



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: The Glass Ceiling			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 x	A	B	C	D x

Instructional Focus:

Listening –

Students listen for a variety of purposes appropriate to the grade level.

Speaking –

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

Reading –

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

Performance Task

1. Have students organize a mock trial in which a qualified female sues a company for bias because she was denied a job that went to a male with similar qualifications. Several students should work as a team to research and present their case - for and against - to the "judge and jury" consisting of the rest of the class. Discuss the loss to individuals, families and society when women and minorities are denied equal opportunity and equal pay.
2. Draw several examples (with class brainstorming ideas) on the chalkboard of males and females working in non-traditional careers for their sex. Discuss benefits and positive possibilities in non-traditional occupations.

ICLE Essential Skills

Follow oral or written directions. (ela 4)

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

Develop processes for understanding and remembering information. (ela 8)

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

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

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)

Synthesize and evaluate ideas from selections on similar topics. (ela 38)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)

Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)

Scoring Guide:**Team Role Playing**

4 Points = The role playing is clear, concise, and logical. The student truly tries to place him/her self in the other person's role and perceive the conversation from his/her position.

3 Points = The role playing is clear, concise and logical. The student tries with moderate success to place him/her self in the other person's role and perceive the conversation from his/her position.

2 Points = The role playing lacks clarity, conciseness and logic. The student tries with little success to place him/her self in the other person's role and perceive the conversation from his/her position.

1 Point = The role playing is confusing and largely incomplete. There is no indication that the student attempted to place him/her self in the other person's role and perceive the conversation from his/her position.

Keywords

English Language Arts	Mathematics	Science
Reading Research Construction meaning	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Discussion Listening Role playing Illustration	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	