



Grade 10 Sample Lesson Plan: Unit 3 - Celebrity Death

SOLs

- 10.1.H Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.

Objectives/Goals

- Students will use the website evaluation tool to evaluate the validity of two websites that contain drug and alcohol information and two that contain information about their celebrity.
- Using the valid information, students analyze the celebrity's susceptibility to injury, illness, or death as a result of the drug use.

Materials

- [Slideshow](#) of celebrities

Procedure

Step 1	To grab the attention of the students, prepare a PowerPoint of celebrities and sample videos of their work, who died as a result of drugs and alcohol. After the power point, students select a celebrity to research.	Essential Questions:
Step 2	<ul style="list-style-type: none"> Assign each student one of the dead celebrities to complete the assignment 	
Step 3	<ul style="list-style-type: none"> Using the website evaluation tool, students will use the website evaluation tool to <u>evaluate</u> the validity of two websites that contain drug and alcohol information and two that contain information about their celebrity. (3.12.1) 	
Step 4	<ul style="list-style-type: none"> Students will research a dead celebrity then assume their “identity” during the Diner portion of the unit to celebrate their achievements and discover how drugs and alcohol contributed to their death. 	
Step 5	Provide a tombstone template . Students use the valid drug/alcohol and celebrity information to create the information on the tombstone and share it during the celebrity diner portion of the lesson. See the self-check for details (3.12.1, 1.12.8)	
Step 6	<p>Set up the classroom for a panel discussion. Arrange the seats in a semi-circle. Place two large tables in the front of the circle.</p> <p>Students assume the identity of their celebrity for the entire period. Call six celebrities up at a time. Each celebrity introduces him or herself. Ask questions</p>	<p>Sample questions to ask: (Suggested text)</p> <ul style="list-style-type: none"> ★ Show a video clip of your work. ★ What was your greatest professional accomplishment? ★ How old were you when you died?

	<p>based on the student's research. After each group answers the questions, six new celebrities come to the front.</p> <p>Provide tea, hot chocolate, and animal crackers to give the room a more diner-like feel.</p>	<ul style="list-style-type: none"> ★ Tell me about your family. Was there drug or alcohol use in your family? ★ Tell me 5 facts about yourself before you were famous. ★ Tell me about your drug/alcohol use. ★ What facts did you know about your drug/alcohol when you were using it? (3.12.1) ★ Did you think you were susceptible to addiction when you first started using drugs? (1.12.8) ★ What were the circumstances of your death? ★ If you had another chance at life, would it include drugs/alcohol? (3.12.1, 1.12.8) ★ If you were alive today and you were drug and alcohol free, how would your work be different? (3.12.1, 1.12.8)
Step 7	<p>Closure: (Suggested text) For the last few days, we researched many talented people whose lives were cut short due to drugs and/or alcohol. They were talented people and had friends and family who loved them. Now imagine if your life were cut short due to drugs and/or alcohol. Think of the people you would leave behind and the dreams that would never get to come to fruition because your life was cut short.</p>	

	(7.12.3) On your personal tombstone, select a commonly used drug and reflect on healthy ways of coping with drug and alcohol use.	
Step 8	Rubric	

References:

Melanie Lynch, M.Ed. State College Area High School

Mary Connolly, M.Ed. Cambridge College

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Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition, Achieving Excellence*. Atlanta: American Cancer Society.