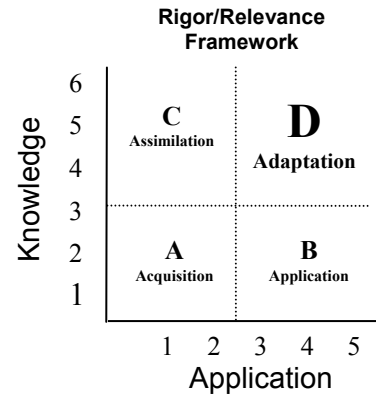




Gold Seal Lesson

ADOLESCENCE IN THE 1950s



Subject

ENGLISH

Grades 9-12

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.

Language Arts Integration: Students synthesize individual language arts skills.

Performance Task

No matter how advanced technology becomes, nothing will replace the human ability to communicate well, personally and professionally. Good communication is the key to human understanding and personal success. This task requires you to use a variety of communication skills to investigate the problems and coping strategies of adolescents in the 1950s.

The task is to be done in three parts.

Part I: The whole class will have a brainstorming session to generate ideas and questions about the kinds of problems that adolescents of that era might have had. A good class discussion will help you formulate questions that pertain to how adolescents cope in an adult world and the kinds of changes that individuals go through during adolescence. Keep notes of the class discussion. After the brainstorming session and class discussion, formulate individually a set of five to ten questions that you will use to interview three or more people who were adolescents in the 1950s.

Part II: Conduct interviews with at least three adults who were adolescents during the 1950s. Do not give the interviewees a questionnaire to complete. Rather, ask them questions, talk with them, discuss issues, etc. Try to interview a variety of people. Keep detailed notes as you conduct the interview. After completing all of your interviews, make a summary of the responses to each question you asked or topic that you discussed. Also make a list of any reactions that you had as you interviewed each person.

Performance Task continued

Part III: Now use your creative talents to develop an interesting piece of writing or visualization to show what you learned as a result of the survey. Some ideas to get you thinking are given below.

letter to a friend
newspaper story
animated movie
oral report
bulletin board
play or skit
short story or composition
radio program
large-scale drawing
transparencies

Scoring Guide

Score each of the following characteristics on a 4 to 0 basis, where

- 4 = Surpasses Expectation
- 3 = High Quality Performance
- 2 = Satisfactory Quality Performance
- 1 = Minimum Quality Performance
- 0 = Does Not Meet Expectations

Brainstorming and Discussion

Actively participates in the brainstorming and class discussion. Makes significant contribution. Enters good notes of discussion in notebook. _____

Formulation of Questions

Formulates five to ten well-thought-out questions that are appropriate to the task. Proposed questions are interesting and not embarrassing or in poor taste. Notebook reflects an orderly and appropriate format for the interviews. _____

Interviews with Adults

Interviews a minimum of three adults who were adolescents during the 1950s. Interviewees are from different backgrounds. Interview process is thorough student demonstrates respect for persons being interviewed. Information is in order and focused on original questions. Responses from interviewees are recorded thoroughly. Records reactions to what interviewees reveal. _____

Writing or Creative Visualization Project

Project is well structured using good English grammar. It reflects answers to original questions, logically and clearly developed from responses. Demonstrates that significant learning has taken place. Student demonstrates effective communication skills. _____

Task Management

Stays on task. Manages time well. Uses resources appropriately. Accepts suggestions/criticisms. Seeks help when needed. Strives for accuracy. _____

Essential Skills

- Present information in well-organized fashion that will be clear to the target audience. (ela11)
- Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)
- Organize supporting detail in logical and convincing patterns. (ela54)
- Interview a classmate, neighbor, or public figure and write a character sketch. (ela85)

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