

Ohio Standards Connections

Writing Applications

Benchmark C

Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and include formatting techniques that are user friendly.

(Grades 11 - 12)

Indicator 3

Write functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals) that:

- a . report, organize and convey information accurately.
- b . use formatting techniques that make a document user-friendly; and
- c . anticipate readers' problems, mistakes and misunderstandings.

(Grade 12)

Research

Benchmark B

Compile, organize and evaluate information, take notes and summarize findings.

(Grades 11 - 12)

Indicator 2

Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

(Grade 12)

Lesson Summary:

Students will be able to perform Internet research and to design and produce an effective comparison/contrast chart utilizing technology.

Estimated Duration: *Three to four hours.*

Commentary:

This lesson was developed by a member of the Curriculum Model Writing Team and has been implemented in her classroom, as well as the classrooms of other writing team members. The lesson includes a rubric that teachers who implemented the lesson found positive. They especially liked the rubric because students were receptive to the feedback they received from it.

The following quote from a reviewer is representative of the feedback received on this model lesson. "This lesson is both practical and enjoyable for students and utilizes their cooperative learning skills, as well as their technology information and skills."

Pre-Assessment:

Student familiarity with Internet search conventions and with document creation software should be assessed through teacher questioning. Based on the software available for the lesson, the teacher should survey students to evaluate individual competency. This can be done most easily through short answer written responses to specific questions. (For example, on a scale from zero to three with three being the highest, how comfortable are you using MS Word to create a table?)

Scoring Guidelines:

Teacher evaluation of student responses to the survey involves ranking each student's overall competency on a 0-3 point rubric.

Post-Assessment:

Student understanding of concepts will be assessed using the attached rubric. The rubric will be given to students at the beginning of the lesson.

Scoring Guidelines:

(See attached rubric)

Instructional Procedures:

1. Introduce project through class discussion centered on choices that students make as consumers. Focus on how/why those choices are made. Use personal examples.
2. Instruct students that each of them will be producing a document that they will design to help consumers such as themselves make better choices.
3. Distribute project instructions and the assessment rubric that will be used.
4. Review project instructions using a sample project shown on the overhead.

Other Related Ohio Standards

Writing Process

Benchmark F

Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.

(Grades 11 - 12)

Indicator 17

Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

(Grade 12)

5. Students decide on an item to research (e.g., DVD players, cameras, printers, cell phone plans) and brainstorm comparison/contrast categories to use—each project must contain a minimum of seven comparison areas using three different models of the same item.
6. Students will research their items using manufacturers or e-commerce sites on the Web and set up a comparison chart using the computer.
7. Students will exchange rough drafts with a partner. Partners will fill out the first column of the rubric and review suggestions for improvement in a follow-up conference.
8. After editing, students will submit a final copy to the teacher for grading.

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Students with minimal computer skills should be seated next to those with proficiency. The assignment also may be modified using only two models or fewer areas of comparison. Pre-selected web sites might also be given to students.
- Students might write a summary paragraph to detail their research conclusions.

Extension:

- Students may find an actual customer who needs such research done, perhaps a parent buying a car or a staff member deciding on long distance service, and prepare a comparison document for their use.
- Students might also prepare a comparison document for prospective college choices.

Homework Options and Home Connections:

Much of the computer research may be done at home if the student has the Internet available.

Interdisciplinary Connections:

Try a similar activity with content-area comparison subjects.

Materials/Resources Needed:

For the teacher: Transparency of sample project, overhead projector.

For the students: Scoring rubric, project instructions, computer access.

Key Vocabulary:

- design
- white space
- visual appeal

Technology Connections:

Encourage students who finish early to add graphics or photos of products to their charts. Have students explore design options such as shading of columns, various

overall preset table formats, font changes.

General Tips:

Students should have worked with Internet search conventions such as Boolean operators prior to beginning research. Students should also have had a mini-lesson on the basics of constructing tables on the computer as well as on citing Internet sources.

Attachments:

- Post-Assessment Consumer Research Rubric
- Consumer Research Project Instructions
- Microwave Oven Overhead