



Author(s): Elizabeth Pierce			Lesson Title: Poe- Masque of the Red Death and AIDS			
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 *The Masque of the Red Death* by Edgar Allan Poe. The student researches the bubonic plague pre-Renaissance and its effects on Europe. The student researches AIDS in the twentieth century. The student writes on a computer a report that compares and contrasts the two epidemics and their effects on society. The student includes, but is not limited to, information about the diseases and their effects on the body, on labor, on the population, on culture and the role of religion during these epidemics. The student includes a section in the writing in which he/she gives his or her opinion on the following: *If the purpose of studying history is NOT to repeat it, then why is AIDS happening?* The student supports his/her argument and gives a three to five minute oral presentation on his/her opinion on this portion of the paper. He/she will accept questions and, likewise, when listening to others' oral arguments, ask questions.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling.

1

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

3

Identify, collect and/or select pertinent information while reading.

5

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.

10

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

12

Express opinions clearly and forcefully without interrupting or insulting others.

16

Understand the personal, social, cultural and historical significance of a text. 23
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. 27
Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. 48
Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. 59

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
<ul style="list-style-type: none"> Researches Bubonic Plague 	<ul style="list-style-type: none"> Makes proper use of technology using at least two internet sites Uses other various sources for research 	_____
<ul style="list-style-type: none"> Researches AIDS 	<ul style="list-style-type: none"> Makes proper use of technology using at least two internet sites Uses other various sources for research 	_____
<ul style="list-style-type: none"> Writes Comparison/Contrast Report on Two Epidemics 	Includes information on the: <ul style="list-style-type: none"> Diseases Effects of the diseases on the body Effects the diseases had on labor Effects the diseases had on population Effects the diseases had on culture Role religion played during the epidemics Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling 	_____

	<ul style="list-style-type: none"> • Presents information in well-organized fashion that will be clear to the target audience • Uses editing and revising skills to improve effectiveness and accuracy 	
<ul style="list-style-type: none"> • Writes Persuasive Argument to Context Cue 	<ul style="list-style-type: none"> • Defines a position on a topic and writes persuasively to persuade a specific audience • 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 	_____
<ul style="list-style-type: none"> • Gives Oral Presentation 	<ul style="list-style-type: none"> • Defines a position on a topic and speaks persuasively to persuade a specific audience • Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion, and appeals to the target audience's need to know • Presents for three to five minutes • Remains on topic • Is open to questions 	_____
<ul style="list-style-type: none"> • Listens to Others' Oral Presentations 	<ul style="list-style-type: none"> • Is attentive • Asks appropriate questions at appropriate time • Is polite and respectful while listening 	_____
<ul style="list-style-type: none"> • Technology 	<ul style="list-style-type: none"> • Makes proper use of technology 	_____

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Independent Reading Research Technology Integration	Algebra	Earth Science
Writing Compare/Contrast	Geometry	Life Science

Composition Persuasion Integration Word Processing		
Communications Audience Discussion Listening Oral Presentation	Statistics	Chemistry
Literature American Literature Fiction Non-Fiction Point of View Integration	Calculus	Physics
Other Bubonic Plague AIDS	Trigonometry	Other
	Other	