

I. **TITLE:** *“Tigers, Leopards, and Presidents, Oh My!”* **SUBJECT:** English Language Arts Common Core Standard Reading Informational Texts, **GRADE 7** and College and Career Readiness Anchor Standard for Reading, **GRADE 7**

II. **OBJECTIVES:**

**CCSS.ELA-Literacy.CCRA.R.7** Students will be able to integrate and evaluate content presented in diverse media and formats, including visually, as well as in words.

**CCRI.7.2** Students will be able to determine two or more central ideas in a text; students will provide an objective summary of informational text.

**ELA 7.3** Students will be able to identify how individuals influence ideas or events.

III. **OVERVIEW:**

This lesson will be delivered via a synchronous and asynchronous lesson format in order to allow for flexibility for students and to accommodate individual student preferences and scheduling needs. Student background knowledge and previous learning will be pre-assessed via K-W-L Creator, and the instructor will identify essential vocabulary words and design games and activities based on K-W-L results. A biographical magazine article will be used to engage students in actively learning about a “Modern Woman Pioneer” in the medical field (Dr. Gladys McGarey) and will motivate students to read self-selected biographical informational texts. Following this lesson, students will be assigned to research a significant person in a career field of choice, draw parallels to their own lives and skills, and explore potential career opportunities. The lesson is designed to help students make connections to content area subjects (social studies and science) in meaningful ways. The students will use self-selected subjects to fill out an online summarizing tool, after instructor modeling and practice using the tool with the assigned magazine article.

IV. **VIRTUAL COMPONENTS AND LEARNING ACTIVITIES:**

Synchronous-- Each student will complete KWL activity:

[http://www.readwritethink.org/files/resources/interactives/kwl\\_creator/](http://www.readwritethink.org/files/resources/interactives/kwl_creator/)

The teacher will provide a preview of related health field content and essential vocabulary after reviewing student KWL submissions.

Asynchronous-- Students will read the online magazine article about Dr. Gladys McGarey:

[http://www.ameliamagazine.com/AMELIA\\_magazine\\_inaugural.pdf](http://www.ameliamagazine.com/AMELIA_magazine_inaugural.pdf)

Asynchronous--After reading the magazine article, students will view the following video:

“Dr. Gladys McGarey Introductory Video”--

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=video&cd=1&cad=rja&ved=0CDgQtwLwAA&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DyurGrbXRYQU&ei=qgFkUs2PGMrc4AO33ICwCQ&usg=AFQjCNH4SZWRuTG7Hd5NxxvAfg0SUsPMaKA>

Synchronous-- Students will create "Bio Cube" planning sheets on Dr. Gladys McGarey after reading and viewing activities, and instructor will model, if needed, after explaining the tool:

[http://www.readwritethink.org/files/resources/interactives/cube\\_creator/](http://www.readwritethink.org/files/resources/interactives/cube_creator/)

#### V. METHOD OF EVALUATION:

Each student will post responses to discussion forum prompts posted by the instructor, including:

1. (Pre-reading) What does the word "pioneer" mean to you, and who do you think of as a modern pioneer?
2. The instructor will invite students to email potential discussion topics after student reading/viewing and post selected student-developed discussion prompts.
3. (Post-lesson review and next steps) Why do you think Dr. Gladys McGarey is considered a pioneer in the health field, discuss one of her contributions to the health care field, and one of her best skills or attributes.
4. Respond to one of the following:
  - a. Of all of the people that Dr. Gladys McGarey has met, who would you most like to meet, and why?
  - b. Of all of the many places that she has lived, where would you most like to visit, and why?
5. Do you think she was surprised when President Barack Obama contacted Gladys about health care reform? Why or why not?
6. Who were/are the pioneers in the career field you are exploring and what skills did/do they possess?

The instructor will provide timely feedback, ask clarifying questions, and conduct ongoing informal assessment via email, discussion responses, and/or phone calls. If students do not respond to required discussion forum prompts, or provide constructive peer review, the instructor will make individual contact with students and or parents, reminding students of the requirements, and offering individual assistance and guidance. The instructor will provide links to additional videos/materials, as needed, and will have posted office hours for individualized help via group or private messaging.

Asynchronous-- Students will choose among several options as the final/summative product evaluation of this lesson. Options will include: (1) Write a professional resume for Dr. Gladys McGarey, (2) Write interview questions a talk show host might ask Dr. Gladys McGarey, and possible responses she might make, (3) Produce a PowerPoint, Prezi presentation, or YouTube video about Dr. McGarey or a specific time in her life, (4) Using Inspiration software, produce a family tree with career details regarding each of Dr.

McGarey's six children, (5) Create a product depicting a day in the life of a typical Ohio wife and mother in 1946 when Dr. McGarey was accepted as the first female intern at Deaconess Hospital in Cincinnati, or (6) any other student designed and instructor pre-approved assessment product. The instructor will post assessment rubrics for final products. Students will peer assess products, utilizing the posted rubrics, and give respectful and constructive feedback to their peers, with time allotted for revision, prior to final product submission to the instructor. All final products will be reviewed by the instructor and assessed against using the approved rubrics. Student peer assessment contributions will be reviewed for effort and quality using a posted rubric.