Gold Seal Lesson

Author(s):			***Lesson Title:***			
Elizabeth Pierce			***Odyssey-Charybdis: Real or Not?***			
Grade Span			***ICLE Application Model***			
K-4	***5-8***	***9-12***	***A***	***B***	***C***	***D***
		X				***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.

Performance Task

Student reads *Odyssey* by Homer. Student reads for understanding that Odysseus encountered the monster Charybdis after encountering Scylla. Student learns that modern-day nautical explorers retraced Odysseus' path from Troy to Athens, or his odyssey (*National Geographic, 1988)*. Explorers found an inlet surrounded by three mountain walls.

Student conducts experiment in which wind rotates around three constructed walls and observes the effect the wind has on sitting water within the three-walled object. Student finds that wind causes water to circulate creating a whirlpool. Student observes and takes notes on what happens to the water if the wind is increased. Student considers if whirlpool could have enough force to, in fact, suck objects into its "eye" as Charybdis, the monster, was described to have eaten sailors and their boats. A small object is put in the center of the "eye" so student can observe what happens with the force of the wind and water pulling on it. As wind decreases, objects should rise to surface of water.

Student writes on the computer a laboratory report on the experiment process. The lab report has illustrations or diagrams to enhance the meaning of his/her text. Student includes in lab report his/her theory of Homer's story of Charybdis given this new factual information.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela3)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela22)
Understand the personal, social, cultural and historical significance of a text. (ela23)
Apply personal or objective criteria for evaluating informational, persuasive and literary materials. (ela53)

ICLE Essential Skills continued:

Know and apply the principles of scientific inquiry. *(Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures.) (s114)*
Plan and apply real or hypothetical models and constructions to facilitate investigation and learning and the solution to practical problems. (s115)
Know the relationships between local atmospheric variables (e.g., temperature, pressure, moisture, wind, etc.). (s16)
Identify and comprehend factors that affect climate patterns such as latitude, elevation, large water bodies and ocean currents, mountain barriers, wind belts, and storm tracks. (s28)

Scoring Guide:

Laboratory Report- Part 1

4 Points = The report identifies all components of the experiment. It explains the experiment clearly, completely and logically. The entire piece is written from a third person point of view. No mechanical errors are found (punctuation, capitals, grammar or spelling). The final product is neat with careful attention to details. Illustrations/diagrams are attractive, clearly labeled and contribute to understanding the experiment.

3 Points = The report identifies the most important components of the experiment. It explains the experiment clearly and completely but could be more organized. There are few lapses in point of view. Few mechanical errors are found. The final product is neat. Illustrations/diagrams are clearly labeled and contribute to understanding the job.

2 Points = The report is missing a major component of the experiment and is not clear. There are some lapses in point of view. Some mechanical errors are found. The final product is legible. Illustrations/diagrams relate to the experiment, but need more attention to details.

1 Point = The report has few, if any, experiment details identified. The text is not clear or logical. There are more than four mechanical errors and the point of view is unclear or inconsistent. Illustrations/diagrams are unrelated to the experiment or are messy.

Student Theory on Charybdis- Part 2

4 Points = The theory is clear, concise, and logical. The student supports his/her theory with factual information from the text and/or the experiment. It is written so that it meets the standards of English with no mechanical errors.

3 Points = The theory is clear, concise, and logical. The student supports his/her theory with factual information from the text and/or the experiment but includes information that is not pertinent. It is written so that is meets the standards of English with few mechanical errors.

2 Points = The theory lacks clarity, conciseness and is illogical. The theoretical information is largely incomplete with no reference to either the experiment or the text. It is written so that there are some mechanical errors.

1 Points = The theory is confusing and lacks basic information. The theoretical information is incomplete with no reference to either the experiment or the text. It is written so that there are so many mechanical errors, it is difficult to ascertain whether English is the student's primary language.

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension In Context Integration	**Algebra**	**Earth Science** Climate Landforms Nature Oceans Scientific Inquiry Water Weather Wind
Writing Compare/Contrast Composition Note Taking Technical Writing Integration Persuasion Word Processing	**Geometry**	**Life Science**
Communications Listening	**Statistics**	**Chemistry**
Literature Character Fiction Plot Point of View World Literature	**Calculus**	**Physics** Aerodynamics Change Dynamics Kinetic Energy Motion Scientific Research Scientific Process
Other	**Trigonometry**	**Other**
	Other	