

**TIES**  
2002  
Teachers in Industry for Educational Support

# RED GOLD

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## **RED GOLD**

### **Curriculum Unit Overview**

#### **Summary**

Each day more than 400 people in the Dayton area alone are needed to donate blood. It is essential for more people to become aware of the important functions blood plays in life and how crucial it is for those who have been injured. “Red Gold” shows the role blood has played in society’s development from a historical and scientific aspect. This series is geared toward grades 9-12 and takes a minimum of one full week in class.

#### **Big Picture**

Each of the three classes involved, English, Biology, and History, will show a 5-10 minute clip of the 9/11 attacks and all of the volunteers who showed up to donate blood during the following days.

#### **Preparation for the Unit**

1. Coordinate time of unit with English, Social Studies and Biology teacher.
2. Arrange for VCR.
3. Choose activities for ALT 1 in Biology and then determine materials needed.
4. Find clips of the 4 presentation techniques.

#### **Overview**

On the following page there is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

## RED GOLD Curriculum Unit Summary

ENGLISH	BIOLOGY	SOCIAL STUDIES
<p><b>ALT 1a – Presentation Techniques:</b> Use clips from each type of presentation style:</p> <ul style="list-style-type: none"> <li>✓ Theatre- show clip from a scene in a play.</li> <li>✓ Speech- show clip from a scientific lecture.</li> <li>✓ Debate- show clip from presidential debates.</li> <li>✓ Interview- show clip from “Inside the Actor’s Studio.”</li> </ul>	<p><b>ALT 1 – “My Blood, Your Blood” activities</b></p> <ul style="list-style-type: none"> <li>✓ Watch introduction video.</li> <li>✓ Choose 2-3 activities from learning guide that supports new information given.</li> </ul>	<p><b>ALT 1 – “Red Gold” videos and discussion</b></p> <ul style="list-style-type: none"> <li>✓ Episodes One and Four shown in class.</li> <li>✓ Use included discussion questions to stimulated class dialogue and check comprehension.</li> </ul>
<p><b>ALT 1b – “Red Gold” videos and discussion</b></p> <ul style="list-style-type: none"> <li>✓ Episodes Two and Three shown in class.</li> <li>✓ Use included discussion questions to stimulated class dialogue and check comprehension.</li> </ul>	<p><b>ALT 2 – “Red Gold” videos and discussion</b></p> <ul style="list-style-type: none"> <li>✓ Episodes Two and Three shown in class.</li> <li>✓ Use included discussion questions to stimulated class dialogue and check comprehension.</li> </ul>	<p><b>ALT 2 – Research</b></p> <ul style="list-style-type: none"> <li>✓ Student will use media center to glean details pertaining to their topic from the timeline.</li> <li>✓ Information is then applied to the transfer activity.</li> </ul>

### Transfer Activity

All of the information gathered from the ALT’s will be demonstrated in the class presentations made at the end of the unit. Evaluations will be made by all three subject area teachers.

## **ALT One:**

### **Summary**

Students will organize, practice and present information gained from videos and research through: theatrical scenes, speeches, debates or interviews.

### **Competencies**

1. Students will be exposed to characteristics of interviews, speeches, debates and theatrical scenes.
2. They will display their public speaking and cooperative learning skills.

### **Time**

1. Presentation techniques 180 minutes.
2. Practicing presentations 180 minutes.
3. Presentations 180 minutes.

### **Materials**

1. TV/VCR.
2. Video clips for each technique.
3. Handouts with characteristics for each technique.
4. Sign up sheets- groups and presentation days.
5. Evaluation sheets.

### **Instructions**

1. Give students handouts that coincide with clips.
2. Show five-minute clips of four different ways to present information.
3. Students sign up for:
  - The day they will present.
  - Group/individual- names (no more than four.)
  - Topic from timeline.
4. Students will rehearse their presentations.

### **Evaluation/Assessment of Student's Competency**

1. Time requirement:
  - Groups 5-10 minutes
  - Individuals 3-5 minutes

2. Script/note cards
3. Transfer activity (see evaluation sheets)

**Closure**

Students will continue working on public speaking skills, focusing directly on different types of formal speeches.

**(Handout Title) ALT 1:**

- Characteristics of Presentation Techniques
  - Presentation Evaluation

**Section Two: (Biology)**

**ALT One: “My Blood, Your Blood” learning guide**

## **Summary**

Students will be exposed to the major components of blood as well as their function in the body. They will then complete 2-3 activities reinforcing the information they received.

## **Competencies**

1. Students will recognize the 4 main components of blood: plasma, platelets, red blood cells, and white blood cells, as well as match the component with its proper function.
2. Students will demonstrate knowledge of the major organs of the circulatory system and be able to identify them on a diagram.
3. Students will differentiate between the various blood types including the physical characteristics of each, the distribution within the population and associated disorders.

## **Time**

1. "My Blood, Your Blood" video approx. 20 minutes.
2. Activities will vary depending on which ones you choose. Approx. 45 minutes.

## **Materials**

1. "My Blood, Your Blood" video and VCR.
2. "My Blood, Your Blood" learning guide.
3. Any materials appropriate for the activities teacher has chosen.

## **Instructions**

1. Begin with video.
2. Move on to chosen activities.

\*\*This section will vary depending on what you have chosen for your class to do. Instructions are included in the learning guide for each of the activities.

## **Evaluation/Assessment of Student's Competency**

1. Each activity has its own evaluation included in learning guide.
2. Blood component information will be evaluated in the transfer activity.

**Closure**

Following this unit we will then begin looking at more specifics on blood's role in the immune system and how bacteria and viruses attack it. We will then go into a similar unit on HIV and AIDS.

**(Handout Title)** ALT One: "My Blood, Your Blood" learning guide and video.

## **Section Two and Three: (Biology and Social Studies)**

### **ALT Two: “Red Gold” video and discussion guide**

#### **Summary**

The history of the use of blood and its influence throughout society will be viewed in four video sessions. Class dialogue will follow over information presented.

#### **Competencies**

1. Students will be able to develop and support their opinions regarding controversial issues.
2. Students will share opinions in an open forum as well as listen to opposing views.
3. Students will demonstrate working knowledge of proper paragraph form, grammar, and spelling.

#### **Time**

1. Each video is approx. 60 minutes.
2. Class discussion should last 30-45 minutes.

#### **Materials**

1. “Red Gold” video and discussion guide.
2. VCR

#### **Instructions**

1. Show video.
2. Discussion questions could be distributed individual or as a group. You may want each group/individual to present their opinion to class or to write their responses and turn them in.

#### **Evaluation/Assessment of Student’s Competency**

1. Participation in the discussions will be counted.
2. Knowledge of the videos will be demonstrated in the transfer activity.

**Closure**

Students will use information in videos to narrow their topic for the transfer activity.

**(Handout Title)** ALT Two: “Red Gold” discussion guide and video set.

## **Section Three: (Social Studies)**

### **ALT One: Research**

#### **Summary**

Students will utilize media center books and search engines to locate details concerning the topic from the blood timeline they chose in English class.

#### **Competencies**

1. Students will be able to properly cite books and Internet addresses.
2. Students will gather 3-5 additional facts pertaining to the timeline topic they have.

#### **Time**

1. 180 minutes

#### **Materials**

1. Access to Internet.
2. Library
3. List of web sites in “Red Gold” discussion guide.

#### **Instructions**

1. Students should find 3-5 additional facts not included on the “Red Gold” timeline
2. They should be able to cite 2 Internet site and 1 book.

#### **Evaluation/Assessment of Student’s Competency**

1. Students will be evaluated during the transfer activity.

#### **Closure**

1. Students will use information from their research for the transfer activity.

## **Transfer Activity**

**Purpose:** To apply knowledge concerning types of presentations as well as incorporating information from “Red Gold” video series into a class presentation.

**Materials:**

- ❖ Handout of instructions for students
- ❖ Students will provide their own materials based on their type of presentation
- ❖ Evaluation sheets

**Time:** 180 minutes for student preparation and 180 minutes for presentations.

**Guidelines:** See attached handout

**Evaluation:** See attached handout

## **Appendix One: (Contacts)**

Tracy Wood  
Community Education Specialist  
349 South Main Street  
Dayton, OH 45402  
937-4248 x 3254

HYPERLINK "mailto:twood@csccts.org"

[twood@csccts.org](mailto:twood@csccts.org)

## Characteristics of Presentation Techniques

**Theatrical Scene** - play-acting for an audience.

Blocking - how the actors move on stage during the scene.

Dialogue Content - what the characters have to say to one another.

Eye Contact - do not just read the script word for word!  
Good eye contact means you look at the person you are speaking to (at least every once in awhile.)

Clarity - speak clearly and loudly.

Creativity - be original and have fun with your scene.

Characterization - how you look and act. When actors portray people, they need to have personalities and idiosyncrasies just like real people.

**Speech** - a formal way of speaking to a specific audience.

Poise - correct posture and how you physically present yourself to your audience.

Articulation - annunciating clearly and loudly enough for everyone to hear.

Eye Contact - do not just read the note cards word for word! Look at your audience. Talk to them, not your cards.

Content - the material you present to your audience.

Creativity - be original and lively.

Professional Appearance - how you look. Pretend you are going to a job interview, not just rolling out of bed or auditioning for MTV.

**Debate** - a formal way of presenting both sides to an issue, using two teams.

Poise - correct posture and how you physically present yourself to your audience.

Articulation - annunciating clearly and loudly enough for everyone to hear.

Eye Contact - do not just read the note cards word for word! Look at your audience. Talk to them, not your cards.

Content - the material you present to your audience.

Creativity - be original and lively.

Professional Appearance - how you look. Pretend you are going to a job interview, not just rolling out of bed or auditioning for MTV.

**Interview** - a formal question/answer process for an audience.

Poise - correct posture and how you physically present yourself to your audience.

Articulation - annunciating clearly and loudly enough for everyone to hear.

Eye Contact - do not just read the note cards word for word! Look at your audience. Talk to them, not your cards.

Content - the material you present to your audience.

Creativity - be original and lively.

Professional Appearance - how you look. Pretend you are going to a job interview, not just rolling out of bed or auditioning for MTV.

## “It’s a Blood Thang!”

### Class Presentations

Your job, should you choose to accept it, is to ENTERTAIN!!! You have learned 4 of the basic types of presentation and now you must decide which you like best.

Once you have determined your technique, your next task is to narrow in on one point on our blood timeline. You and your potential group will take all of the research you have diligently done and using all of those creative juices create a... MASTERPIECE!!! Then you'll act it out in class.



#### PROCEDURE:

1. Choose presentation technique and group members if applicable.
2. Decide what point on the timeline you will be focusing.
3. Begin researching in history and science classes a minimum of 5 additional facts concerning your event.
4. Write script or note cards containing your info. It is your choice to use it during the presentation, however, everyone must turn in to the teachers a written script/ note cards.
5. Practice presentation during class. Make sure to remember eye contact, annunciation, clarity and, of course, **creativity.**

#### GRADING:

1. The entire project is worth a total of 100 points.
2. English, Biology and History teachers will all take part in grading. An average of all three grades will be used to find the final grade.

## Presentation Evaluation

Name/s:  
Topic:  
Time:

Group 5-10 min. \_\_\_\_\_ / 20

OR

Individual 3-5 min. \_\_\_\_\_ / 20

Written Element – script or note cards

\_\_\_\_\_ / 20

Scene		Speech, Debate or Interview	
Blocking	/ 10	Poise	/ 10
Dialogue Content	/ 10	Articulation	/ 10
Eye Contact	/ 10	Eye Contact	/ 10
Clarity	/ 10	Content	/ 10
Creativity	/ 10	Creativity	/ 10
Characterization	/ 10	Professional Appearance	/ 10

Total Points \_\_\_\_\_ / 100

Comments: