Grade 10 Sample Lesson Plan:
Celebrity Death

SOLs

- 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	● Assign each student one of the dead celebrities to complete the assignment	
Step 3	● Using the website evaluation tool, 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. (3.12.1)	
Step 4	● 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	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. 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	Sample questions to ask: **(Suggested text)** ★ Show a video clip of your work. ★ What was your greatest professional accomplishment? ★ How old were you when you died?

	based on the student's research. After each group answers the questions, six new celebrities come to the front. Provide tea, hot chocolate, and animal crackers to give the room a more diner-like feel.	★ 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	**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.	

3

	(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

CCSS. (2016, March 28). *English Language Arts Standards, Speaking and Listening, grades 9-10.* Retrieved from Common Core State Standards: http://www.corestandards.org/ELA-Literacy/SL/9-10/

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

Student Handout

Your celebrity had a spectacular life. He/She entertained millions, inspired many, but their life ended tragically due to drugs and alcohol.
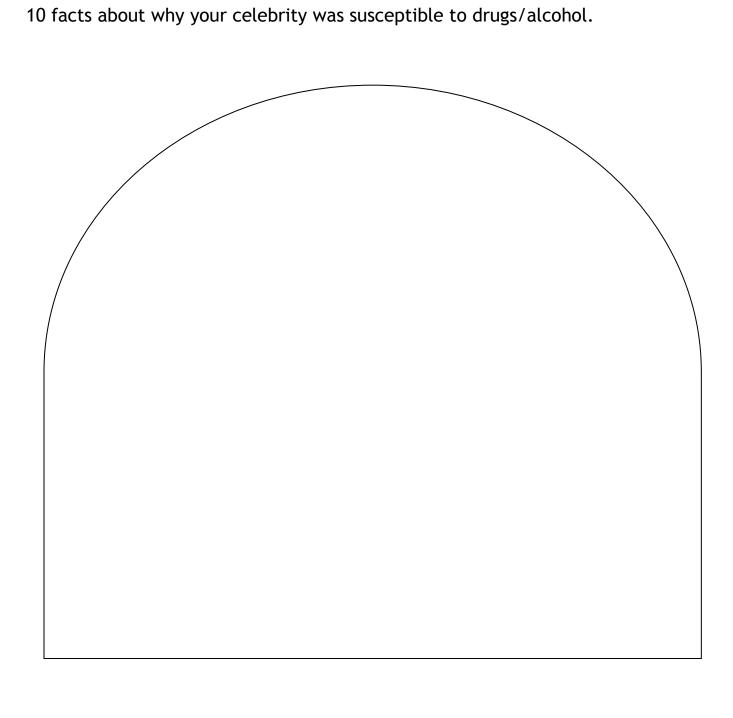
Your challenge is to
1.   Select a celebrity to research.
2.   Use one website evaluation tool to evaluate the validity of drug/alcohol information. Write down 10 valid facts about the drug or alcohol. (3.12.1)
3.   Use a second website evaluation tool to evaluate the information about your celebrity's life. Write down 10 valid facts about the celebrity. (3.12.1)
4. On the tombstone, place 10 facts about why your celebrity was susceptible to injury, illness, or death because of their drug/alcohol use. (1.12.8)
5. Be prepared to answer questions, in character, the day of the Diner.
6. Use the self-check to monitor your progress in completing all the requirements of this performance task.
7. Reflection - On your personal tombstone, reflect on healthy ways of coping with drug and alcohol use.

Ten valid facts about drugs/alcohol.

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Ten valid facts about your celebrity.

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10 facts about why your celebrity was susceptible to drugs/alcohol.

Be prepared to answer these questions on the day of the Diner.
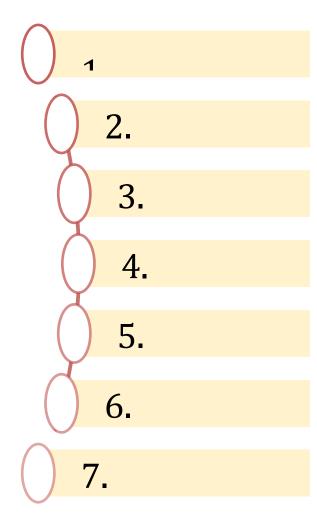
Question	Response
1. Show a video clip of your work.	
2. How old were you when you died?	
3. Tell me about your family. Was there drug or alcohol use in your family?	
4. Tell me 5 facts about you before you were famous.	
5. What was your greatest professional accomplishment?	
6. Tell me about your drug/alcohol use.	
7. What facts did you know about your drug/alcohol when you were using it? (3.12.1)	
8. Did you think you were susceptible to addiction when you first started using drugs? (1.12.8)	
9. What were the circumstances of your death?	
10. If you had another chance at life, would it include drugs/alcohol? (3.12.1, 1.12.8)	
11. If you were alive today and you were drug and alcohol free, how would your work be different? (3.12.1, 1.12.8)	

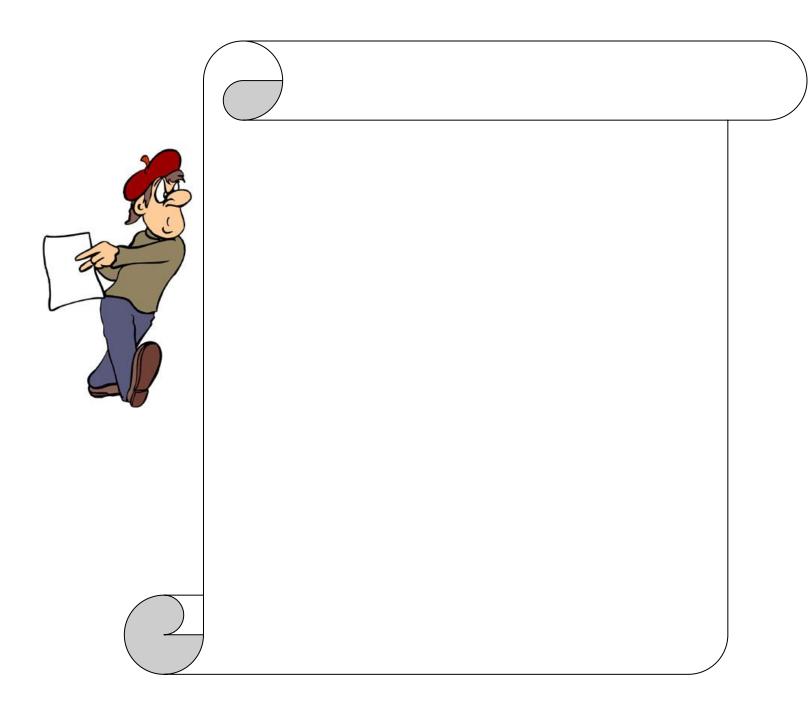# Overview of celebrity

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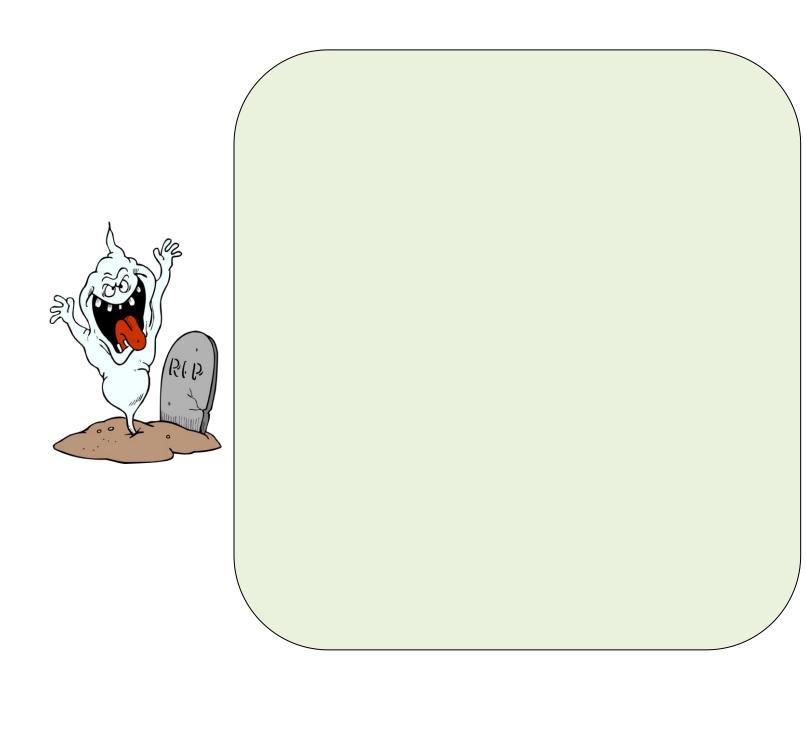Personal facts about the person before he/she was a celebrity.

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10 major contributions from celebrity (awards, movies, album sales. charity foundations, etc.) (1.12.8)

Drug(s) that caused death:_____

In one paragraph, describe the specific circumstances of the celebrity's death. (1.12.8)

Self-Check

Criteria for the non-standard requirements	Acceptable	Not Acceptable
Celebrity name, date of birth, date of death.		
Overview of the celebrity (10 facts)		
10 Personal facts about the life of the celebrity		
10 contributions made by the celebrity		
One paragraph about the cause of death		
Color, legible, neat		
Celebrity photo on the tombstone		
Video link URL:_____		
Total Points		

Reflection: On your personal tombstone, reflect on healthy ways of coping with drug and alcohol use.

Name	Occupation	Student assigned to celebrity
Jimi Hendrix	Musician	
Janis Joplin	Musician	
River Phoenix	Actor	
John Belushi	Actor / Comedienne	
Jim Morrison	Musician	
Marilyn Monroe	Actress	
John Bonham	Musician	
Keith Moon	Musician	
Chris Farley	Actor / Comedienne	
Phil Hartman	Actor / Comedienne	
Rob Pilatus	Musician	
Elvis Presley	Musician and actor	
Bon Scott	Musician	
Hillel Slovak	Musician	

Judy Garland	Musician and actress	
Kurt Cobain	Musician	
Anna Nicole Smith	Model/Actress	
Heath Ledger	Actor	
Michael Jackson	Musician	
Gia Carangi	Model	
Amy Winehouse	Singer	
Whitney Houston	Singer/Actress	
Corey Monteith	Actor	
Chris Kelly	Singer	
Princess Diana	Royalty	
Phillip Seymour Hoffman	Actor	
Prince	Musician	

Name _____

Directions: Design a prompt that challenges students to compare and contrast two websites to determine the validity and reliability of the information. Use the website evaluation tool below. Example: You are interested in trying e-cigarettes but are not sure if they are safe. Select either the FDA, CDC or WebMD websites and compare one of them to Wikipedia. Discuss the results.

Name _____

I Web Site

     A. Title of the site _____

     B. Subject of the site _____

     C. Web site address _____

     D. What is the significance of the domain name? (.org, .gov, .edu, .com, etc.)

        _____

     E. Who is the intended audience? _____

     F. What is the objective of the site? _____

_____

II Web Site

     A. Title of the site _____

     B. Subject of the site _____

     C. Web site address _____

     D. What is the significance of the domain name? (.org, .gov, .edu, .com, etc.)

_____

E. Who is the intended audience? _____

F. What is the objective of the site? _____

_____

II. Web site information		
Scoring: Agree – 2 Disagree – 1 Does not apply – 0		
	Website 1	**Website 2**
A. The purpose of the site is clearly stated.		
B. The information does not appear to be an infomercial (an advertisement posing as health information.)		
C. There is no bias (favoritism).		
D. If the site is opinionated, the author discusses all sides of the issue, respecting each point of view.		
E. All aspects of the subject are covered sufficiently.		
F. External links fully cover the subject.		
G. The site has been updated in the last six months.		
Section II Total		
III. Accuracy		
	Website 1	**Website 2**
A. The information is accurate.		
B. Sources are clearly documented.		
C. The web site states that it conforms to the Health on the Net (www.hom.ch/HONcode/Conduct.html.) code principles.		

	Website 1	Website 2
Section III Total		
IV. Author		
	Website 1	**Website 2**
A. The site is sponsored by or is associated with an institution or organization.		
B. Individually created sites: author's/editor's credentials (educational background, professional affiliations, certifications, past writing, experience) are clearly stated.		
C. Contact information (email, address, and/or phone number) for the author/editor or webmaster is included.		
Section IV Total		
V. Audience		
	Website 1	**Website 2**
A. It is evident whom (academic, youth, minority, general, etc.) the author is addressing.		
B. The level of detail is appropriate.		
C. The reading level is appropriate.		
D. Technical terms are appropriate.		
Section V Total		
VI. Navigation		
	Website 1	**Website 2**
A. Internal links increase the usefulness of the site.		
B. Information is retrieved in a reasonable amount of time.		

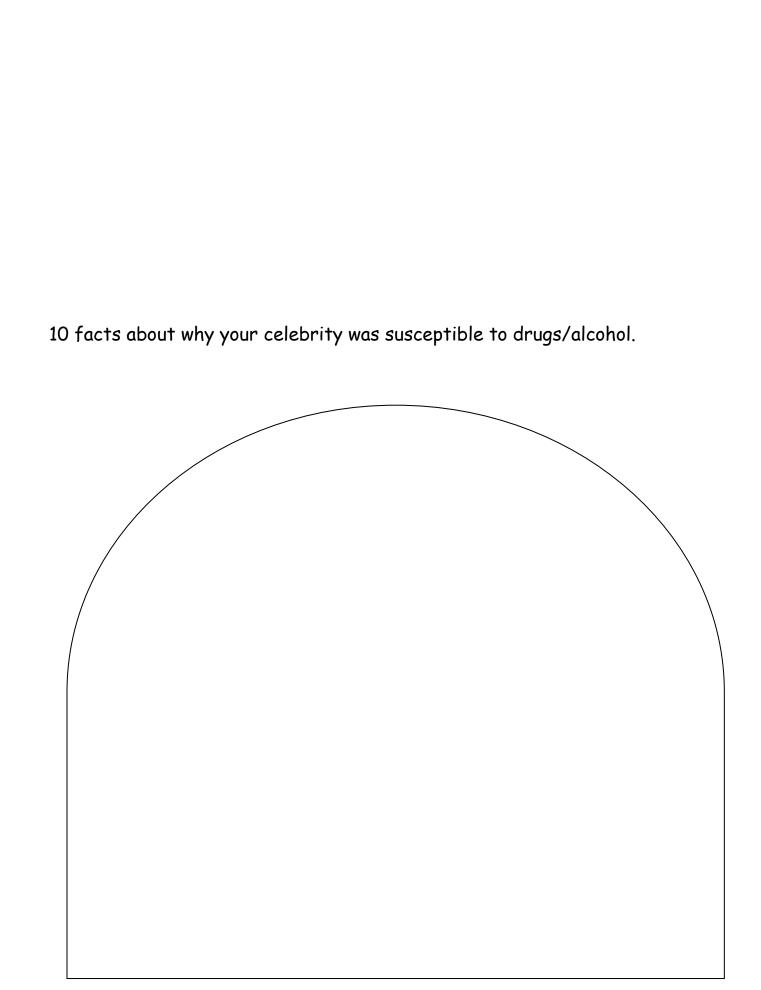|		
C. A search instrument is required to make this site functional		
D. A search instrument is provided.		
E. The site is organized logically, making it easy to find information.		
F. If software is needed to use the page, there are download links (For example, Adobe).		
Section VI Total		
VII. External Links		
A. Links are relevant and suitable for this site.	**Website 1**	**Website 2**
B. Links work.		
C. Links are current and reflect changes that occur in the field.		
D. Links are appropriate for the audience.		
E. Links connect to reliable information from dependable sources.		
F. Organizations appropriate for the page have links to them.		
Section VII Total		
VIII. Structure		
	Website 1	**Website 2**
A. Educational graphics and art add to the helpfulness of the site.		
B. Decorative graphics do not significantly slow downloading.		
C. Text-only option exits for text-only Web browsers.		

	Website 1	Website 2
D. Usefulness of the site is unaffected when using text-only option.		
E. Options (large print, audio) exist for disabled persons.		
F. If audio and video components of the site cannot be accessed, the information there is still complete.		
Section VIII Total		

	Website 1	Website 2
Total Scores		

To find the validity and reliability percentage, divide the total score by the highest possible score (70).

Website #1   Total score/70% = _____
Website #2   Total score/70% = _____

Interpretation

        90 - 100%   Excellent   This web site is an excellent source of information
                                                                that is easy to access and understand.
        75 - 89%   Adequate   The site has relevant information and can be
                                                                navigated easily. It is a good source but may
                                                                be incomplete.
        0 - 74%   Poor   This site is not recommended for use.
                                                Validity and reliability of information cannot be
                                        verified.
                                                                The site contains information that is not accessible
                                                                or links do not work.
        Which web site is the most valid and reliable? _____
        Provide rationale _____
                                        (Health-Related Website Evaluation Form, 2015)

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Ten valid facts about your celebrity.

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10 facts about why your celebrity was susceptible to drugs/alcohol.

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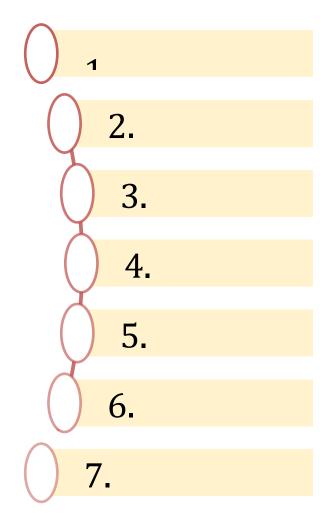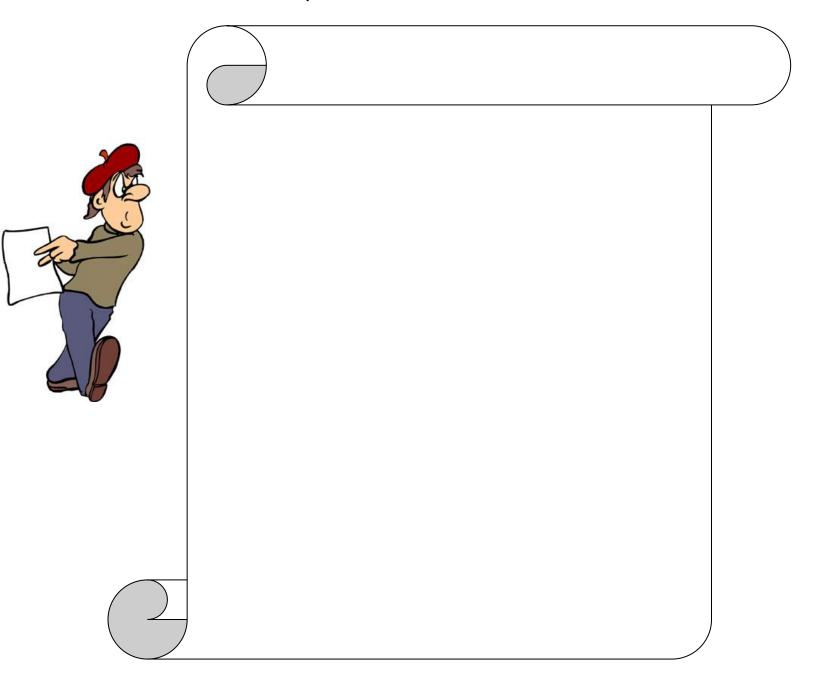|	
8. Did you think you were susceptible to addiction when you first started using drugs? (1.12.8)	
9. What were the circumstances of your death?	
10. If you had another chance at life, would it include drugs/alcohol? (3.12.1, 1.12.8)	
11. If you were alive today and you were drug and alcohol free, how would your work be different? (3.12.1, 1.12.8)	

Overview of celebrity

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Personal facts about the person before he/she was a celebrity.

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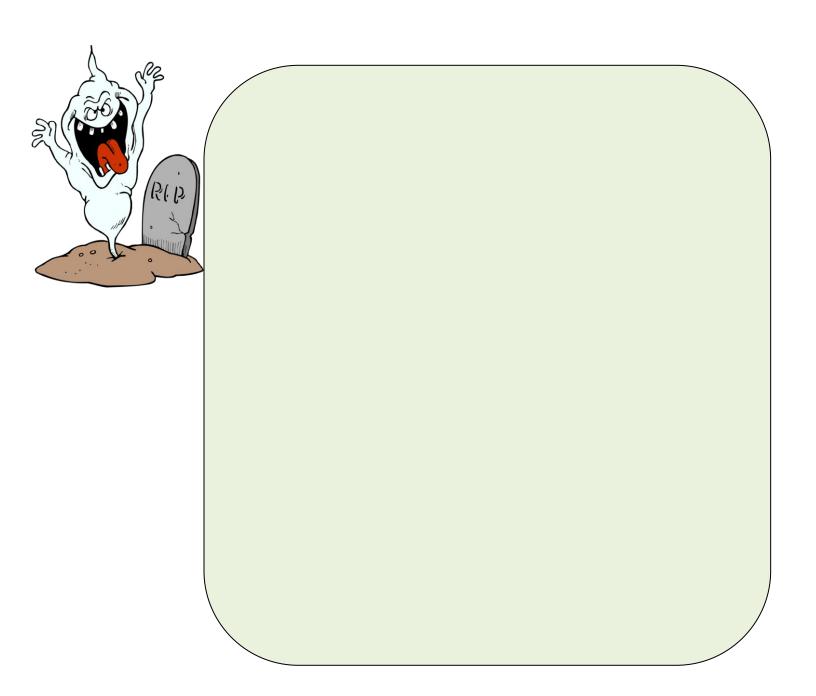
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Reflection: On your personal tombstone, reflect on healthy ways of coping with drug and alcohol use.

Criteria	4	3	2	1	0
1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors, *such as drug and alcohol use/abuse*.	The 10 facts that analyze the celebrity's susceptibility to injury, illness, or death are accurate.	The 10 facts that analyze the celebrity's susceptibility to injury, illness, or death are mostly accurate.	The 10 facts that analyze the celebrity's susceptibility to injury, illness, or death have a few inaccuracies.	The 10 facts that analyze the celebrity's susceptibility to injury, illness, or death are in accurate.	Not enough evidence to score
3.12.1 Evaluate the validity of *drug and alcohol* information by using the website evaluation tool.	The evaluation of the validity of drug and alcohol information is accurate.	The evaluation of the validity of drug and alcohol information is mostly accurate.	The evaluation of the validity of drug and alcohol information has a few inaccuracies.	The evaluation of the validity of drug and alcohol information is inaccurate.	Not enough evidence to score
3.12.1 Evaluate the validity of information about your celebrity's life using the website evaluation tool.	The evaluation of the validity of information about the celebrity's life is accurate.	The evaluation of the validity of information about the celebrity's life is mostly accurate.	The evaluation of the validity of information about the celebrity's life has a few inaccuracies.	he evaluation of the validity of information about the celebrity's life is inaccurate.	Not enough evidence to score

Total possible points – 12   Your points - _____