

## Teacher Notes



# Localizing Urban Legends

## Activity 2 Collaborating on Urban Legends

### Activity at a Glance

- ◆ **Subject:** English
- ◆ **Subject Area:** English/Language Arts
- ◆ **Category:** Literary Genres: Folklore
- ◆ **Topic:** Localizing Urban Legends
- ◆ **Grade Level:** 9 - 12
- ◆ **Prerequisites:** None
- ◆ **Total Teaching Time:** 60 minutes

### Materials

- ◆ TI-83 Plus or TI-83 Plus Silver Edition
- ◆ LearningCheck™ Application
- ◆ LearningCheck™ File: **Urban Legends.edc**, using the sections **Urban Legends Anticipation Guide** and **Elements of an Urban Legend**
- ◆ Student Work Sheet: **Getting Started on Your Urban Legend**

### *Activity Overview*

Students will meet in revision groups to discuss rough drafts of localized urban legends before using time in class to type their work with their devices.

### *Directions*

#### *Before the Activity Begins*

Tell the class a sample urban legend. Be sure not to duplicate any of the sample legends you provided the day before.

Preview Activities 2 and 3. Students will:

- ◆ Activity 2
  - Meet in revision groups.
  - Revise and retype urban legends.
- ◆ Activity 3
  - Share urban legends in a “campfire setting.”
  - Students who memorize their urban legends will receive extra credit.

***During the Activity***

Divide the class into groups of four students. Appoint a revision group leader in each group who will promote discussion and maintain a positive, supportive atmosphere. Give each group leader a copy of the student work sheet entitled **Revision Group Guidelines**. Students should bring to the group their rough drafts and their copy of the student work sheet from Activity 1, **Getting Started on Your Urban Legend**. Give each group a fresh version of the **Urban Legends Anticipation Guide LearningCheck™** file when the group discussions begin.

Give revision groups 15-20 minutes in which to meet.

Provide each student with the student work sheet entitled **Rubric for Your Urban Legend**. Review this sheet so they will understand how their legends and the presentations of their legends will be evaluated. Instruct the students to type their urban legends on their devices. The students should use their revision group notes to revise their legends. (All revisions to the legends are done on their devices.)

***After the Activity***

Remind students that the campfire storytelling event will be tomorrow. Students who memorize their urban legends will receive extra credit.

***Student Work Sheet***  
***Revision Group Guidelines***

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who are the members of the revision group?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The revision group provides a supportive environment. Find something positive to say about each person's work. Offer suggestions and criticisms in a friendly, respectful manner. Each writer should take notes on the revision group's comments. These notes will prove useful when the writer is working on her/his next draft.

Use the questions below to structure the discussion of each person's draft.

1. What did people like about the draft? Be specific.
  
  
  
  
  
  
  
  
  
  
2. What suggestions do people have for the next draft? Be specific.
  
  
  
  
  
  
  
  
  
  
3. Ask the writer, "What do you think of the draft and the group's thoughts?"

***Student Work Sheet***

Name: \_\_\_\_\_

***Rubric for Your Urban Legend***

Date: \_\_\_\_\_

The rating for this rubric is as follows:

1 = strongly disagree

2 = disagree

3 = neutral

4 = agree

5 = strongly agree

1. The urban legend contains all or most of the elements discussed in class.

1      2      3      4      5

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. The setting of the urban legend is our community, complete with local details.

1      2      3      4      5

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The urban legend, though plausible, is too good to be true.

1      2      3      4      5

Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The student spoke in a clear, audible voice and maintained eye contact when sharing her/his urban legend in the campfire setting.

1      2      3      4      5

Comments:

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5. The typed copy of this urban legend is free of distracting errors.

1      2      3      4      5

Comments:

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***Extra Credit***

\_\_\_\_\_ points of extra credit. The student memorized her/his urban legend for the campfire storytelling session.