



The Artists & Personalities of the 1927 Bristol Sessions

LESSON PLAN GRADES 6-12



The Artists & Personalities of the 1927 Bristol Sessions

GRADES 6–12



TITLE OF LESSON: The Artists & Personalities of the 1927 Bristol Sessions

GRADE LEVEL(S): 6–12

STANDARDS:

TN: L.CSE.1; R.KID.3; RIKI.7, .9; SL.PKI.5; W.TTP.3; W.PDW.6; W.RBPK.7, .8, .9; W.RW.10
VA: 6.2, .3, .6, .7, .9; 7.1, .7, .9; 8.1, .6, .7, .8, .9; 11.1, .2, .3, .5, .6, .7, .8

FOCUS: English and Language Arts – Research and Writing

BRIEF SUMMARY:

This lesson introduces students to the people involved in the 1927 Bristol Sessions and provides an opportunity for research and writing, in narrative and non-fiction composition, to develop biographical understanding. Students will address biographical studies, which include:

- Who?
- What (occupation, instrument)?
- Where (hometown, how did he/she/they get to the Bristol Sessions)?
- When (1927 recording, other recording(s))?
- Why (did they come to the Bristol Sessions)?
- How (did the recordings affect their lives)?

ESSENTIAL QUESTIONS:

- Who were the people who came to the 1927 Bristol Sessions, both those who recorded once and those who had a career in the music industry and recording?
- What made them want to come to Bristol to record in 1927?

OUTLINE & EXPLANATION OF LESSON:

Students will have the opportunity to explore the lives of the people behind the 1927 Bristol Sessions in this lesson. (If students have not had an introduction to the 1927 Bristol Sessions, teacher-provided information in text and multimedia is available for an introduction.)

The lesson introduces individuals and groups involved with the 1927 Bristol Sessions and gives students direction to further learn about them. Incorporated within the research and writing programs of the curricula, students at various grade levels will investigate these artists and develop projects appropriate to their skill levels.

Students will be given brief introductory paragraphs and will be tasked with researching, writing, and producing projects demonstrating a further understanding of the people shared with them. Beginning with basic biographical information at the earlier grades, more advanced students will have opportunities to investigate and include the cultural context within which these individuals lived and explore what brought them to Bristol in 1927.

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PRIOR KNOWLEDGE & EXPERIENCE REQUIRED (IF APPLICABLE):

If possible, teachers can use The 1927 Bristol Sessions Story lesson plan and resource documents to introduce students to this important recording event and its main characters prior to engaging in the Artists & Personalities lesson. If using this lesson without first doing The 1927 Bristol Sessions Story, a brief teacher-led introduction to the 1927 Bristol Sessions history, the main people involved, technology, and any additional cultural background information may be necessary.

PROJECTED LENGTH OF LESSON:

The lesson can be divided into sections: Introduction (one class period); research/writing (one week, outside of class); presentation (one class period).

GOALS & OBJECTIVES:

Students will:

- Research the lives and times of artists involved in the 1927 Bristol Sessions
- Analyze and synthesize the cultural, technological, and economic influences of the times
- Use primary and secondary sources based on museum content
- Write and produce projects that demonstrate their level of knowledge and understanding of the artists and personalities involved in the 1927 Bristol Sessions

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LESSON STRUCTURE:

1. Teacher assigns different individuals/groups as biographical study subjects to students

* The suggested individuals/groups are listed based on the extent to which material about them is readily available (well known, lesser known, least known) and by the suggested grade level for engaging with that material.

- Well known (middle school) – Ralph Peer, Ernest Stoneman (with friends and family), The Carter Family, Jimmie Rodgers
- Lesser known (middle or high school) – Uncle Eck Dunford, Johnson Brothers, Alfred Karnes, Ernest Phipps & His Holiness Quartet, Blind Alfred Reed, The Shelor Family/Dad Blackard's Moonshiners, B. F. Shelton, Tennessee Mountaineers (Georgia Warren), Henry Whitter
- Least known (high school) – Mr. and Mrs. J. W. Baker, Bull Mountain Moonshiners, J. P. Nester and Norman Edmonds, Red Snodgrass & His Alabamians, Tenneva Ramblers, El Watson, West Virginia Coon Hunters

2. Teacher provides students with basic information about their topic

* This can include material from the teacher and student resource documents, along with related images and audio-visual resources.

3. Teacher directs students to additional resources for research

* These can include links to museum resources and other external sources on the internet, books, articles, etc.

4. Students are given a set amount of time to research and draft results of research

* Teacher provides guidance on acceptable formats for biographical study presentation, and how these will be evaluated.

5. Students provide an outline of project/presentation and present a draft of research to teacher

6. Teachers provide feedback and critique to students to help guide their final presentation

7. Students finalize project and prepare for presentation

8. Students present their project to the class

* Teacher facilitates student questions and discussion on biographical studies.

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DIFFERENTIATION (LEVELS):

Middle School: Students will primarily focus on the “main characters” of the 1927 Bristol Sessions for research and presentations. Additionally, lesser-known individuals will be available (through teacher-provided information) to investigate and research. This research and writing will be expected to include related backgrounds of the individuals’ community, occupations, and motivations for participating in the 1927 Bristol Sessions. Students will produce an approximate 250-word report or equivalent length in audio-visual presentation.

High School: Students will be presented with the opportunity to research some of the lesser and least known artists of the sessions. They will be expected to include, beyond the expectations of the earlier levels, influences of the wider cultural and economic influences of the times and more in-depth explorations of the individuals/groups. Students may also explore why we know less about some artists than we do about others. This research and production can be used, at instructor discretion, to provide a basis for advanced level research and composition.

EVALUATION & ASSESSMENT:

Student will be evaluated according to how extensively the topic was researched, how efficiently the information was organized, and how effectively the project was presented, according to the specifications outlined by the instructor when assigned.

MODIFICATIONS/ADAPTATIONS/EXTENSION ACTIVITIES:

The assignment of the individuals/groups for the different levels is chosen by the generally available information. Adjusting the assigned topics is one way to accommodate and challenge the student, according to demonstrated ability. Incorporation of connections within cultural context, whether community or overall social conditions, is another way of modifying or extending the assignment.

Additional suggestions for written products/projects:

- Letters home from artists to describe what is happening in Bristol in July and August 1927
- A one-act play, suitable for submission to the Barter Theatre annual high school playwriting competition
- A report as a journalist, suitable for inclusion in a printed or virtual publication/social media post, such as Twitter (240 characters) or TikTok (1-minute video)

MATERIALS & RESOURCES AVAILABLE:

- Birthplace of Country Music website – www.birthplaceofcountrymusic.org
- Access the following documents [HERE](#):
 - The Artists & Personalities of the 1927 Bristol Sessions Document – Teachers
 - The Artists & Personalities of the 1927 Bristol Sessions Document – Students
 - The Artists & Personalities of the 1927 Bristol Sessions Document – Images
 - [Birthplace of Country Music Museum video resources](#)
 - Primary and Secondary Sources, To come

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CONNECTIONS TO TENNESSEE AND VIRGINIA STANDARDS:

The standards addressed in both Tennessee and Virginia relate to research and composition. Research standards include use of multiple primary and secondary sources, applying correct origin citations, avoiding plagiarism, and effectively using all resource materials, including the internet. Writing standards include organizing various types of information and composing comprehensive and cohesive paragraphs on the assigned topic. This includes comparing, contrasting, and integrating resource material into an understandable presentation, which can make use of digital media and visual displays to express and enhance understanding of the information presented.

TENNESSEE STANDARDS:

Standard Number(s)	Standard Name	Short Description
L.CSE.1	Conventions of Standard English – Standard 1 (Language)	Demonstrate command of the conventions of standard English grammar and usage
R.KID.3	Key Ideas and Details – Standard 3 (Reading)	Analyze how and why individuals, events, and ideas develop and interact over the course of a text
RIK1.7, .9	Integration of Knowledge and Ideas – Standards 7 and 9 (Reading)	Integrate and evaluate content presented in diverse formats and media; analyze how two or more texts address similar themes or topics
SL.PKI.5	Presentation and Knowledge of Ideas – Standard 5 (Speaking and Listening)	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
W.TTP.3	Text, Types, and Protocol – Standard 3 (Writing)	Write narratives to develop real or imagined experiences or events
W.PDW.6	Production and Distribution of Writing – Standard 6 (Writing)	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
W.RBPK.7, .8, .9	Research to Build and Present Knowledge – Standards 7, 8, and 9 (Writing)	Conduct short and sustained research projects, demonstrating new understanding of the subject; integrate relevant and credible information from multiple sources; draw evidence from literary or informational texts
W.RW.10	Range of Writing – Standard 10 (Writing)	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences

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VIRGINIA STANDARDS:

Standard Number(s)	Standard Name	Short Description
6.2, .3; 7.1; 8.1; 11.1, .2	Communication and Multimodal Literacies	Create multimodal presentations that effectively communicate ideas; determine the purpose of media messages and examine how they are constructed; participate in and contribute to conversations, group discussion, and oral presentations; participate in, collaborate in, and report on small-group learning activities; make planned informative and persuasive multimodal, interactive presentation collaboratively and individually; examine how values and points of view are included or excluded and how media influences beliefs and behaviors
6.6; 8.6; 11.3, .5	Reading	Read and demonstrate comprehension of a variety of nonfiction texts; read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama; read, comprehend, and analyze a variety of nonfiction texts; apply knowledge of word origins, derivations, and figurative language; read, interpret, analyze, and evaluate a variety of nonfiction texts
6.7; 7.7; 8.7, .8, .9; 11.6, .7	Writing	Write in a variety of forms...with an emphasis on narrative and reflective writing; write in a variety of forms...with an emphasis on expository and persuasive writing; self- and peer-edit writing; find, evaluate, select, and synthesize appropriate resources to produce a research product; write in a variety of forms...with an emphasis on persuasion/ argumentation
6.9; 7.9; 11.8	Research	Find, evaluate, and select appropriate resources to create a research product; analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product

For more extensive details on the specifics of these state standards, please see the appendix below.

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APPENDIX: TENNESSEE AND VIRGINIA STATE STANDARDS

TENNESSEE STANDARDS ADDRESSED:

Language 6–12 Standards

Literacy is a multi-faceted, complex relationship of interrelated skills, beginning with language development. Middle and high school students are expected to continue building on the Literacy Standards of the earlier grades, which include addressing reading fluency to support comprehension of grade-level text with purpose and understanding, and demonstrating command of conventions of standard English grammar and usage when writing. This includes writing multiple cohesive paragraphs on a topic. For instance:

- The middle grades (6–8) solidify the foundation in reading and writing, while increasing the complexity of text selection and tasks.
- Grades 9–12 focus on sophistication and style.

“Building knowledge from text is not directly addressed in the Language standards; however, the Reading Literature, Reading Informational, and Speaking and Listening standards provide many opportunities for the students to develop their content knowledge.” ([Tennessee English Language Arts Standards, p. 18](#))

L.CSE.I Conventions of Standard English – Standard I

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Reading K–12 Standards

The Reading standards are based on the understanding that direct, explicit instruction of language and reading leads to strong confident readers who are able to:

- Make inferences in increasingly complex text and logically explain their thinking behind the inferences
- Determine central ideas of texts, unpack the development of the ideas, and summarize key aspects of a text to show the relationship between the details and the central ideas
- Analyze how and why ideas, events, and characters develop and interact over the course of a single text
- Interpret the explicit and subtle uses of language to shape meaning
- Analyze how form and structure contribute to meaning-making
- Assess how point of view, perspective, and purpose impact the development of a text
- Integrate and evaluate content in diverse media formats and analyze the impact on a text
- Evaluate arguments and trace the key points
- Analyze ideas across texts and time
- Build knowledge from content-rich nonfiction
- Consider alternate and opposing interpretations of text

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R.KID.3 Key Ideas and Details – Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text

RIKI.7 – Integration of Knowledge and Ideas – Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words

R.IKI.9 Integration of Knowledge and Ideas – Standard 9

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes

Speaking and Listening K–12 Standards

The Speaking and Listening standards emphasize that students, across grades K-12, will be able to:

- Participate in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively
- Present information/ideas formally and informally in such a way that others can follow a line of reasoning
- Effectively integrate information from appropriate diverse formats
- Evaluate a speaker's point of view
- Make strategic use of digital media

SL.PKI.5 Presentation of Knowledge and Ideas – Standard 5

Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Writing K–12 Standards

The Writing standards emphasize that students, across grades K-12, will be able to:

- Recognize and write in various modes, for different purposes, including to support and sustain an opinion or argument, to inform, and to express and reflect
- Understand the relationship among writing task, purpose, and audience
- Understand writing occurs through a process, and utilize a process that includes planning, revising, editing, and rewriting
- Use technology to communicate effectively and to produce and publish writing
- Understand writing can be used to answer questions, and participate in short- and long-term research and inquiry projects
- Use evidence to support claims and convey ideas in writing
- Integrate and synthesize others' ideas into writing
- Write often to develop fluency, confidence, and stamina

W.TTP.3 Text, Types and Protocol – Standard 3

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences

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W.PDW.6 Production and Distribution of Writing – Standard 6

Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

W.RBPK.7 Research to Build and Present Knowledge – Standard 7

Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation

W.RBPK.8 Research to Build and Present Knowledge – Standard 8

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism

W.RBPK.9 Research to Build and Present Knowledge – Standard 9

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research

W.RW.10 Range of Writing – Standard 10

Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

VIRGINIA STANDARDS OF LEARNING (SOLS) ADDRESSED:

English SOL, 2017

“The goals of the *English Standards of Learning* are to teach students to read, write, research, and communicate. Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, workplace, and postsecondary education. As students progress through the school years, they become active and involved learners and develop a full command of the English language, evidenced by their use of Standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all content areas. Students in high school become familiar with a wide variety of authors, nonfiction and fiction texts, and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. By engaging in critical and creative thinking, students are able to solve problems and use language to further educational, career, and personal endeavors.” ([English Standards of Learning for Virginia Public Schools, p. 4](#))

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Strand: Communication and Multimodal Literacies

6.2. The student will create multimodal presentations that effectively communicate ideas.

- a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations
- b) Use language and vocabulary appropriate to audience, topic, and purpose
- c) Give collaborative and individual formal and informal interactive presentations
- d) Paraphrase and summarize key ideas of a presentation

6.3 The student will determine the purpose of media messages and examine how they are constructed.

- a) Compare and contrast techniques used in a variety of media messages
- b) Identify the characteristics and effectiveness of a variety of media messages
- c) Interpret information presented in diverse media formats and explain how it contributes to the topic
- d) Craft and publish audience-specific media messages

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues
- b) Clearly communicate ideas and information orally in an organized and succinct manner
- c) Ask probing questions to seek elaboration and clarification of ideas
- d) Participate in collaborative discussions with partners building on others' ideas
- e) Make statements to communicate agreement or tactful disagreement with others' ideas
- f) Use language and style appropriate to audience, topic, and purpose
- g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea
- h) Work effectively and respectfully within diverse groups
- i) Exhibit willingness to make necessary compromises to accomplish a goal
- j) Share responsibility for collaborative work

8.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams
- b) Exhibit willingness to make necessary compromises to accomplish a goal
- c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems
- d) Include all group members, and value individual contributions made by each group member
- e) Make statements to communicate agreement or tactful disagreement with others' ideas

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- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues
- g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

- a) Select and effectively use multimodal tools to design and develop presentation content
- b) Credit information sources
- c) Demonstrate the ability to work collaboratively with diverse teams
- d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement
- e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues
- f) Anticipate and address alternative or opposing perspectives and counterclaims
- g) Evaluate the various techniques used to construct arguments in multimodal presentations
- h) Use vocabulary appropriate to the topic, audience, and purpose
- i) Evaluate effectiveness of multimodal presentations

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Describe possible cause and effect relationships between mass media coverage and public opinion trends
- b) Create media messages with a specific point of view
- c) Evaluate media sources for relationships between intent and content
- d) Analyze the impact of selected media formats on meaning
- e) Determine the author's purpose and intended effect on the audience for media messages
- f) Manage, analyze, and synthesize multiple streams of simultaneous information
- g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages

Strand: Reading

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using text features such as type, headings, and graphics to predict and categorize information
- b) Identify main idea
- c) Summarize supporting details
- d) Create an objective summary including main idea and supporting details
- e) Draw conclusions and make inferences based on explicit and implied information
- f) Identify the author's organizational pattern(s)
- g) Identify transitional words and phrases that signal an author's organizational pattern
- h) Differentiate between fact and opinion

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- i) Identify cause and effect relationships
- j) Analyze ideas within and between selections providing textual evidence
- k) Use reading strategies to monitor comprehension throughout the reading process

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) Identify an author's organizational pattern using textual clues, such as transitional words and phrases
- b) Apply knowledge of text features and organizational patterns to analyze selections
- c) Skim materials to develop an overview or locate information
- d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support
- e) Analyze the author's qualifications, viewpoint, word choice, and impact
- f) Analyze details for relevance and accuracy
- g) Differentiate between fact and opinion
- h) Identify the main idea
- i) Summarize the text identifying supporting details
- j) Identify cause and effect relationships
- k) Evaluate, organize, and synthesize information for use in written and other formats
- l) Analyze ideas within and between selections providing textual evidence
- m) Use reading strategies to monitor comprehension throughout the reading process.

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words
- b) Use context, structure, and connotations to determine meanings of words and phrases
- c) Discriminate between connotative and denotative meanings and interpret the connotation
- d) Explain the meaning of common idioms
- e) Explain the meaning of literary and classical allusions and figurative language in text
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply information from texts to clarify understanding of concepts
- b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission
- c) Analyze technical writing for clarity
- d) Paraphrase and synthesize ideas within and between texts
- e) Draw conclusions and make inferences on explicit and implied information using textual support
- f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions

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- g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing
- h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text
- i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s)

Strand: Writing

6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- a) Engage in writing as a recursive process
- b) Choose audience and purpose
- c) Use a variety of prewriting strategies to generate and organize ideas
- d) Organize writing to fit mode or topic
- e) Write narratives to include characters, plot, setting, and point of view
- f) Establish a central idea incorporating evidence and maintaining an organized structure
- g) Compose a thesis statement for expository and persuasive writing
- h) Write multi-paragraph compositions with elaboration and unity
- i) Use transition words and phrases
- j) Select vocabulary and information to enhance the central idea, tone, and voice
- k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences
- l) Revise writing for clarity of content including specific vocabulary and information

7.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process
- b) Choose intended audience and purpose
- c) Use a variety of prewriting strategies to generate and organize ideas
- d) Organize writing structure to fit form or topic
- e) Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style
- f) Compose a thesis statement for persuasive writing that includes a position
- g) Clearly state a position and organize reasons and evidence, using credible sources
- h) Distinguish between fact and opinion to support a position
- i) Write multi-paragraph compositions with elaboration and unity
- j) Use transition words and phrases within and between paragraphs
- k) Develop and modify the central idea, tone, and voice to fit the audience and purpose
- l) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences
- m) Use clauses and phrases for sentence variety
- n) Revise writing for clarity of content including specific vocabulary and information

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- 8.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.**
- Engage in writing as a recursive process
 - Choose intended audience and purpose
 - Use prewriting strategies to generate and organize ideas
 - Organize writing structure to fit form or topic
 - Establish a central idea incorporating evidence, maintaining an organized structure and formal style
 - Compose a thesis statement for persuasive writing that advocates a position
 - Clearly state and defend a position with reasons and evidence, from credible sources
 - Identify a counterclaim and provide a counter – argument
 - Distinguish between fact and opinion to support a position
 - Organize information to provide elaboration and unity
 - Develop and modify the central idea, tone, and voice to fit the audience and purpose
 - Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs
- 8.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.**
- Use and punctuate correctly varied sentence structures to include conjunctions and transition words
 - Correctly use pronouns in prepositional phrases with compound objects
 - Use a variety of sentence structures to infuse sentence variety in writing
 - Maintain consistent verb tense across paragraphs
 - Use comparative and superlative degrees in adverbs and adjectives
 - Use quotation marks with dialogue and direct quotations
 - Use correct spelling for frequently used words
- 8.9 The student will find, evaluate, select, and synthesize appropriate resources to produce a research product.**
- Formulate and revise questions about a research topic
 - Collect and synthesize information from multiple sources
 - Evaluate and analyze the validity and credibility of resources
 - Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias
 - Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style
 - Quote, summarize, and paraphrase research findings
 - Publish findings and respond to feedback
 - Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information
 - Demonstrate ethical use of the Internet

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11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions
- c) Organize claims, counterclaims, and evidence in a sustained and logical sequence
- d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument
- f) Blend multiple forms of writing including embedding narratives to produce effective essays
- g) Revise writing for clarity of content, accuracy and depth of information
- h) Write and revise to a standard acceptable both in the workplace and in postsecondary education

11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.

- a) Use complex sentence structure to infuse sentence variety in writing
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety
- c) Distinguish between active and passive voice

Strand: Research

6.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic
- b) Collect and organize information from multiple sources
- c) Evaluate and analyze the validity and credibility of sources
- d) Cite primary and secondary sources
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information
- f) Demonstrate ethical use of the Internet

7.9 The student will find, evaluate, and select appropriate resources to create a research product.

- a) Formulate and revise questions about a research topic
- b) Collect, organize, and synthesize information from multiple sources
- c) Analyze and evaluate the validity and credibility of resources
- d) Quote, summarize, and paraphrase information from primary and secondary sources using proper citations
- e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information
- f) Demonstrate ethical use of the Internet

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- 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.**
- a) Critically evaluate quality, accuracy, and validity of information
 - b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias
 - c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence
 - d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA)
 - e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information
 - f) Demonstrate ethical use of the Internet