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**Lesson Title:** All AboutEssay Types

**Suggested Grade Level:** 8

**Estimated Lesson Time:**

2 Days (60 minutes each)

**Abstract:**

Students will explain the various essay types, noting and discussing the

differences. Students will then write an essay using one of the five essay types. Students will edit one of their peer’s essays. Using technology, they will then creatively present their essay in an authentic way. Following their projects completion, they will then be able to correctly identify other classmate’s essay types.

**Video**

[**http://www.youtube.com/watch?v=gQIGTCz9znY**](http://www.youtube.com/watch?v=gQIGTCz9znY)

**Student’s Prior Knowledge:**

Students should have an understanding of each essay type. They should have had practice writing and identifying the essay types. They should also have had experience working with iMovie or the selected video program.

**Standard:**

LA.5-8.5.5

Students recognize the structures of various forms [of essays] and apply these characteristics to their own writing, including expository, persuasive/ argumentative, descriptive, narrative, and compare/ contrast.

**Goals:**

Students will define the different essay types, noting their differences, compose one of the five essay types, and be able to assess other essays and determine their essay types. Understanding the essay types is important to student’s future essay creations.

**Learning Objectives**

1. Using their knowledge of the essay types, students will correctly define them and create their own essay of one of the five types. They will later use their knowledge to identify their classmate’s essay types.

2. Using the resources given, students will edit one of their peer’s essay, continuing to align the essay information with the correct essay type.

3. Using iMovie and their groups members, each group member will creatively and authentically think of a way to present their essay.

**Resources:**

1. Essay topic ideas: (assists with brainstorming)

<http://www.enchantedlearning.com/essay/abc/d.shtml>

<http://www.superteacherworksheets.com/writingideas.html>

2. Essay Types: <http://essayinfo.com/essays/#.UIstabQ1bFJ>

3. Editing and Proofreading Checklist:

<http://cc.viu.ca/ss/documents/Editing_and_proofreading.pdf>

4. Brainstorming

[https://bubbl.us](https://bubbl.us/)

**Procedures:**

1. As a review, students will describe the elements of each type of essay on google docs briefly. (5 minutes)

2. You should then briefly go over the essay types using the descriptions they posted, noting the differences. (5 minutes)

groups, or you can select groups for the students. Each group should consist of approximately 5 students. Each group should have one student write one of the essay types. This can be assigned or chosen by the students. For particular essay types documents must be distributed or the student can write about a book recently read in class. (5 minutes)

5. Students will type the essay. They can use resources to help them brainstorm ideas. (25 minutes)

6. Students will then rotate essays, via google docs, clockwise in their group, editing the person’s essay next to them. They should use the editing tool on Microsoft Word so that the student can see the changes suggested. They can also use the checklist in the resources section to help them evaluate. (15 minutes)

7. For homework, the students should correct their essays using their peer edits.

**Day 2**

8. Each group will then create a video, using iMovie, presenting each of the group member’s essay. This should be fun and creative, but also structured to show the type of essay they wrote. (40 minutes)

9. Each group must upload their video onto youtube and post a link to their video on google docs. Students in the class will then watch the video’s of other groups. They must write about 3 of the student’s essays, identifying the type of essay, the main point(s) and one fact relating to the particular essay type characteristic found in the student’s work. (20 minutes)

**Video of procedures**

<http://www.youtube.com/watch?v=ZVOCzojo5xA>

**Assessment:** A rubric will be used to assess student’s essays, creative production, peer edits, and identification of classmate’s essay type.