

PICK TOPICS

You may pick any topic that interests you from our current social studies curriculum. Our focus this year is the 20th century in America (and Europe). You can also focus on Asian history and culture.

It is better if you can show development over time or have two or more things to compare and contrast: A single topic too often leads to a presentation that is limited to facts and simple information. A comparison or a charting of development leads to more analysis. Your presentation will be more interesting if you demonstrate a greater depth of thinking skills.

Pick a topic that interests you! You will have 30 minutes to present at the end of the school year. If you are not enthusiastic about your presentation, we will all fall asleep. Find something you like and share your passion!

Have your topic picked by April 13.

GENERATE QUESTIONS AND ACTIVITIES

Once you have a potential topic, think about what you already know and what you want to learn. Make lists of statements and questions. Share your lists with at least two friends. Ask them to give you more questions to think about.

Look at the levels of Bloom. Make sure you have questions that will make you address both lower order (knowledge, comprehension, and application) and higher order (analysis, synthesis, and evaluation) thinking skills.

KNOWLEDGE: Remember what you've learned.

Knowledge is defined as remembering previously learned material. At this level you gain specific facts, ideas, and vocabulary, and you remember them. This step may involve the recall of a wide range of material, from specific facts to complete theories, but all you have to do is be able to bring the appropriate information to mind. Knowledge represents the lowest level of learning.

You are working at this level whenever you memorize something: the alphabet, the capitals of the states or where countries are on a map, a poem or parts for a play.

Verbs you might use for working at the knowledge level:

*state *describe *define *reproduce *recognize

An example of a knowledge level activity:

“Name all the rooms Goldilocks went into.”

COMPREHENSION: Start to understand what you've learned.

Comprehension is defined as the ability to grasp the meaning of material, to understand it, to gain meaning from the symbols. You may show comprehension by translating material from one form to another (words to numbers, for example), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences of events). Comprehension represents the lowest level of understanding.

Whenever you want to make sure you understand something, see if you can explain it in your own words.

Verbs you might use for working at the comprehension level:

*paraphrase *convert *predict *interpret *generalize

An example of a comprehension level activity:

“Using finger puppets, show how the three bears ate their porridge.”

APPLICATION: Use what you’ve learned.

Application refers to the ability to use learned material in new and concrete situations. It involves moving from theories to specific applications and may involve using such things as rules, methods, concepts, principles, and laws. Application activities require a higher level of understanding than simple comprehension.

Most of the math you do involves applying the mathematical concepts and laws to specific problems. You apply grammatical rules when you write paragraphs.

Verbs you might use for working at the application level:

*change *compute *show *modify *operate *manipulate

An example of an application level activity:

“Write a letter to Goldilocks telling her the kinds of things she would find at your house that she didn’t find at the bears’ house.”

ANALYSIS: Break down organized material.

Analysis refers to the ability to break material down into its component parts so that its organizational structure may be understood. It may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Analysis represents a higher intellectual level than comprehension and application because it requires an understanding of both the content and the structural form of the material.

You do analysis if you diagram sentences, telling what part of speech each word is and how each is used in the sentence, or if you dissect a heart and explain how each part of it contributes to the functioning of the whole.

Verbs you might use for working at the analysis level:

- *diagram
- *subdivide
- *distinguish
- *differentiate
- *discriminate
- *outline

An example of an analysis level activity:

“Make a pair of collages to compare the bears’ house to a real bear’s cave.”

SYNTHESIS: Put things together creatively.

Synthesis refers to the ability to put parts together to form a new whole. It may involve the production of a unique communication (for example, an essay or a speech), a plan of operations (a research proposal), or a set of abstract relations (a scheme for classifying information). Synthesis stresses creative activities with its major emphasis on forming new patterns or structures.

Creative writing is a common use of synthesis in the classroom.

Verbs you might use for working at the synthesis level:

*propose

*formulate

*organize

*tell

*write

An example of a synthesis level activity:

“Design a people-proof house for bears.”

EVALUATION: Make judgments based on criteria.

Evaluation is concerned with the ability to judge the value of any material (a statement, novel, poem, research report). The judgments must be based on definite criteria, which may be internal (How well is the material organized?) or external (How well does it suit its purpose? How well does it fit reality?) You may determine the grading criteria yourself, or I may give you criteria to use. Evaluation is the highest cognitive level because it contains elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

If you help revise your own and others' written work, you are working at this level.

Verbs you might use for working at the evaluation level:

*prioritize

*appraise

*critique

*discriminate

An example of a evaluation level activity:

“Decide if Goldilocks was a ‘good girl’ or a ‘bad girl.’ In front of a group of students, explain your reasons and try to convince them you are right.”

FIND RESOURCES

You will follow the same process for finding resources and writing a bibliography as you did for your group health and your science fair projects.

Start with an encyclopedia article or two to get a broad overview of your topic. Go to books about your topics or books that contain a chapter or section on your topic. (You can also use videos. Look through my catalog. I will be happy to order videos for you to use.)

You can use up to five books. Two of those five books may be encyclopedias. Encyclopedias may be printed books or on a CD or on the Internet. Do not use Wikipedia as a resource (if you wonder why, read their disclaimer). Remember to use the encyclopedia format for all encyclopedia bibliography entries, whether they are books, CDs, or whatever.

Find magazine or newspaper articles for more information. After you read and take notes on those sources, then start perusing the internet. Target web sites that are clearly expert--NASA, the Smithsonian, the Library of

Congress. Add to your notes.

You can use up to five articles: newspaper, magazine, or internet. For each article you use, you must fill out an article analysis form. Hand the forms in to the reading folder for reading points. Read and follow the directions carefully!

You can also use up to two interviews with experts. The people you interview must be paid to do work in the field you are asking about. Interviews count double for resources!

For every source you use, the minute you start to take notes, write down the information you need for the bibliography entry:

<http://www.nksd.wednet.edu/schools/suquamish/staff/jkragen/bibliographies.htm>

1. Start a new Word document for the bibliography. This is the **only** part of your project that is set to single-space!
2. On the top line of the page write **Bibliography** centered in bold.
3. Skip a line under the title.
4. Put your name and number on the left of the header.
5. Leave the page number blank on the right of the header.
6. Put all your entries in alphabetical order.
7. Do **not** number entries.
8. Do **not** indent any part of the entries.
9. Double-space between entries. That means you will have to skip a line between entries.
10. Hand in your bibliography two ways. You need to turn in a paper copy to the social studies folder, but you also need to turn in your bibliography electronically. Save your final draft bibliography into the bibliography folder in "classroom/Kragen." Use your number and first name as the name of the file (call it "03 Max" or "25 Maddy").

Have all your notes taken on your encyclopedias and books by April 20.

Have all your notes taken on your magazines, newspapers, and Internet articles by April 27.

Turn in your Article Analysis forms and your completed bibliography by May 4.

GATHER AND ORGANIZE INFORMATION

Copying is not allowed! Paraphrasing is not allowed! Both are considered cheating!

Read a paragraph or more at a time. *Close the book!* Write down the information you remember in words or phrases, not complete sentences. Check back. Were you accurate? Did you spell things correctly? If what you have written is too close to the original piece, you need to read a longer part before you close the book and write your notes.

You may take notes on 3 by 5 cards or on lined paper that you then cut into strips, one note per strip. Cut up strips do tend to get lost, so keep them in a Ziploc bag. Or use the 3 x 5 cards. Ask a parent to drill a hole through a corner of the stack and run a key chain through the hole to keep all the cards together.

When you are done, take your cards (or strips) and put them into piles of related information. Put the piles into a logical order. Look back at your original question. Ask your parents to check that your order makes sense. Rearrange the papers until you have a good outline.

PLAN YOUR PRESENTATION

You will write a research paper on what you have learned about your topic (1000 to 1500 words). *Avoid using the pronouns "I" or "you" in your research paper. Write about your topic more objectively.*

Your research paper is due on May 18.

You will take the research paper and put it into the notes part of a Power Point presentation. You will make at least ten slides, so that you don't have more than about 100 words in the notes section for each slide. You will add pictures and photos and other graphics to your slides. You will do custom animation. You will make that part of your presentation jazzy, so we will stay awake in the dark!

Your Power Point should be done by June 1.

Then you need to decide how you will use the rest of your 30 minutes to share about your topic. Remember the different learning styles and types of intelligence. Get us involved in music, art, math, movement, teamwork, games, food.

Add visuals: brochure, posters, diagrams, dioramas. You *must* include at least one *original* visual/artistic/graphic work—something you drew yourself. Make it as neat and attractive as you possibly can.

Add drama and the performance arts: a skit, debate, mock radio show, puppets. Play music that you composed or deliver a speech you wrote. Drama and performance arts really impress the audience—and me!

You may create a 5 to 10-point open-note quiz to give at the end of your presentation. Just remember to allow enough time out of your 30 minutes for the class to take the quiz.

Your presentation will be scheduled for the week of June 11. Be ready ahead of time so you can practice!

ASSESSMENT

20th Century Project Assessment: **Teacher** **Self**

Name _____

Title of Project _____

I will evaluate your presentation, and you will complete a self-evaluation. Your self-evaluation will affect your grade, so do a thoughtful job.

_____ **TOPIC**

(5 points)

- You picked a topic that wasn't too big or too small.
- Your topic was about a time period after 1900.
- It was about the United States or the Pacific Rim or a combination.
- It showed development of something over time or compared and contrasted two events.
- You were clearly interested and enthusiastic about your topic!

_____ **QUESTIONS AND ACTIVITIES**

(10 points for lower order skills and 10 for higher order skills)

- Knowledge—You included factual, concrete information—names, definitions, labels.
- Comprehension—You explained, summarized, and interpreted general information.
- Application—You showed, modeled, or demonstrated how to use the information to do something.
- Analysis—You broke down the information into parts and showed how the parts worked together.

- Synthesis—You came up with a creative and effective new design, invention, or improvement.
- Evaluation—You assessed developments or events or consequences using criteria you explained.

RESOURCES

(10 points)

You had ten current resources of various types:

- up to five books--one or two can be encyclopedias (1 point each)
- up to five articles (1 point each): magazine, newspaper, and/or Internet (it's all *one* Internet site if it has the same home page)
- up to two interviews with *experts* (2 points each)

BIBLIOGRAPHY

(20 points)

Careful! You earn one point for each of the general directions that you follow (10 points).

Follow the directions and examples on our class web site (1 point for each entry done correctly).

RESEARCH PAPER

(100 points—half of your percentage writing grade)

- You used third-person, objective style to write a research paper on your topic.
- You stayed exactly within the length limits of 1000 to 1500 words.
- Your information was clear, accurate, developed, and well-organized.
- You turned your paper in on time.
- You used correct formatting, spelling, grammar, and punctuation throughout.

_____POWER POINT PRESENTATION

(20 points)

You put your entire research paper into a Power Point presentation of at least ten slides (with no more than 100 words from your research paper in each slide's Notes section):

- You read your notes, not your slides, and you went smoothly from one slide to the next. It was clear that you had practiced.
- Slides used limited text with consistent and sensible custom animation that was *not* distracting.
- You added backgrounds, graphics, links, and photos that were clear, appropriate, and cool!

_____VISUALS

(10 points)

- The visuals in your Power Point were photos, paintings, diagrams, maps, graphs--with little or no clip art.
- You added a variety of other visual displays: brochure, posters, diagram, graphs, dioramas, models costumes.
- You included at least one *original* visual/artistic/graphic work—something you drew yourself.
- You made all your visuals as neat and attractive as possible.

_____MULTIPLE LEARNING STYLES

(5 points)

You appealed to a variety of learning styles by having us:

- listen to music or perform music
- see or hear a well-prepared and well-rehearsed dramatic presentation
- connect math or logic to your topic

- move around in ways that were structured, constructive, and controlled
- engage in a moderated debate or discussion
- work in teams to play a game you adapted or created
- complete a 5 to 10 point open-note quiz at the end of your presentation
- write a journal entry responding to your presentation
- eat something that directly related to your topic

Each style you incorporated was done well:

- It was your own original work.
- It was rehearsed, polished, neat, attractive.
- It directly related to your topic.
- It came in a sensible, logical place in your presentation.
- It was interesting and fun.

ORAL COMMUNICATION

(10 points)

- Your total presentation lasted 30 minutes, give or take 5 minutes.
- You spoke loudly enough to be heard easily by everyone in the room.
- You spoke slowly, clearly, fluently, and with expression; you knew how to pronounce the words in your presentation.
- You were not nervous—you looked at us and made eye contact.
- Your posture was upright with head held high, and you moved and gestured naturally and with grace.

Fill out this form and hand it in to me.

_____ **TOTAL POINTS EARNED** out of **200** points possible (add up what you wrote down)

_____ **TOTAL PERCENTAGE GRADE** that you think you earned (divide that total by two)