



**International Center  
for Leadership  
in Education**



## Gold Seal Lesson:

Copernicus Education Gateway

<b>Author(s):</b> <i>David Nohara</i>			<b>Lesson Title:</b> <i>The Gift of Literature</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>XX</i>	<i>D</i>

### Instructional Focus:

Writing—Students write for a variety of purposes and audiences with sophistication and complexity to appropriate to the grade level

### Performance Task

Among other things, works of fiction can inspire, educate, help someone see a situation in a different light, and lift a person's spirits. Students are to think about books they have read recently for class and choose one to give as a present to someone, either of their own choosing or assigned by the teacher. The person can be someone in their lives, such as a relative or friend, or someone in the news who is facing a particular situation. They must then write an essay saying why they chose this book for this particular person. Depending on the work chosen and the person they chose it for, essays should include the following:

- A description of the person to whom they are giving the book
- A brief description of the book, including the plot and the main characters
- Why the book is an appropriate gift. For example, is the person they are giving it to facing a situation similar to one in the book? If so, how are they similar? What lessons does the book have for the person? Will it cause them to rethink an attitude or point of view?
- How the student felt after reading the book
- How the student hopes the book will influence the recipient

### ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Understand rules of grammar, usage, punctuation, paragraphing and spelling. (ela 7)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Understand the personal, social, cultural and historical significance of a text. (ela 23)
Use writing as a way of expressing personal creativity. (ela 31)
Use writing as a strategy for comparing, contrasting, synthesizing ideas, concepts and generalizations from a variety of literary sources. (ela 39)

### Scoring Guide:

The teacher should determine the distribution of points based on his or her reason for choosing the exercise. For example, the majority of points can be given for understanding and appreciation of story if the purpose of the exercise is to review works read in class. Or, if the exercise is primarily a writing exercise, relatively few points would be awarded in that category, with the vast majority divided among the writing categories.

Standards should be simplified for younger students.

	Excellent	Satisfactory	Unsatisfactory
Understanding and appreciation of story	Student provides key facts of story and theme, moral, lesson, or deeper meaning	Student provides key facts of story	Student provides either incomplete or incorrect story details
Argument	Student presents rationale for the match, backed up by references to details of the	Student presents rationale for the match, backed up by references to details of the	Student either does not present rationale for the match, or does not provide

	story and recipient's situation. Rationale goes beyond surface similarities to discuss desired impact on recipient.	story and recipient's situation, with only occasional lapses in logic.	references to details of the story or the recipient's situation.
Organization	Essay and paragraphs include main point, supporting information, and conclusion; points are presented in a logical order, with attempts to connect ideas. Essay flows from beginning to end with smooth transitions between ideas.	Essay and paragraphs include main point, supporting information, and conclusion; points are presented in a logical order, with attempts to connect ideas. At the same time, the essay may include unnecessary, irrelevant, or contradictory sentences or paragraphs and there may be occasional interruptions of flow.	Essay fails to include one or more major components, i.e., description of story, description of recipient, and reasons for presenting the book. Logic and flow are difficult to identify. May include frequent unnecessary, irrelevant, or contradictory sentences or paragraphs.
Style	Student effectively uses a variety of sentence structures and literary devices	Student uses a variety of sentence structures and literary devices, but they may be inappropriate or contrived	Essay contains only simple sentences and repetitive patterns
Mechanics (grammar, spelling, punctuation)	Essay contains few, if any, grammatical, spelling, or punctuation mistakes	Essay may contain several grammatical, spelling, or punctuation mistakes	Essay contains many grammatical, spelling, or punctuation mistakes

### Keywords

English Language Arts	Mathematics	Science
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> creative writing persuasion compare/contrast	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature:</b> character plot point of view	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	