



Author(s): Marsha Kucker			Lesson Title: Be the Best of Whatever You Are			
Grade Span			ICLE Application Model			
K-4	5-8	9-12 X	A	B X	C	D

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.

Language Arts Integration - Students synthesize individual language arts skills.

Performance Task

- Discuss with the class the following Booker T. Washington quotation: “There is as much dignity in tilling a field as in writing a poem.” Is this quotation true or do we value certain jobs more than others in our culture?
- Also discuss with the students the impact that the expectations of friends, family, and society have on an individual's choice of a career. Do we try to satisfy the expectations of others rather than ourselves?
- Read the following poem to the students (attached Chart): “Be the Best of Whatever You Are”: by Douglas Mallock.
- Ask the students to write their responses to the following questions:
 - Do you agree with the philosophy expressed in this poem?
 - Think about a job or task you've completed that required your very best work. How did you feel about yourself after you finished the job?

Have students share their responses with the rest of the class.

- Write the sentence and the following words on the chalkboard:

If you can't be a _____ be a _____.

Have students complete at least 3 sentences using the words listed. When completed, have the students share.

ship lion eagle mountains manager
 politician rock star doctor professor carpenter
 contractor principal police officer lieutenant

- Discuss the concept of setting goals. Remind the students that if they can't reach that goal, they should still strive for the best that they can be.

ICLE Essential Skills

Understand rules of grammar, usage, punctuation, paragraphing, and spelling. (ela 1)
Follow oral and written directions. (ela 4)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Apply, extend, and expand on information while reading. (ela 46)
Relate situations, events, and characters in a reading selection to personal experience. (ela 60)
Interpret in writing a literary work's meaning and significance. (ela 79)

Scoring Guide:

Rate each of the following on a 3 – 0 basis, where;	
3 – Excellent Quality	
2 - Satisfactory Quality	
1 - Unsatisfactory Quality	
0 - Does not attempt or does not show any knowledge/skill	
Characteristic	Score
1. Content stated clearly in written material	_____
2. Organization of written material	_____
3. Grammar, punctuation, spelling	_____
4. Neatness, accuracy	_____
5. Followed directions	_____
6. Group contribution	_____

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension In Context	Algebra	Earth Science
Writing Creative Writing Careers	Geometry	Life Science
Communications Discussion Listening	Statistics	Chemistry
Literature Poetry	Calculus	Physics
Other	Trigonometry	Other
	Other	

If you have a Picture, Chart, or Graph that has special formatting, please identify the name of the file(s) in box below. Also attach a copy of the file(s) with this disk.

Picture, Chart, or Graph file name(s):

Be the Best of Whatever You Are

By: Douglas Mallock

If you can't be a pine on the top of the hill,
Be a scrub in the valley-but be
The best little scrub by the side of the hill;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway happier make;
If you can't be a muskie then just be a bass—
But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task you must do is the near.

If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or you fail;
Be the best of whatever you are!