 The students will create a research paper of 3-5 pages in length, (after the main lesson has been lectured) over one of the following choices: Natural oil Oil Seeps Ocean Energy Methane Hydrates Marine Life on Offshore Platforms Petroleum Natural gas Solar Energy Wind energy Wave Energy
§110.31. English Language Arts and Reading, English I(b) Knowledge and skills.
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;
(B) analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;
(C) produce analogies that describe a function of an object or its description;
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
(A) analyze how the genre of texts with similar themes shapes meaning;
(B) analyze the influence of mythic, classical and traditional literature on 20th and 21st century literature; and
(C) relate the figurative language of a literary work to its historical and cultural setting.
 §110.32. English Language Arts and Reading, English II (b) Knowledge and skills. (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include

transitions and rhetorical devices used to convey meaning; (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed: (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (14) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to: (A) write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone; (B) write a poem using a variety of poetic techniques (e.g., structural elements, figurative language) and a variety of poetic forms (e.g., sonnets, ballads); and (C) write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. §110.33. English Language Arts and Reading, English III (b) Knowledge and skills. (6) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning. (8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance. §110.34. English Language Arts and Reading, English IV (b) Knowledge and skills. (15) Writing/Expository and Procedural Texts. Students write expository and procedural or workrelated texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (C) write an interpretation of an expository or a literary text that: (i) advances a clear thesis statement; (ii) addresses the writing skills for an analytical essay including references to and commentary on quotations from the text; (iii) analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;

(iv) identifies and analyzes ambiguities, nuances, and complexities within the text; and

	 (v) anticipates and responds to readers' questions and contradictory information; and (25) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
STAAR	(1) When oil spills from a ship at sea, it can have devastating consequences
	on wildlife in the area. (2) One animal that has been affected by oil spills off the
	shore of Australia is the little penguin, also known as the fairy penguin. (3) A group
	wanted to help these birds. (4) It made sweaters.
G	6 Aisha would like to offer a more effective thesis statement for her paper. Which of the following could replace sentences 3 and 4 and help accomplish this goal?
	F There was a group in the area that would be called Knits for Nature. This particular group decided that it wanted to help the birds and made sweaters for them that would do this.
	G A group of concerned conservationists in the area came together to help these birds. The group, which called itself Knits for Nature, began temporarily fitting the oil-soaked birds with handmade sweaters.
	H While many people wanted to help the little birds, Knits for Nature acted quickly. After learning about the plight of Australia's fairy penguins, they knew that there was something they could contribute.
	J These birds desperately needed some help, or they might all die. A group known as Knits for Nature came to the rescue for the birds with their sweaters.
	Australia. (6) Each day the penguins leave their burrows, and out to sea they head
	to spend the day swimming and feeding. (7) But in the late 1990s and early 2000s,

D	
U	7 What is the most effective way to revise sentence 6?
	A Each day the penguins that leave their burrows head out to sea for spending the day swimming and feeding.
	B Each day the penguins head out to sea to spend the day swimming and feeding, leaving their burrows.
	C Each day the penguins leave their burrows they head out to sea to spend the day swimming and feeding.
	D Each day the penguins leave their burrows and head out to sea to spend the day swimming and feeding.
	(1) My Literature teacher explained that a fable is a story that teaches a
F	lesson or moral and often uses animals as characters. (2) Last summer I witnessed
	10 What change needs to be made in sentence 1?
	F Change Literature to literature
	G Insert a comma after <i>story</i>
	H Change uses to use
	J Change animals to animal's
	from turning 18, but you can and should start thinking about voting now. (27) It's
	your privilage as a U.S. citizen, and it will definitely have an impact on your future.
	18 What change, if any, needs to be made in sentence 27?
F	F Change privilage to privilege
	G Delete the comma
	H Change <i>it</i> to they
	J No change needs to be made.
Struggling Learners	 These students will have a shorten page requirement that will be given upon the discretion of the teacher. These students will have a shorter topic list to choose from.
Advanced Learners	 These students will be required to write over two to three topics given. These students must write 5-8 pages.

Helpful Links	Ocean Energy Oil History Activity
Engage	Start the lesson with a seed questions: Ask the students how they arrived at school. Ask the students what the primary means of transportation is in the community. Ask the students what they think the main mean of transportation is in the United States. Ask the students what makes a car run. I.e. tires, oil, battery, gas, fluids, and others. Where gasoline comes? What is gasoline? Besides the basics, what is gas/petroleum used for? The students will then read either prehistory, 1792-1903, 1911-1951, or 1960 to present. They will then read about this time period on the <u>website</u> .
Explore	Gasoline is a product of petroleum, or oil. It is a refined by-product of the crude oil that comes from the ground. I will ask the students, if any of their inferences were correct. I will also ask a recall question; do they remember what happened in their history period. We will then shift into our critical writing activity.
Explain	I will pass out the rubric and writing prompts. The students will choose between Natural oil, Oil Seeps, Ocean Energy, Methane Hydrates, Marine Life on Offshore Platforms, Petroleum, Natural gas, Solar Energy, Wind energy, and Wave Energy.
Elaborate	The students will conduct their own research if needed to be able to write on their given topic. They must have a rough draft of one and a half to three pages complete by the end of the period. If they need to additional research they are able to use their chromebooks. They will also be required to type their paper.
Evaluate	Remind students of the drawbacks to the use of petroleum that they came up with at the beginning of class. The teacher will be required to be in the power zone for the rest of class. The first part of this lesson should only take 10-15 minutes maximum. This lesson could be used over the course of a week or be given as homework.