

Author Unit for Middle School Students
15 Hours
Instructor – JoAnn Brown

OUTCOME	ASSESSMENT	ACTIVITY	NYS STANDARDS	TIME
Collaborate with the library media specialist: 1. Meet with librarian to discuss nature of unit and necessity for his support.	Post results of your meeting with librarian.	Discuss, at length, with the librarian, the nature of the unit and his involvement. The librarian has to understand his responsibilities in terms of his support: <ul style="list-style-type: none"> a. Book talk – introducing different authors and the books they have written b. Take inventory and make lists of appropriate authors and books available in the school library c. Make a list of available references for biographical information on authors d. Explain how to use OPAC (Online Public Access Catalogue). 	N/A	1 hr.
2. Help librarian make a list of suitable authors and novels.	Post list of books and list of authors to “Books and Authors” item.	Help the librarian with selecting books and authors has many benefits. First, it lets the librarian know that you are willing to share in this work, especially the first year. After the initial lists have been made, the original lists need only to be updated, requiring minimum work. Working along with the librarian also familiarizes you with what books are on the shelves.	N/A	1 hr.
3. Help the librarian list reference materials pertaining to author biographical information	Post list of available references to “References” thread.	Again, helping the librarian select other reference materials helps him and helps you become familiar with the available references in the library.	N/A	1 hr.
Investigate Internet sites safe for students to visit for information	Post 10 Internet resources for children	Investigate the Internet, especially the NYSED Virtual Learning System - http://vis.nysed.gov	Standards 1, 2, & 3 Students will	2 hrs.

regarding their authors and books.	to go to get information on their authors and books in the “Internet Resources” item. You may not repeat a site that has already been submitted.	and MarcoPoloNY - http://marcopolony.org for sights safe for children to visit for gathering research on their authors and books.	collect and make use of data from written and electronically produced texts. They will analyze and present information in both oral and written expression.	
<p>Create guidelines and rubrics for assignments and evaluations of those assignments within the unit:</p> <p>1. Create general information handout explaining nature of unit, specific assignments, and time parameters for different assignments.</p> <p>2. Create a worksheet for students eliciting information on their books.</p>	<p>Post information sheet to “Information Sheet” thread.</p> <p>Post worksheet to “Worksheet” thread.</p>	<p>Create an information sheet for students delineating different activities and general due dates for each activity. The following is a guide.</p> <ul style="list-style-type: none"> • Read two novels and write Book Notes (rough and final drafts) • Design/decorate T-shirt (pattern and shirt itself) • Research author’s life • Make a timeline for factual information about the author’s life • Write an extended research-based report about the author’s life focusing on the following questions: <ul style="list-style-type: none"> • What life experiences/people influenced this person to become an author? • Which aspects of his/her own life has the author incorporated into his/her works? • What writing strategies does the author use? <p>Create a worksheet (Book Notes) for students eliciting information regarding: titles of books, authors, plot summary, characterization, and theme; also personal reactions to the book.</p>	<p>Standard 1 – Students will read, write, listen, and speak for information and understanding</p> <p>Standards 1 & 2 - Students will read, write, listen, and speak for</p>	<p>2 hrs.</p> <p>1 hr.</p>

<p>3. Create student worksheet with guidelines for biographical timeline.</p>	<p>Post worksheet to “Guidelines” thread.</p>	<p>Create a guideline for students specifying the biographical timeline students should gather regarding their authors. Suggestion: encourage students to align their authors’ timelines with other outside events.</p>	<p>information and understanding. Students will read, write, listen, and speak for literary response and expression.</p> <p>Standard 1 - Students will read, write, listen, and speak for information and understanding.</p>	<p>1hr.</p>
<p>4. Create rubric for correction of timeline</p>		<p>Create rubric for correcting timeline containing events of the author’s life.</p>	<p>Standard 1 & 2 - Students will read, write, listen, and speak for information and understanding. Students will read, write, listen, and speak for literary response and expression.</p>	<p>1 hr.</p>
<p>5. Create rubric for correction of extended research-based report about the author’s life.</p>	<p>Post to “Research Report” thread.</p>	<p>Create rubric for students’ extended research-based reports about the author’s life.</p>	<p>Standards 1 ,2, & 3 Students will read, write, listen, and speak for information and understanding. Students will read, write, listen, and speak for literary response and expression. Students will read,</p>	<p>1 hr.</p>

<p>6. Create a guideline for Author Fan Club Convention.</p>	<p>” thread.</p>	<p>Create guideline for Author Fan Club Convention.</p> <ul style="list-style-type: none"> • When • Where • Rules of conduct • Creating groups at tables • Decorating tables • Types of food • Clean-up • Taking materials home 	<p>write, listen, and speak for critical analysis and evaluation.</p> <p>Standard 1, 2, 3, & 4 - Students will read, write, listen, and speak for information and understanding. Students will read, write, listen, and speak for literary response and expression. Students will read, write, listen, and speak for critical analysis and evaluation. Students will read, write, speak, and listen for effective social communication as they plan their table themes & food, and then explain their T-shirts to each other at the convention.</p>	<p>30 min</p>
<p>7. Create guideline for designing student T-shirt</p>	<p>ad.</p>	<p>Create guideline for designing student T-shirts that should be pre-approved. Be creative – remember, you’re working with middle school students!</p> <ul style="list-style-type: none"> • Deadline for rough draft • Deadline for model shirt to be displayed at Author’s Fan Club Convention 	<p>N/A</p>	<p>1 hr.</p>

<p>8. Create your own T-shirt based on one of your favorite authors.</p>	<p>l T-shirt to the</p>	<ul style="list-style-type: none"> • Content • Suggested materials/ideas • Principles of design • List of No-no's <p>Create guideline for designing T-shirts; create one of your own as a model.</p>	<p>N/A</p>	<p>1.5 hrs.</p>
<p>9. Create evaluation form for students.</p>		<p>Create an evaluation form containing reflective questions for students to fill out. Items that should be covered:</p> <ul style="list-style-type: none"> • What was worthwhile • What skills were learned • What you particularly enjoyed <p>in terms of researching the author's life, reading the two novels and writing Book Notes, creating the timeline, designing the T-shirt, participating in the Authors Fan Club, and suggestions for improvement.</p>	<p>N/A</p>	<p>30 min.</p>
<p>10. Fill out evaluation form as a course participant.</p>		<p>Fill out evaluation form as a course participant.</p>	<p>N/A</p>	<p>30 min.</p>