

Name: \_\_\_\_\_

## Unit 3



We are our brother's keepers??



### Presentation and Team Building

1. \_\_\_\_\_ 20 pts. Very Young Girls  
December 10/12
2. \_\_\_\_\_ 20 pts. Team Building  
December 12/17
3. \_\_\_\_\_ 20 pts. Local to Global  
Discussions  
December 16/18
4. \_\_\_\_\_ 30 pts. Book Discussion  
December 22-23
5. \_\_\_\_\_ 20 pts. Hook December  
17/19
6. \_\_\_\_\_ 40 pts. Problem December  
18/20
7. \_\_\_\_\_ 50 pts. Local to Global  
January 9/13
8. \_\_\_\_\_ 30 pts. Solutions January  
15/16
9. \_\_\_\_\_ 50 pts. PPT January 28

Extra Credit - \_\_\_\_\_ Message to the Instructor - \_

**Total pts. 280** X .36 = \_\_\_\_\_ **Unit 3 Research & Reading Grade** - \_\_\_\_\_

Items, 1, 2, 3, 4, 5, 6, 7, 8, and 9, are graded as the research and reading unit and will compose one grade.

**Notes and Highlights - \_\_\_\_\_ January 21**

**Scaffolding / Rough Draft Grade - \_\_\_\_\_ January 20/21**

**Presentation Grade - \_\_\_\_\_ January 30**

**Reflection Essay Grade - \_\_\_\_\_ February 12**

1. **Video.** *Very Young Girls* – 2 days (83 minutes) The students will watch the video and discuss questions to be answered for research. Each student who is reading *Girls Like Us* will write five questions from the film. With a partner, each team will refine their questions to two questions which will be discussed with the instructor. 20 pts. 2- (2)
2. **Team Building Exercise.** The students will become involved in a team (4 in each team) building exercise with marshmallows. The teams must build a marshmallow tower. The task is simple: in 15 minutes, teams must build the tallest free-standing structure out of 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The marshmallow needs to be on top. Towers must start on the desk. The students will watch the video *Build a tower, Build a team* by Tom Wujec. They will try to build the tower again. The tallest structure the first time will receive 10 pt., the tallest structure the 2<sup>nd</sup> time will receive 15 pts. and the losing teams will receive 10 pts. for participating. Each student must then write a one paragraph evaluation of the team plan and team dynamics. (We will read the paper 3 directions about reflection and the 800-word essay on team reflection.) 10 pts. for paragraph. 20 pts. (2)
3. **Discussion on Local to Global Issues.** Take notes on the concept of local to global presentations for paper 3. Team question, individual question, local problem that is also a global problem, and solutions locally and globally and LDCs and MEDCs solutions. 20 pts. (1)
4. **Book Discussion.** The students will take part in a 2-day book discussion. They should have materials with them and speak at least five times. 30 pts. (2)
5. **The Hook.** The hook (one minute in length) must be written and demonstrated on tape or in front of the instructor. The hook is designed to create interest for the listener to the topic presented.

The hook will be evaluated on the following criteria: appropriate to the topic personalized, interesting, well written, PowerPoint slides to match it, ability to deliver the hook. 20 pts. (1)

6. **The Problem.** Why is it a local problem? (one minute in length)  
The problem must be explained. It should describe Sarasota or Florida (3 facts or ideas) and why we have the problem. (5 extra points if on notecards after problem approved by the instructor) 20 pts. (1)
7. **Global and Local Research.** The student will collect data from two sources that represent global research. (This does not include the US or US authors and/or publications/websites.) The data can be in the format of quotes and/or statistics to support their presentation. The information needs to be representative of different regions and developed and less developed nations and data must be correctly cited. The student will collect two pieces of local research (Florida) on their issue. 40 pts. (4)
8. **Solutions.** The student must have two specific solutions for the local problem that have global implications. The solution must be researched and fully described and apply to your problem. There must be analysis and evaluation of each solution (3 minutes). When approved an extra 5 pts. may be awarded if on notecards.) 30 pts. (3)
9. **PowerPoint for Presentation.** The student will create a PowerPoint with at least 10 slides. The presentation must have graphics, correct and readable fonts and sizes, pertinent information, inspiring and informative images, and references. PowerPoint must be on a flash drive. If the student doesn't have a flash drive, they can borrow one from me. 50 pts. (2+1 TEL lab)
10. **Notes and Highlights.** Notes and Highlights due for the 2<sup>nd</sup> half of the book. The student needs to write at least 5 notes (notes are in the form of a question developed) per chapter and 5 highlights (quotes you want to remember for plot development or literary importance, or something you want to remember from the book) per chapter (different if you read *A Long Way Gone*). Suggestions for notetaking methods are explained on the website. 50pts.

11. **Scaffolding / Rough draft for Presentation.** The student will create a rough draft for the presentation with references. This will not be a transcript but must include a hook with opening paragraph, definitions (if needed), thesis and concession, reasons with evidence (examples), positive validation of all authors, analysis of content with evaluative conclusions, restating thesis, reasons, and a reflective conclusion, and future solutions to the problem. See scaffolding on web site. 100 pts. (4)
12. **PowerPoint for Presentation.** The student will create a PowerPoint with 10 slides. The presentation must have graphics, correct and readable fonts and sizes, pertinent information, inspiring and informative images, and references. PowerPoint must be on a flash drive. If the student doesn't have a flash drive, they can borrow one from me. 50 pts. (2 + 1)
13. **Presentation with Transcript.** The student will make an 8-minute presentation. A transcript must be included. The presentation must have a visual component (PowerPoint), follow the presentation rubric, and be presented before the class. The student must make the presentation to their own team in the TEL lab on the designated day. These students must score the presentation and critique the strengths and weaknesses. The team will present their presentations to be taped. 100 pts. (1 + 7)
14. **Reflection Essay.** The student will write an 800-word essay reflecting on the group process and the conclusion of the group for future solutions to their research problem. The team will discuss solutions and use the log of team meetings to aid in the reflective essay. The instructor will discuss the grading rubric and the purpose of the assignment. The essay is written by the individual about their team experience. You may use names or call them team members. The essay will be confidential. 100 pts. (2)