



# Gold Seal Lesson

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<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8 XX	9-12	A	B	C	D XX

### Instructional Focus:

#### Reading

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

#### 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

Students are to debate whether students should be required to wear school uniforms (or, if they are already required to do so, whether the uniform policy should be extended to teachers and other staff, or whether the policy should be eliminated).

To assign positions on the issue, ask students whether they agree or disagree with the idea and make a list of who chooses which side. Students are then to argue for the opposite of their belief. In other words, if they disagree with the idea, they must argue in favor of it.

Before the debate, students should spend the equivalent of at least one or two class periods researching the topic. Sources should include both written sources (articles in magazines and newspapers) and interviews with people (students, parents, and school officials—both connected with their own school and with schools that have a different uniform policy). They should keep a research log with sources and information gathered to help them prepare.

The debate can either be informal or formal, using, for example, the Cross-examination (policy) style. If it is a formal debate, extra time will be needed to explain the rules and processes. Whatever format is chosen, it will need to be tailored to fit the number of students and time available. It should allow for each student (or team) to make at least a prepared opening statement, cross-examination of the opponent, and rebuttal (closing statement). Scoring should be completed by the other students in the class, using the indicated sections of the scoring guide.

### ICLE Essential Skills

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

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)

Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media. (ela 17)

Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela 27)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

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)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

## Scoring Guide:

To be completed by the teacher	Research logs 40 Points	<ul style="list-style-type: none"> <li>• Student consults a variety of relevant sources, including magazine and newspaper articles, people who have been affected by such a change, and those who would be affected by it</li> <li>• Notes reflect search for key information, such as theoretical reasons for or against the change, experiences of other schools who have tried such a change, the financial impact, and support for the idea of various groups</li> <li>• Notes are well organized, with sources clearly documented</li> </ul>
To be completed by other students	Opening statement 20 Points	<ul style="list-style-type: none"> <li>• Organized clearly and logically</li> <li>• Main argument clearly stated</li> <li>• Cites evidence and other results of own research</li> <li>• Student speaks clearly and at appropriate pace</li> <li>• Student uses appropriate language</li> <li>• Student uses graphics, props, and visual effects appropriately</li> </ul>
	Cross-examination 20 Points	<p>When questioning:</p> <ul style="list-style-type: none"> <li>• Questions are relevant and based in large part on the other student's opening statement</li> <li>• Student connects questions to build an argument</li> </ul> <p>When responding:</p> <ul style="list-style-type: none"> <li>• Student answers question</li> <li>• Student recognizes the direction and underlying implication of questions and tries to control with carefully selected answers</li> <li>• Refers to evidence, either that they have collected or that their opponent has presented in the opening statement</li> </ul>
	Rebuttal (closing statement) 20 Points	<ul style="list-style-type: none"> <li>• Restates main argument</li> <li>• Addresses and counters remarks and questions of opponent</li> <li>• Student speaks clearly and at appropriate pace</li> <li>• Student uses appropriate language</li> </ul>

## Keywords

English Language Arts	Mathematics	Science
Reading Research	Algebra	Earth Science
Writing Citation	Geometry	Life Science
Communications Debate Oral presentation	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	