

A Living Archives Lesson Plan

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Class	Language Arts	Grade Level	7 or 8
Topic	<i>Are You Smarter Than a Seventh-Grader?</i>	Required Time	One 45-minute lesson
Materials	Computer/Internet access, print capabilities, pencils, dictionaries/thesauruses, texts featuring editing/revising tips (i.e. Diana Hacker's <i>A Writer's Reference</i> or Joseph Gibaldi's <i>MLA Handbook for Writers of Research Papers</i>)		
Prerequisite Skills/ Knowledge	None required, but a basic review of editing/revising techniques would be helpful.		
Learning Outcomes	<p>Language Arts Outcomes:</p> <p>7.6.2 Make evaluations or judgements about texts and learn to express personal points of view.</p> <p>7.10.2 Learn to recognize and begin to use more often the specific prewriting, drafting, revising, editing, proofreading, and presentation strategies that most effectively help to produce various texts.</p> <p>8.6.2 State personal points of view about what is read and viewed and justify views with increasing regularity.</p> <p>8.10.2 Choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentation strategies to aid in producing various texts.</p> <p>Social Studies Outcomes:</p> <p>7.5.1: Evaluate the conditions of everyday life for the peoples of Canada at the turn of the 20th century. [Other outcomes will vary depending on the article each individual student selects.]</p>		
Learning Activities	<ol style="list-style-type: none">1. Hook: Show the students a short "historical" account with a number of obvious errors, both in context and presentation (i.e. spelling, grammar, punctuation). <i>See attached sample.</i> Ask the students to find the errors. Discussion topic: Can we always trust what we read in books or on the Internet?2. Have the students log on to <i>A Living Archives</i> and click on the icon for either Stonepark Junior High or Kensington Intermediate Senior High. Then continue to the school's Etexts by clicking on the heading "The Textbook."3. The students should scroll through the Etexts until they find one that interests them. Students will first critique the Etext using the attached rubric. Using their knowledge of editing/ revising techniques, students will revise or completely rewrite the Etext.4. Students will then switch their updated Etext with another student (making sure to include the URL of the original Etext) and critique each other's work using the same rubric (<i>see attached sample</i>).		
Assessment	The teacher should mark student work based on the rubric supplied. Additionally, students will be assessed based on their ability to work co-operatively and effectively in pairs, as well as their care and attention to the rubrics they will be filling out.		

A Living Archives Teacher Resource: Are You Smarter Than a Seventh-Grader?

Sample “Historical” account

(unedited, with incorrect facts)

On September 11, 2004, the world was shaken by a terrible tragedy three planes traveling from Florida to New York seemed to go wildly off-course. Nobody knew what was going on; there wasn't no communication with airport officials or people on the ground. Before the situation could be solved the planes crashed into the Empire State building in New York City. Hundreds of people were killed on impact, and dozens more would die when the buildings collapsed the next day. Thankfully the rest of the country was quiet and no other damage was done, government officials think that faulty mechanics had something to do with the crashes. It was a devastating day for all Americans and for the world!

(edited but with incorrect facts)

On September 11, 2004, the world was shaken by a terrible tragedy. Three planes travelling from Florida to New York seemed to go wildly off-course. Nobody knew what was going on; there was no communication with airport officials or people on the ground. Before the situation could be resolved, the planes crashed into the Empire State building in New York City. Hundreds of people were killed on impact, and dozens more would die when the buildings collapsed the next day. Thankfully, the rest of the country was quiet and no other damage was done. Government officials think that faulty mechanics had something to do with the crashes. It was a devastating day for all Americans and for the world.

(edited with correct facts)

On September 11, 2001, the world was shaken by a terrible tragedy. Four planes travelling from Newark, Logan International Airport, and Dulles International Airport to California seemed to go wildly off-course. For awhile, nobody knew what was going on, but eventually there was communication with airport officials and people on the ground and it was discovered that the planes were hijacked. Before the situation could be resolved, two of the planes crashed into the World Trade Centre Twin Towers in New York City. Hundreds of people were killed on impact, and thousands more would die when the buildings collapsed. Another plane that was hijacked crashed into the Pentagon and the fourth was believed to be heading for Washington, D.C., when it crashed in a field. It was a devastating day for all Americans and for the world.

Rubric for Critique of *A Living Archives* Article

Ability/ Component	Needs Work (1)	Developing (2)	Well done! (3)
Detail of the article	The article did not give very much detail.	The article gave some detail but could be expanded more.	The article was quite detailed and included a lot of information.
Presentation of article	No attention was paid to the article; there might be spelling errors, punctuation errors, or short, choppy sentences and paragraphs.	The article was obviously edited but some errors are still present.	The article was perfect in both style and format.
Importance of photo	The photo did not seem to relate to the article.	The photo had something to do with the article but was not the main focus.	The photo was clearly illustrating the topic of the article.
Relating to other articles	Most of the items listed under “This Post Relates to...” do not seem to relate to the original article.	Some of the items listed under “This Post Relates to...” seem relevant but some do not.	The items listed under “This Post Relates to...” all clearly relate to the original article.