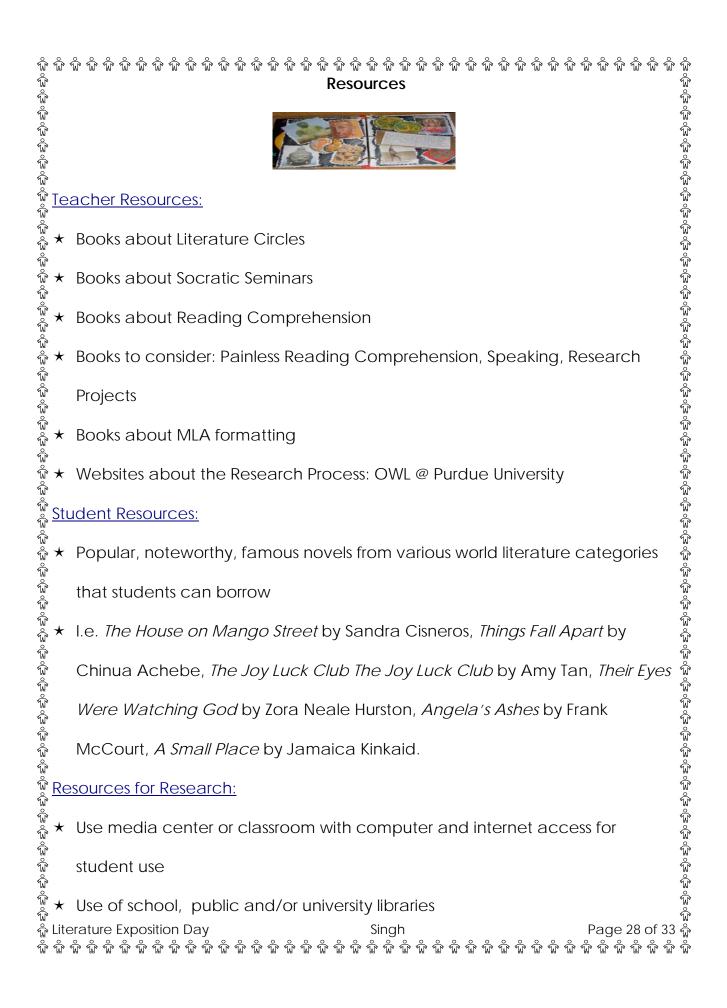[Product (Author's Timeline)](#)

CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards
Thoughtful Planning	The scrapbook is very neat and has exceptionally attractive formatting and well-organized information.	The scrapbook is neat and has attractive formatting and well-organized information.	The scrapbook is fairly neat and has well-organized information.	The scrapbook's formatting and organization of material are confusing to the reader and not very neat.
Graphics / Pictures	Pictures and drawings go well with the text with a nice balance of text and images.	Pictures and drawings go well with the text, but there are so many that they distract from the text.	Pictures and drawings go well with the text, but there are too few and the scrapbook seems "text-heavy".	Pictures and drawings do not go with the accompanying text or appear to be randomly chosen and not related.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
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.
Research	Collects a large amount of research and all of it is related to the topic assigned.	Good deal of research is performed and most is topic-related.	Basic research is performed and the majority is related to the topic assigned.	Little research performed and has limited related to the topic assigned.
Sources	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited

CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards
				correctly.
Works Cited	All sources are accurately documented in MLA format.	All sources are listed, but a few are not in MLA format.	All sources are listed, but many are not in MLA format.	Sources are not accurately documented.

Adapted from Rubristar.

Literature Response Assignment

Require-ments	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Organiza-tion	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractive-ness	Makes excellent use Makes good use of font, color, graphics, effect, etc., to enhance to presentation.	Makes good use of font, color, graphics, effect, etc., to enhance to presentation.	Makes use of font, color, graphics, effects, etc. to enhance to presentation, but occasionally distract from the presentation content.	Use of font, color, graphics, effects etc. to enhance to presentation, but these often distract from the presentation content.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.

Socratic Seminar

CATEGORY	4 – Above Standards	3 – Meets Standards	2 – Approaching Standards	1 – Below Standards
Gives evidence and makes inferences.	Uses evidence in the text to create a new idea or draw connections among ideas.	Uses evidence in the text to expand on, analyze or critique an idea.	Locates evidence in support of an idea under discussion.	Locates factual evidence with page number.
Asks questions which lead to rich discussion and deeper group understanding.	Asks questions that relate the current discussion to bigger themes or ideas.	Asks questions that connect ideas in the current discussion to previous comments.	Asks questions that evoke deeper responses from others.	Asks a question related to the current discussion.
Acts in ways which contribute to building a group that is collaboratively searching for meaning.	Connects the ideas of several students.	Builds on another person's idea.	Asks questions to clarify what someone has said.	Listens to others.

Student participation leads to the group's deeper understanding of the themes and ideas.

Adapted from: Debbie Abilock © *Grand Conversations* NoodleTools/NoodleTeach: Socratic Seminar Rubric

Resources

<u>Teacher Resources:</u>

★ Books about Literature Circles

★ Books about Socratic Seminars

★ Books about Reading Comprehension

★ Books to consider: Painless Reading Comprehension, Speaking, Research Projects

★ Books about MLA formatting

★ Websites about the Research Process: OWL @ Purdue University

<u>Student Resources:</u>

★ Popular, noteworthy, famous novels from various world literature categories that students can borrow

★ I.e. *The House on Mango Street* by Sandra Cisneros, *Things Fall Apart* by Chinua Achebe, *The Joy Luck Club The Joy Luck Club* by Amy Tan, *Their Eyes Were Watching God* by Zora Neale Hurston, *Angela's Ashes* by Frank McCourt, *A Small Place* by Jamaica Kinkaid.

<u>Resources for Research:</u>

★ Use media center or classroom with computer and internet access for student use

★ Use of school, public and/or university libraries

- ★ Internet access needed at least 2 times weekly for research and to develop project

- ★ Fieldtrips: public or university libraries, museums to find historical facts about countries

- ★ Guest speakers: local authors, scrapbookers, web designers, movie makers (volunteers)

Materials

Materials for Lessons:

- ★ Computer & LCD Projector: PowerPoints and OWL @ Purdue Writing Lab

- ★ Handouts: Interview, Research Process, Literary Elements, and Reading Strategies

Materials for Exposition Day:

- ★ Large space with 5-7 large & long tables: used to display each category/genre literature from America, Latino, African, Asian, African American, European, Middle Eastern to Caribbean.

- ★ Tablecloths and other decorations related to literature or books.

- ★ Signs for each table with name of category/genre of literature.

- ★ Boom-box, iPod dock, Laptop, LCD projector: used if students require these items for their presentations. Sometimes students will bring their own technology.

Exposition Day Instructions:

1. In the display and presentation at the Literature Exposition Day, students should include one of the Literature Response Assignment and their Timeline Products.

2. Tables should also have decorations for the related to the author, country, time period, work of literature, etc. Remember, to highlight literature, the author, work of literature, and country or countries of origin.

3. Bring or make food items, wear clothing, decorations for the countries of the literature category.

Power Points by M. Singh

I have created PowerPoints in the form of minilessons and workshops in the categories below.

⊙ An Introduction to the Project

⊙ Research Writing Workshop (OWL)

⊙ MLA Format

⊙ Note Cards

⊙ In-text Citations & the Works Cited

⊙ Author's Purpose

⊙ Point of View

⊙ Figurative Language & Imagery

- Symbolism

If you would like information on these, please email me at

mcsingh@bellsouth.net . Thank you.

Bibliography

LITERATURE:

Ethnic Literature:

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=645

Ethnic Literary Resources: http://andromeda.rutgers.edu/~jlynch/Lit/ethnic.html

World Literature: http://www.dmoz.org/Arts/Literature/World_Literature/

RESEARCH:

Purdue University Online Writing Lab. http://owl.english.purdue.edu/owl/

RUBRICS:

Rubric Maker: http://rubistar.4teachers.org

Abilock, Debbie. (2008.) *Grand Conversations.* NoodleTools/NoodleTeach:

  Socratic Seminar Rubric

    http://www.NoodleTools.com/debbie/literacies/basic/LitClub/ssrubric.pdf

SOCRATIC SEMINARS:

Rubrics:

http://www.greece.k12.ny.us/instruction/ela/SocraticSeminars/seminarrubrics.ht
m