Gold Seal Lesson:

Copernicus Education Gateway

Author(s): ***Elizabeth Pierce***			***Lesson Title:*** ***Mary Shelley - Frankenstein's Parts***			
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 *Frankenstein* by Mary Shelley. The student understands that the monster created by Dr. Frankenstein is the sum of many parts from different dead people. However grotesque and immoral, Dr. Frankenstein did show higher order thinking skills by taking seeming useless and unrelated parts and joining them together to create a functioning "thing." The student is presented with ten seemingly unrelated objects (anything will do). Working in cooperation with classmates (small groups), the student creates a "thing" that could have a function by joining as many of the ten objects together as is logical. The student writes on a computer a summary of the group's dynamics in creating the "thing" by asking him/her self, "Did anyone show more imagination than another? Did all people in the group participate? Did one person stand out as the leader? Did anyone not contribute at all but let the others in the group do the project?" The student gives an oral presentation introducing the "thing" and describes what its function is and why the "thing" needed to be created. Once the student gives his or her presentation, the teacher shows the brief section in the video movie *Apollo 13* starring Tom Hanks that shows how NASA's scientists had to do exactly the same task and how the astronauts lives depended on the scientists' abilities to "think outside the box." The student engages in a classroom discussion on how these skills may or may not be important in a career.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. Ela1
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. ela10
Present information in well-organized fashion that will be clear to the target audience. ela11
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. ela12
Express opinions clearly and forcefully without interrupting or insulting others. ela16
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 the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. ela30
Plan and apply real or hypothetical models and constructions to facilitate investigation and learning and the solution to practical problems. S115

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.

CHARACTERTICS

CRITERIA
SCORE

- **Creates Functional "Thing"**
- Works cooperatively with others
- Uses as many of the ten objects as seems logical
- Engages in brainstorming and problems solving
- Shows creativity
- The "thing's" function is logical

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- **Write Group Dynamics Summary**
- Answers the following questions:
- Did any one show more imagination than another?
- Did all people in the group participate?
- Did one person stand out as the leader?
- Did any one not contribute to the project but let others in the group do all the work?
- 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
- Defines a position on a topic and writes persuasively to persuade a specific audience

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- **Gives Oral Presentation**
- Describes the "thing's" function
- Defends why the "thing" needed to be created
- 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

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- **Engages in Classroom Discussion**
- Is attentive when others are speaking
- Does not interrupt others
- Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion, and appeals to the target audience's need to know

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Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Integration	**Algebra**	**Earth Science**
Writing Careers Compare/Contrast Composition Critique Peer Review Integration	**Geometry**	**Life Science**
Communications Discussion Illustration Listening Oral Presentation Technology Integration Visuals	**Statistics**	**Chemistry**
Literature Fiction Technology Integration World Literature	**Calculus**	**Physics**
Other NASA Higher Order Thinking Skills Spatial Relations Apollo 13 Group Dynamics	**Trigonometry**	**Other** Physics – Scientific Inquiry Physics in Daily Life
	Other	