

Checklist and Reflection for Primary Source Learning Experiences

Complete one checklist for each learning experience and attach a table with links to the LOC primary source items used in the learning activity. Attach any materials needed to implement the activity.

Name: _____ Paul Maniscalco _____

District: _____ Arlington County _____

School: _____ Key _____

Unit/Activity: _____ Introduce Concept of Revising Writing _____

I implemented this learning experience with students on: _____ January 24, 2006 _____

Signature: _____ Paul Maniscalco _____

(Type signature if completing electronically to acknowledge that you have implemented this activity with students.)

1. This learning experience meets one or more of the following objectives (check all that apply):

develops student content knowledge through exploration and analysis of a variety of primary resources.

is differentiated, offering challenges and support for students with a broad range of readiness levels, interests or learning profiles.

contains an assessment tool that aligns with the learning goal for the activity.

contains an assessment tool that creates an opportunity for feedback to the learner and the teacher from which further learning activities can be built.

promotes information literacy and technology skills that enable students to search for relevant information and develop critical thinking skills.

2. This learning experience is (check all that apply):

warm-up

assessment

one activity within a larger lesson

full lesson within a unit

a unit with a series of lessons

student project or performance

web based activity

other, please explain _____

3. Give one or more examples of student learning you observed (e.g. student comments and/or products.)

This lesson was done with a group of students who write with various levels of proficiency. We discussed revising and editing in general terms (again) before we looked at this piece. Students all agreed that revising and editing was important. After viewing the first draft, students thought it was done. We looked at all of Langston Hughes revisions and the students were amazed that he had done so many revisions. They all admitted to doing only one edit and revision per paper. They agreed that revising over and over can make a good paper much better.

4. If you were to implement this learning experience again, what would you change.

I would like to integrate this more with Black History Month and spend more time talking about Langston Hughes and other prominent African American Authors. It would be nice to spend more time talking about authors in general as well as various 'styles'. I think it would be better to have a handout for all the students showing the different revisions as well. Working with the ESOL/HILT resource staff to come up

with some follow up activities for those students would be helpful as well. This lesson would be good at earlier in the year so students could begin doing multiple revisions from the beginning. This would be ideal to do with a poetry unit because revising a short piece multiple times would be much easier for the students to handle.

			<p>Hughes made the changes that he did. Ask for volunteers to come up to the overhead and find three examples of revisions and three examples of editing. Have kids discuss word choice, spelling, and grammar. Make sure that they understand the difference between revising and editing.</p> <p>Ask them if they think that the revisions made the poem better. Would they have done the same thing? Differentiate for high ability learners by asking them to point out the metaphors and descriptive language.</p> <p>After this lesson is over, students need to open up their writing folders and take out a piece of writing that they have been working on and make some revisions.</p>
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