



Gold Seal Lesson

Author(s): Elizabeth Pierce			Lesson Title: Jules Verne-Around the World in 80 Days- Urban Sprawl in 1873			
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

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

Performance Task

The student reads *Around the World in 80 Days* by Jules Verne. Phileas Fogg's 80-day travel is delayed while crossing America. The train he is riding on must stop for a herd of buffalo that is crossing the tracks. The herd numbered in the thousands and moved very slowly. Passepartout, Fogg's companion, was so furious he wanted to shoot the animals. He knew, however, that such action would only kill a small number of them and that their bodies would block the track further.

The student researches "urban sprawl." The student researches *at least* four cases in which man's living conditions have encroached on animals' living conditions and in which a conflict has arisen from this mutual desire for living space. In a computer generated research paper, the student writes and cites any uncommon knowledge and statistics about this issue. The research paper includes one example of "urban sprawl" from the northern, southern, western and eastern United States. The student writes what communities have done to try to rectify this conflict.

The student calls and makes an appointment to interview his or her community-planning representative. The student prepares questions that revolve around his or her knowledge of "urban sprawl" in other communities and interviews the community-planning representative's long-range goals concerning this subject for the student's community. The student takes notes during the conversation.

The student gives an oral presentation on the community-planning representative's long-range plan for his or her community. In a collaborative and teamwork effort, the student brainstorms and analyzes with his or her peers if the community-planning representative's long-range "urban sprawl" plan is the best for man and animal. If the team agrees that the community-planning representative's long-range plan is a good one, the student, in a collaborative effort with the team, writes a letter commending the representative on his or her effective community leadership. If the team does not agree that the community-planning representative's long-range plan is a good one, the student, in a collaborative effort with the team, writes a letter making logical, well thought out recommendations and asks for a follow-up appointment in which the team can meet with the representative to discuss their ideas.

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)
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. (ela 10)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media. (ela 17)
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)

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 “Urban Sprawl”**
 - Makes proper use of technology using at least two internet sites
 - Uses other various sources for research
 - Has *at least* four cases
 - Has a case from north, south, east, west US regions

- **Writes Research Paper**
 - All numerical and “uncommon information” is cited
 - Has one example from east, west, north and south US regions
 - Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
 - Presents information in well-organized fashion that will be clear to the target audience
 - Uses editing and revising skills to improve effectiveness and accuracy

- **Interviews Community-Planning Representative**
 - Makes appointment
 - Conversation is productive
 - Identifies, collects and/or selects pertinent information for note taking
 - Notes are precise

Scoring Guide continued...

- **Gives Oral Presentation**

- Gives oral presentation that is clear and is understood by the audience
- Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion, and appeals to the target audience's need to know

- **Discusses Topic with Peers and Brainstorms Solutions**

- Participates in conversation without dominating
- Expresses opinions clearly and forcefully
- Does not interrupt others
- Does not insult others
- Talks so that he/she is clear and is understood by others
- Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion

- **Write Letter to Community-Planning Representative**

- Establishes writing purpose
- Is respectful in tone
- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

- **Technology**

- Makes proper use of technology

- **Task Management**

- Manages time wisely
- Manages communication with institutions in a timely and courteous fashion
- Cooperates with others as needed

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension In Context Independent Reading Research Integration	Algebra	Earth Science
Writing Careers Citation Compare/Contrast Correspondence Note Taking Proposal Integration Word Processing	Geometry	Life Science

Keywords continued...

Communications Discussion Interviewing Listening Oral Presentation Integration	Statistics	Chemistry
Literature Fiction Plot Non-Fiction Point of View Primary Sources Setting Integration World Literature	Calculus	Physics
Other Urban Sprawl City Leadership Community Planner Community Planning	Trigonometry	Other
	Other	