

E.A. #2- Unit 3

Biographical Multimedia Presentation

EMBEDDED ASSESSMENT 2

Creating a Biographical Presentation

Assignment

Work with a research group to create and deliver a biographical multimedia presentation of a great leader whose choices have had positive consequences for society.

<p>Planning and Prewriting: Take time to collaborate on a plan for your presentation.</p>	<ul style="list-style-type: none"> ■ Who are some possible subjects, that is, great leaders who have contributed to positive change? ■ What research strategies (such as KWHL) will help your group generate research questions? ■ What visuals will you need to find or create?
<p>Researching: Gather information from a variety of reliable sources.</p>	<ul style="list-style-type: none"> ■ How will you gather a variety of useful sources, and what criteria will you use to determine reliability? ■ How will you create note cards to record each source's bibliographic information as well as the information that answers your research questions? ■ How will you revise your search and generate new research questions based on what you learn?
<p>Drafting and Creating: Create a multimedia project and annotated bibliography.</p>	<ul style="list-style-type: none"> ■ How will you create an annotated list with a citation, summary, and evaluation of each source? ■ How will you use multimedia to present your subject's history, character, choices, actions, and words to justify your selection of that person as a great leader? ■ How can the Scoring Guide help you evaluate how well your project meets the requirements of the assignment?
<p>Rehearsing and Presenting: Refine your communication skills as a speaker and listener.</p>	<ul style="list-style-type: none"> ■ How and when will you present your project to another group for feedback and suggestions? ■ How and when will you present your multimedia project to the class? ■ How will you take notes on your observations, reflections, and questions during the other class presentations?

Planning and Prewriting: Take time to collaborate on a plan for your presentation.

- What research strategies will help you effectively research?

We will be using Noodletools and creating an outline in which we will organize the notecards.

- Who are some possible subjects, that is, great leaders who have contributed to positive change?

We have already decided that everyone will do Martin Luther King, Jr.

- What visuals will you need to find or create?

We will be giving you specific sources from which to get visuals for the presentation.

**Researching:
Gather
information from
a variety of
reliable sources.**

■ How will you gather a variety of useful sources, and what criteria will you use to determine reliability?

Mrs. Cavoris has already done this for you!

■ How will you create note cards to record each source's bibliographic information as well as the biographical information?

Noodletools!

Drafting and Creating: Create a multimedia project and annotated bibliography.

■ How will you create an works cited page

Noodletools!

■ How will you use multimedia to present your subject's history, character, choices, actions, and words to justify that person as a great leader?

Piktochart- Infographics Program

<https://piktochart.com/>

Rehearsing and Presenting: Refine your communication skills as a speaker and listener.

- How and when will you present your multimedia project for feedback and suggestions?

Everyone will peer review class presentations by opening up links to each other's Piktocharts.

- How will you take notes on each other's presentations?

You will grade each other's presentations using a scoresheet. Since everyone did the same person, you should be very knowledgeable as to whether they did a good job or not.

Outline- Dr. Martin Luther King Jr.

For each topic in the outline, you will research information for that part of King's life and highlight choices he made during that part of his life that ultimately led to his life having positive consequences on society.

Outline

Thesis statement: Martin Luther King's choices in life led to positive consequences for society.

I. Introduction of Thesis

II. Childhood

III. Education and Career

IV. Civil Rights Movement Leader

V. "I Have a Dream" Speech

VI. Assassination

VII. Legacy including MLK holiday and MLK Memorial

VIII. Conclusion of Thesis.

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The presentation</p> <ul style="list-style-type: none"> • clearly describes in detail the subject's character and personal history and includes specific examples of the choices, actions, and words that made him or her a great leader • shows extensive evidence of research conducted • maintains focus on the main points of the summary and effectively communicates to the intended audience. 	<p>The presentation:</p> <ul style="list-style-type: none"> • describes the subject's character and personal history and includes examples of the choices, actions, and/or words that made him or her a great leader • contains evidence of research conducted • focuses on the main points and clearly communicates to the intended audience. 	<p>The presentation</p> <ul style="list-style-type: none"> • contains little information and neglects to make clear what distinguishes the subject as a great leader • contains minimal evidence of research conducted. 	<p>The presentation</p> <ul style="list-style-type: none"> • provides no clear sense of what distinguishes the subject as a great leader • contains no evidence of research conducted.

Structure

The presentation

- uses well-chosen and relevant visuals with explanatory captions, and includes photos, tables, and/or charts created and interpreted by students
- contains a precise annotated bibliography, a well-written summary of relevant source information, and a description of how each source was evaluated and assisted the research.

The presentation

- uses a variety of relevant visuals created or interpreted by the students
- contains an annotated bibliography of sources with few errors, a summary of source information, and a description of how each source was evaluated and assisted the research.

The presentation

- contains few visuals or visuals that are not clear in their purpose
- may be missing sources or have incorrect citations (multiple errors in conventions and/or spelling), a minimal summary of the information contained in the source, and/or an inadequate description of how each source assisted the research.

The presentation

- may be lacking visuals
- is missing sources or has numerous errors in citations, a minimal or no summary of the information contained in sources, and/or no description of how each source assisted the research.

Use of Language	Each presenter	Each presenter	Each presenter	Each presenter
	<ul style="list-style-type: none"> • displays a sophisticated variety of sentence types used appropriately • uses formal style and precise academic language • displays few errors in grammar, spelling, capitalization, and punctuation that do not detract from excellence. • Uses “affect” and “effect” properly. 	<ul style="list-style-type: none"> • uses a variety of well-chosen sentence types • uses formal and academic language appropriately • displays only a few errors in spelling and grammar. • Mostly uses “affect” and “effect” properly. 	<ul style="list-style-type: none"> • shows little variety in sentence types • shows difficulty with the conventions of formal language and academic vocabulary • includes some errors in grammar and spelling. • Somewhat trouble using “affect” and “effect” properly. 	<ul style="list-style-type: none"> • uses language that is confused or confusing • includes errors in grammar, spelling, and conventions that interfere with meaning. • Doesn’t use “affect” and “effect” properly.