



# Gold Seal Lesson

<b>Author(s):</b> <i>Elizabeth Pierce</i>			<b>Lesson Title:</b> <i>Greek Mythology-Oprah Meets the Gods!</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b>	<b>5-8</b>	<b>9-12</b> <b>X</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b> <b>X</b>

### Instructional Focus:

<b>Reading</b> - Students read a variety of grade level materials, applying strategies appropriate to various situations.
<b>Writing</b> - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
<b>Listening</b> - Students listen for a variety of purposes appropriate to the grade level.
<b>Speaking</b> - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

### Performance Task

The student learns interviewing techniques and researches the medias' right to inform against the audiences' right to know. Given the outcome of this research, the student prepares an interview. The student "sets the stage" to interview gods and/or goddess and/or mythological creatures. The student determines the most important information the god, goddess, creature must convey in the interview to educate the other students in the class about that particular person/thing. The student scripts questions and answers. The student employs his/her classmates in the interview process to assume the role(s) of the characters with the student assuming the interviewer (Oprah) role. (For example, Oprah may interview Persephone on her feelings about being kidnapped by Hades. The interview process could include the viewpoints of Persephone, Hades, Persephone's mother-Demeter, and Hades' brother – Zeus.) The teacher videotapes the interview process. The teacher lends the student the videotape to take home or view privately in the media center. The student writes on the computer a brief critical analysis of his/her interviewing techniques and whether the interview was successful in teaching the class the information they needed to know about that character.

### ICLE Essential Skills

Give oral or written directions that are clear and are understood by another person. <i>ela2</i>
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. <i>ela3</i>
Identify, collect and/or select pertinent information while reading. <i>ela5</i>
Develop processes for understanding and remembering information. <i>ela8</i>
Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. <i>ela10</i>
Present information in well-organized fashion that will be clear to the target audience. <i>ela11</i>
Discriminate important ideas from unimportant ideas while reading. <i>ela15</i>

### ICLE Essential Skills continued:

Use brainstorming, role-playing, and standard problem solving strategies to define a problem and suggest solutions. ela19

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. ela20

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. ela22

### Scoring Guide:

**Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high quality performance; 2 = satisfactory quality performance; 1 = minimum quality performance; 0 = does not meet expectations.**

#### CHARACTERISTICS CRITERIA SCORE

- **Researches interviewing techniques and the medias' right to inform against the audiences' right to know**
- Makes proper use of technology using at least two internet sites
- Uses other various sources for research\_\_\_\_\_
- **Writes the Script's questions and answers**
- Applies in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling
- Drafts a report that engages an audience and is concise, clear, well-organized, accurate, and informative\_\_\_\_\_
- **Uses role playing**
- Gives oral or written directions that are clear and are understood by other person role-playing
- Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion, and appeals to the target audience's need to know\_\_\_\_\_
- **Writes a critique of his/her interviewing techniques**
- Analyzes, evaluates and critiques oral presentation for proper interviewing techniques
- Applies in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling
- Drafts a report that engages an audience and is concise, clear, well-organized, accurate, and informative\_\_\_\_\_
- **Technology**
- Makes proper use of technology for word processing\_\_\_\_\_
- **Task Management**
- Manages time wisely
- Cooperates with others as needed\_\_\_\_\_

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Comprehension Independent Reading Research Technology Integration	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Compare/Contrast Creative Writing Critique Narrative Integration Video Viewing Word Processing	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Audience Dramatization Interviewing Listening Multi-Media Communication Performance Role Playing Integration Visuals	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b> Character Fiction Non-fiction Point of View Integration Summary Voice World Literature	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	