



<b>Author(s):</b> <i>Doris M. Quick</i>			<b>Lesson Title:</b> <i>The Poisonwood Bible</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>X</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>X</i>

### Instructional Focus:

**Reading**

Students read a variety of grade level materials, applying strategies appropriate to various situations

### Performance Task

After reading an historical novel such as *The Poisonwood Bible* by Barbara Kingsolver, students do the traditional literary analysis of a novel. Following that, students research the historical background of the Belgian Congo in the late 50's. They use encyclopedias, the Reader's Guide to Periodic Literature, the Internet, and their social studies World History texts. They take notes as they research. Using a Venn diagram or other graphic organizer, they compare and contrast the novel with the informational texts. In an essay, they assess the historical accuracy of the text. Finally, students participate in a seminar discussion of the question: Does a novelist such as Kingsolver have an obligation to historical accuracy?

### ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela 5)

Assess the validity and accuracy of an informational selection (ela 18)

Understand the personal, social, cultural and historical significance of a text.(ela 23)

Synthesize and evaluate ideas from several selections on similar topics.(ela 38)

Use writing as a strategy for comparing, contrasting, synthesizing ideas, concepts and generalizations from a variety of literary sources.(ela 39)

Participate, sometimes leading, in group meetings by comparing, contrasting, and synthesizing ideas, concepts, and generalizations from a variety of literary sources.(ela 20)

Compare/contrast a reading selection with others.(ela 44)

# Scoring Guide:

## The Poisonwood Bible

### The Novel

- 4 Points** = The student had a thorough, thoughtful, and mature comprehension of the novel assignment, its purpose, its audience, its subject. The student contributed good ideas during class discussion of the novel. Ideas were consistently backed up by specific references to the text. The student scored consistently in the “high” range on unannounced DYRT (Did You Read This?) quizzes.
- 3 Points** = The student had a very good but not outstanding comprehension of the novel. The student contributed during class discussion of the novel. Ideas were sometimes backed up by references to the text. The student scored in the “high” range some of the time but never in the “unsatisfactory” range on DYRT quizzes.
- 2 Points** = The student had a minimal comprehension of the basic plot line of the novel but did not exhibit understanding of any of the complexities. The student responded when called upon in class discussion with one word or other unelaborated responses and did not volunteer responses. The student only occasionally mentioned the text and then referred in ways that did not really back up points being made. The student scored often in the “unsatisfactory” range and occasionally in the “satisfactory” range on DYRT quizzes.
- 1 Point** = The student did not demonstrate comprehension of the novel. The student gave rudimentary responses to simple questions when called upon. There were rare or no specific references to text. The student scored consistently in the “unsatisfactory” range on DYRT quizzes.

### The Research

- 4 Points** = The student located at least 3 appropriate sources for historical research and took excellent notes. The student made a thorough comparison of the novel and the research developing some challenging points.
- 3 Points** = The student located two appropriate sources for historical research with some help from the teacher. The student took adequate notes. The student made a satisfactory but unremarkable comparison of the novel and the research.
- 2 Points** = The student located only one source for historical research even after some suggestions from the teacher. The student took only rudimentary notes. The student was unable to draw comparisons and contrasts.
- 1 Point** = The student summarized one source of historical research with considerable help from the teacher but was unable to draw comparisons and contrasts.

### The Seminar

- 4 Points** = The student had formulated an opinion on the topic and was able to articulate it clearly. The student listened politely to opposing views. The student voluntarily contributed significant ideas to the seminar but did not dominate in an inappropriate way. Other students probably perceived the student as a leader.
- 3 Points** = The student had apparently formulated an opinion on the topic but was unable to articulate it clearly or to elaborate on it. The student was sometimes impatient with points of view that differed from his/hers. The student occasionally interrupted or in contrast, did not participate in the seminar.
- 2 Points** = The student did not formulate an opinion and seemed confused by the ideas advanced by others. The student did not participate unless called upon and gave simple one-word or otherwise unarticulated views.
- 1 Point** = The student had no opinion he/she could back up. He/she did not participate in the seminar.

## Keywords

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> American Literature Comparative Contemporary Literature	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	