



Gold Seal Lesson

Author(s): Jeff Weiss			Lesson Title: <i>Give Me Liberty, Or Give Me ...Safety?</i>			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B	C	D X

Instructional Focus:

Reading

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Writing

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

Language Arts Integration

Students synthesize individual language arts skills.

Performance Task

In our ever changing world, people and governments must address the question, “when does the common good outweigh individual rights?” on a regular basis. This question has also been addressed in many works of literature (this question is used a writing prompt before reading Julius Caesar).

Allow students to brainstorm individual rights in our society that can be taken to extremes and cause harm to the general health of the nation (gun ownership, freedom of expression, free press). After the brainstorming session, students will decide if they would rather live in a safe society with few individual rights, or in a potentially dangerous society with many rights.

Students will then create a persuasive presentation or essay defending their choice. Examples for the presentation or essay can be found on the newspapers on the Internet.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)

Identify, collect and/or select pertinent information while reading. (ela 5)

Discriminate important ideas from unimportant ideas while reading. (ela 15)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela 27)

Know how to find and read information from a variety of electronic sources. (ela 28)

Edit and revise first drafts. (ela 41)

Proofread and correct first drafts. (ela 42)

Scoring Guide:

Exceeds Expectations- Persuasive essay or presentation has a clearly stated position and uses more than three labels to support thesis statement. All support in essay is documented, elaborated upon, and complex concepts are explained in easy to understand terms. All examples are focus on the thesis statement, and the conclusion paragraph includes a call to action. Over five sources are used to prove thesis.

Meets Expectations- Persuasive essay or presentation has a clearly stated position and uses three labels to support thesis statement. All support in essay is documented, elaborated upon, and complex concepts are explained in easy to understand terms. All examples are focus on the thesis statement, and the conclusion paragraph includes a call to action. Four sources are used to prove thesis.

Needs Remediation- Persuasive essay has an unclearly stated position and uses less than three labels to support thesis statement. Not all support in essay is documented, elaborated upon, and complex concepts are not explained in easy to understand terms. Examples stray from the thesis statement, and the conclusion paragraph does not include a call to action.

Keywords

English Language Arts	Mathematics	Science
Reading Construction Meaning Enhance Writing Research Integration Technology	Algebra	Earth Science
Writing Argumentative Composition Organization Paragraphs Persuasion Integration Word Processing	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	