



International Center
for Leadership
in Education



Gold Seal:

Copernicus Education Gateway

Author(s): Elizabeth Pierce			Lesson Title: Victor Hugo- <i>Les Miserables-Fantine, Homelessness and Community Service</i>			
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 *Les Miserables* by Victor Hugo. Fantine is depicted as homeless when Jean Valjean (the mayor) finds her, gives her a job in his factory and helps her “back on her feet” so that she can send for her daughter, Cosette, whom she has left in the care of the Thenardiens. The student researches the issue of homelessness and how society’s attitude has changed toward the homeless from the 1980s through the 1990s. The student finds that the homeless were the cause celeb in the 1980s and by the 1990s society had grown apathetic, even hostile toward the homeless. The student writes a report on the computer on the issue of homelessness over the past 20 years up to 2001 and society’s view on this issue. The student analyzes in the report why he or she thinks society’s views have changed about the plight of the homeless over the last twenty years. The student answers questions such as, “What have been the social conditions that have helped cause homelessness? If a society is well fed does it have a tendency to care less about the hungry? Is unemployment the only cause for homelessness? What safety nets are there established for the homeless? Who is responsible for the care of the homeless – the churches, the Government, businesses, or each person? ”

The student arranges with the parent and teacher to perform community service in a homeless shelter or food kitchen. The student performs at least 20 hours of community service over one month. While performing the 20 hours of community service, the student talks to homeless people, administrators of the shelters, and other volunteer workers about the needs of the homeless and/or the hungry, and the shelters.

The student writes in a journal about his or her experience in the homeless shelter or food kitchen. The student includes narrative in the journal. From the notes in the journal, the student evaluates the current conditions for the homeless and hungry in his or her area. The student analyzes the conditions and makes *at least* three suggestions that would improve the current conditions that would be cost effective and practical. The student shares his or her improvement ideas with others in the classroom. After all students have shared their ideas, the class agrees on the most practical and cost effective improvements that can be made to the shelters. The student, then, writes these improvements in a letter format to the administrators of the homeless shelter and to local government officials. The student also writes a letter to the editor of the local newspaper about the homeless and/or hunger situation in his or her own community. The student shares any responses received from the community with the class.

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

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.

ela 12

Express opinions clearly and forcefully without interrupting or insulting others.

ela 16

Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media.

ela 17

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions.

ela 19

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

ela 20

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques.

ela 22

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

Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.

ela 34

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.

CHARACTERISTICS

**CRITERIA
SCORE**

- **Researches Homelessness**

- Makes proper use of technology using at least two internet sites
 - Uses other various sources for research
-

- **Writes Report**

- Reports on homelessness from 1980 to 2001
 - Reports on society's changing attitude from 1980s through 1990s
 - Analyzes why he/she thinks society's views have changed
 - Answers questions about:
 - Social conditions that have helped cause homelessness;
 - Unemployment as a cause of homelessness
 - Apathy and homelessness
 - Safety nets for the homeless
 - Social responsibility of the homeless
 - 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
-

- **Performs Community Service**

- Arranges with parent and teacher to perform community service
 - Performs at least 20 hours of community service
 - Talks to homeless
 - Talks to administrators
 - Talks to volunteers
-

- **Writes in Journal**

- Includes narrative
 - Evaluates conditions of homeless in his/her area
 - Makes at least three suggestions to improve current conditions
 - Suggestions are practical and cost effective
 - 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
-

- **Discusses Suggestions**

- Shares suggestions
- Listens to others
- Concedes to collective best suggestions
- Participates in conversation without dominating
- Expresses opinions clearly and forcefully
- Does not interrupt others

- Does not insult others
 - Talks so that he/she is clear and is understood by others
 - Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion
-

- **Writes Letter**

- Uses appropriate tone
 - Lists suggestions
 - Direct and to the point
 - 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
-

- **Writes Letter to the Editor**

- Uses appropriate tone
 - 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
-

- **Technology**

- Makes proper use of technology
-

- **Task Management**

- Manages time wisely
 - Manages communication with institutions in a timely and courteous fashion
 - Cooperates with others as needed
-

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension In Context Independent Reading Research Integration	Algebra Math in Daily Life	Earth Science
Writing Composition Correspondence Critique Journals Narrative Newspapers Persuasion Proposal Integration Word Processing	Geometry	Life Science

Communications Discussion Interviewing Listening Oral Presentation Integration	Statistics	Chemistry
Literature Fiction Non-Fiction Plot Point-of-View Integration Voice World Literature	Calculus	Physics
Other Homelessness Homeless Food Kitchens Hungry Social Responsibility Letters to the Editor Community Service	Trigonometry	Other
	Other Budgeting	