

Integrating Web Sites: Fever 1793

Grade Level	8
Subject	<p>Language Arts :Informational Texts</p> <p>2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • recognizing the characteristics of informational materials. • summarizing information. • determining the importance and accuracy of information. • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. • extending ideas. <p>2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> • determining purpose, audience, and context. • understanding the focus. • recognizing and/or choosing a relevant topic. • Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. • researching and organizing information to achieve purpose. • using notes and/or memory aids to structure information. • supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. • noting and/or citing sources used. • recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.
Curriculum Objective	<p>3.01 Select and use a variety of technology tools to collect, analyze, and present information. (1)</p> <p>3.02 Select and use appropriate database features and functions to collect and organize information to solve problems in content areas and explain strategies used. (2)</p> <p>3.03 Modify/create and use databases to analyze, interpret, and evaluate data and report findings. (2)</p> <p>3.04 Create/modify spreadsheets to analyze and interpret information, test simple "what if..." statements, solve problems, and make decisions in content areas. (3)</p> <p>3.05 Select and use WP/DTP features/functions to develop, edit/revise, and publish documents/assignments. (4)</p> <p>3.06 Develop and use rubrics to evaluate the quality of published documents/projects for content, design, and appropriate use of resources. (4)</p> <p>3.07 Plan, design, and develop a multimedia product using data (e.g., graphs, charts, database reports) to present content information. (5)</p>

	<p>3.08 Create/modify and use rubrics to evaluate multimedia presentations for content, design, appropriateness for target audience, and effective and ethical use of resources. (5)</p> <p>3.09 Plan, select, evaluate, interpret and use a variety of digital resources to develop assignments/projects about North Carolina History. (6)</p> <p>3.10 Use evaluation tools to select Internet resources and information for content and usefulness in content area assignments. (6)</p>
Guiding Question	Compare what we know about yellow fever in 2007 and what people of Philadelphia knew in the 18 th century. In what ways has medicine advanced in the treatment of yellow fever and could there be another epidemic like the one in the novel, <u>Fever: 1793</u> ?
Lesson Summary	This lesson incorporates the three stages of the strategic reading process
Activating Strategy	
Cognitive Strategy	
Summarizing Strategy	
Evaluation	
Resources	
Credits	