



Gold Seal Lesson

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| Author(s): Marsha Kucker | | | Lesson Title: My Family History | | | |
| Grade Span | | | ICLE Application Model | | | |
| K-4 | 5-8 x | 9-12 | A | B | C | D x |

Instructional Focus:

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

- Have students interview a family member who is at least 60 years old. (Students may need to mail or e-mail the questions to a relative who lives outside the community.) Some questions to ask during the interview include:
 - From what country did your family originate?
 - How did your family come to live in this community.
 - When you were a child, what transportation was popular?
 - What types of entertainment were popular? (radio, movies, church)
 - What was school like? (buildings, classes, homework)
 - What happened to your family during World War II or Korean War?
 - What modern conveniences did your family NOT have? (telephone, electricity, plumbing, etc.)
 - Describe your life without these conveniences.
 - How ere holidays and vacations different?
 - Describe clothing styles you remember.
 - How was family life different?
 - How is this town and county different?
- Have students prepare a written report incorporating the above information.
- Students should also prepare and deliver an oral presentation to the class. Visual aids may be used.

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)

Follow oral or written directions. (ela 4)

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)

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

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

Scoring Guide:

See attachment: My Family History Scoring Rubric.

Keywords

| English Language Arts | Mathematics | Science |
|---|---------------------|----------------------|
| Reading | Algebra | Earth Science |
| Writing Composition Organization Mechanics Word processing Grammar | Geometry | Life Science |
| Communications Discussion Listening Interviewing Oral presentation Visuals | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other | Trigonometry | Other |
| | Other | |

My Family History Scoring Rubric

| | EXCEPTIONAL | ADMIRABLE | ACCEPTABLE | AMATEUR |
|-------------------------------|--|---|---|---|
| ORGANIZATION | Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project | Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear | Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience | Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience |
| CONTENT ACCURACY | Completely accurate: all facts were precise and explicit | Mostly accurate; a few inconsistencies or errors in information | Somewhat accurate; more than a few inconsistencies or error in information | Completely inaccurate; the facts in this project were misleading to the audience |
| RESEARCH | Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective. | Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school | Used the material provided in an acceptable manner, but did not consult any additional resources. | Did not utilize resources effectively; did little or no fact gathering on the topic |
| CREATIVITY | Was extremely clever and presented with originality; a unique approach that truly enhanced the project | Was clever at times; thoughtfully and uniquely presented | Added a few original touches to enhance the project but did not incorporate it throughout | Little creative energy used during this project; was bland, predictable, and lacked "zip" |
| PRESENTATION MECHANICS | Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear | Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids | Was at times interesting and was resented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear | Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids. |