

A Science Biographical Researched Speech

Grade Level or Special Area: 7th grade English

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Length of Unit: Nine lessons, two each week, approximately 50 minutes for each lesson

I. ABSTRACT

One of the goals of this unit is to encourage teachers to work in an interdisciplinary fashion, by combining Science content with English research and speech. This unit develops and teaches the research, essay, and speech processes with a final speech that can be used and graded by both Science and English.

II. OVERVIEW

A. Concept Objectives

1. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
2. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
3. Students develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)

B. Content from the *Core Knowledge Sequence*

1. WRITING AND RESEARCH – Expository Writing
 - a. Students will write nonfiction essays that describe, narrate, persuade, and compare and contrast. (p. 157)
2. SPEAKING AND LISTENING
 - a. Students will give a short speech to the class that is well-organized and well-supported. (p. 157)
 - b. Students will demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)

C. Skill Objectives

1. Students will write in a variety of genres for specific purposes such as to entertain, to persuade, and to inform. (adapted from 7.2.A)
2. Students will develop ideas and content with significant details, examples, and/or reasons. (7.2.B)
3. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (7.2.C)
4. Students will plan, draft, revise, and edit for a legible final copy. (7.2.E)
5. Students will write with a voice appropriate to purpose and audience. (7.2.G)
6. Students will use library and interlibrary catalog databases and organizational features of electronic information. (7.5.B)
7. Students will locate and select relevant information. (7.5.C)
8. Students will paraphrase, summarize, organize, and synthesize information. (7.5.D)
9. Students will use available media resources, including technology, to research and produce a document. (7.5.E)
10. Students will write citations and use a Works Cited format
11. Students will take notes from relevant sources in a concise manner.
12. Students will practice note taking and paraphrasing in paragraph form.
13. Students will recognize an author's point of view or purpose.
14. Students will give a short speech introducing another student.

15. Students will observe and critique properly and improperly given speeches.
16. Students will write a biographical paper on a selected Scientist.
17. Students will give a biographical speech on a selected Scientist.
18. Students will describe the contributions of science made by people in different cultures and at different times in history. (7.6.C)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. How to write a research paper: *The Essentials of MLA Style*, Joseph Trimmer
 2. *Basic Public Speaking, 2nd Edition*, Douglas A. Parker
- B. For Students
 1. Students will know how to write in complete sentences, varying the types, such as compound and complex; employ standard English usage in writing; and know and use correct capitalization and punctuation. (6.3)
 2. Students will know how to take notes from relevant and authoritative sources; summarize and organize ideas gained from multiple sources in useful ways; and find information to support ideas. (6.5)
 3. Students will have given informal speeches previously in class. (6.2)

IV. RESOURCES

- A. *The Essentials of MLA Style*, Joseph Trimmer (Lesson Two)
- B. *Basic Public Speaking, 2nd Edition*, Douglas A. Parker (Lessons Three, Five, Seven, Nine)

V. LESSONS

Lesson One: Introduction to Writing a Researched Speech (approximately 50 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
 2. Lesson Content
 - a. Students will write nonfiction essays that describe, narrate, persuade, and compare and contrast. (p. 157)
 - b. Students will give a short speech to the class that is well-organized and well-supported. (p. 157)
 - c. Students will demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)
 3. Skill Objective(s)
 - a. Students will learn why it is important to locate and select relevant information.
 - b. Students will learn why it is important to use available media resources, including technology, to research and produce a document.
- B. *Materials*
 1. Appendix A: Parent Letter for English (one for each student)
 2. Overhead projector
 3. Transparency of Appendix B.1: Parent Letter for Science
 4. Appendix B.2: Scientists for Researched Speech (for teacher's use)

5. Appendix C: Quiz (one for each student)
- C. *Key Vocabulary*
1. Research – study; explore; examine
 2. Relevant – important, significant
 3. Biographical – life story
- D. *Procedures/Activities*
1. Have each of the students give a short, one-minute autobiographical speech. They can tell their age, where they were born, and what they enjoy doing with their time.
 2. Introduce the unit and its goals and process; they will be writing a speech from the perspective of the scientist. In the students’ research, they will be seeking for information on the scientist’s childhood (and perhaps why he/she became interested in his/her area of science), accomplishments, and how these accomplishments relate to the students’ studies. They will be giving a speech in first-person, including dressing, speaking, and answering class questions as the scientist. Both the research and writing process, as well as the speech methods will be covered further in this unit.
 3. Explain and discuss how important accurate and relevant resources are to an acceptable research paper, as opposed to personal opinion and hearsay. A researched speech that is given from the scientist’s perspective demands accurate information and facts. The students will be answering class questions after giving the final speech, and they must have correct knowledge of the scientist’s life and accomplishments.
 4. Hand out the Parent letter (Appendix A – fill in the due dates) for the English Expectations of the researched speech. English expectations and grading are primarily concerning the researched speech process.
 5. Show the transparency of the Parent letter (Appendix B) for the Science Expectations of the researched speech (the letter will be sent home by the Science teacher, who will go into greater detail in class). While reading the Parent Letter, emphasize the importance of using three sources: a book, an encyclopedia, and a source from the Internet. Science expectations and grading are primarily concerning content. The science teacher will assign scientists from Appendix B.2.
 6. Have the students return the bottom of the letter signed by both the student and parent by _____(one to three days maximum).
 7. Have students do Appendix C: Quiz.
- E. *Assessment/Evaluation*
1. Signed returned forms
 2. Appendix C: Quiz

Lesson Two: Note Taking and Note Cards (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)

2. Lesson Content
 - a. Students will write nonfiction essays that describe, narrate, persuade, and compare and contrast. (p. 157)
 3. Skill Objective(s)
 - a. Students will take notes from relevant sources in a concise manner.
 - b. Students will practice note taking and paraphrasing in paragraph form.
- B. *Materials*
1. Copy for each student of a short newspaper article of teacher's choice or Appendix D from which to take notes (this is purely a note taking exercise)
 2. Appendix E: Evaluating Note Taking and Paraphrasing (one for each student for teacher's use)
 3. Transparency of Appendix F: Note Card Rubric
 4. *The Essentials of MLA Style*, Joseph Trimmer (one for each student)
- C. *Key Vocabulary*
1. Essential – indispensable, crucial, necessary
 2. Paraphrasing – rephrasing, restating in your own words
 3. Works Cited - the Bibliography in an MLA style research paper
 4. Plagiarism – using someone else's work as one's own
- D. *Procedures/Activities*
1. Define the vocabulary words *essential* and *paraphrasing*. Ask the students to identify the essential information (three or four words) of a sentence written on the board (ex: Charles Darwin initially entered a monastery to pursue ministry.); underline the words the students choose and decide what is truly essential and what is not. Have the students paraphrase the sentence in their own words.
 2. Hand out copies of a short newspaper article of the teacher's choice or Appendix D to each student. Begin with the first sentence, and have students identify the essential information (three or four words) within the sentence.
 3. Have students complete the entire paragraph by identifying essential information, and give time for a few students the opportunity to read their paraphrased paragraphs.
 4. After the essential information of each sentence (three or four words) has been identified, have the students rewrite the paragraph in their own words (paraphrasing).
 5. Using *The Essentials of MLA Style*, read the general information for citing sources on pages 22 -27, and then skim through the examples of citations from books, encyclopedias, and electronic sources on pages 7 - 18.
 6. Read pages 35 - 37 on plagiarism in *The Essentials of MLA Style*. Have students explain how proper note taking can help them avoid plagiarism. Discuss the ethics of plagiarism.
 - a. Plagiarism is a major problem in secondary schools and colleges.
 - b. There are four forms of plagiarism: paraphrasing and not giving credit to the author; quoting and not giving credit to the author; copying paragraphs or sentences and not giving credit to the author or using it as one's own; and using entire papers and representing it as one's own.
 7. Demonstrate on the overhead projector (using the transparency of a note card written correctly) how the note cards should be written and organized. Included on the card should be the Works Cited information, the Science heading (Scientist's Background, Scientist's Accomplishment(s), and Application to Science Class), and examples of essential information from the source. Have a direct quote, if possible, to give an example for the students. It is highly

- recommended to use one idea per card (which helps with outlining and organization).
8. Show a transparency of Appendix F: Note Card Rubric. Discuss the expectations and mandatory information needed on the note cards. Note cards will be due in one week (on Appendix A, fill in the due dates).
 9. Students are to visit the school or public library before Lesson Four, giving them one week to complete the research process.
- E. *Assessment/Evaluation*
1. Collect the rewritten paragraphs, and using Appendix E: Evaluation for Note Taking and Paraphrasing, evaluate the paragraphs.

Lesson Three: An Introduction Speech (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
 2. Lesson Content
 - a. Students will give a short speech to the class that is well-organized and well-supported. (p. 157)
 - b. Students will demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)
 3. Skill Objective(s)
 - a. Students will give a short speech introducing another student.
 - b. Students will develop ideas and content with significant details, examples, and/or reasons. (7.2.B)
- B. *Materials*
1. Appendix H: Interview Questionnaire (one for each student)
 2. Appendix I: Evaluation of the Introduction Speech (one for each student for teacher’s use)
- C. *Key Vocabulary*
1. Interview - talk to someone about specific questions
- D. *Procedures/Activities*
1. The purpose of this assignment is to give students an opportunity to learn about another person and have the experience of introducing him/her. Assign groups of two to use Appendix H: Interview Questionnaire, to interview one another.
 2. After 10 – 15 minutes, have students return to their desks, and write a one-minute speech about the individual interviewed, including an Introduction (capture the audience’s attention), Middle (clear picture of the individual), and Conclusion (tell the audience why they should learn more about the individual).
 3. Have each student give a one-minute speech about the individual interviewed. Use Appendix I to evaluate the speech.
- E. *Assessment/Evaluation*
1. Appendix I: Evaluation of the Introduction Speech

Lesson Four: Outline (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
 - b. Students develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
 2. Lesson Content
 - a. Students will write nonfiction essays that describe, narrate, persuade, and compare and contrast. (p. 157)
 3. Skill Objective(s)
 - a. Students will develop ideas and content with significant details, examples, and/or reasons. (7.2.B)
 - b. Students will plan, draft, revise, and edit for a legible final copy. (7.2.E)
 - c. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (7.2.C)
- B. *Materials*
1. Overheard projector: transparency of Appendices K.1 and K.2: Outline for a Speech
 2. Appendix J: Outline Evaluation (copy for each student)
 3. Appendix Q: Student Progress Checklist (one for each student for teacher’s use)
- C. *Key Vocabulary*
1. Thesis – main topic or theme
- D. *Procedures/Activities*
1. Ask a student to describe the steps of making a peanut butter and jelly sandwich (get out the bread, peanut butter, jelly, and knife; opening the jars, etc.). Discuss how organizing the steps helps reach the final goal, and how an outline will help achieve the goal of a final paper.
 2. Show the transparency examples of Appendices K.1 and K.2: Outline for a Speech. Ask students to describe each part of an outline: Introduction, Body Paragraphs, and Conclusion. Explain that this outline uses the capital letters as paragraph designations, and each number under the letter stands for a sentence in the paragraph. They are only to use three or four words for each sentence (not write complete sentences).
 3. Discuss the thesis statement: where it belongs in the paper, and how to write an excellent thesis.
 4. Students will have had one week to do their research in the school or public library. Using the transparencie s, model the process by filling in information the students have obtained from their research time in the library on the three required topics.
 5. Students will work on their outlines using their note cards. They will have one week to complete the outline. Show the students the Appendix J: Outline Evaluation, to observe the expectation, and then collect them to use next week. Outline will be evaluated in one week.
- E. *Assessment/Evaluation*
1. Using Appendix F: Note Card Rubric, check students’ note cards while they work on the outline.
 2. Use Appendix Q: Student Progress Checklist, to record note cards.

Lesson Five: How to Present a Researched Speech (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
2. Lesson Content
 - a. Students will give a short speech to the class that is well-organized and well-supported. (p. 157)
 - b. Students will demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)
3. Skill Objective(s)
 - a. Students will observe and critique properly and improperly given speeches.

B. *Materials*

1. Appendix G: “The Gettysburg Address” or another short passage
2. Appendix L: Teacher Speech Evaluation (one for each student)

C. *Key Vocabulary*

1. Eye contact – looking directly into the eyes of different individuals in the audience
2. Word punch – words and phrases emphasized in a speech
3. Gestures – body language and facial expressions within a speech

D. *Procedures/Activities*

1. Choose a short passage such as “The Gettysburg Address” to present to the class.
2. Model a poorly done speech to the class: exaggerated movement, lack of eye contact, reading the speech in a monotonous voice, etc. This is a fun experience, and gives the students the opportunity to see how many students speak, without directly addressing individuals. This makes a striking impression on students.
3. Model the same speech done properly, emphasizing eye contact, word punch, and proper gestures. Discuss with the class both presentations, encouraging them to consciously work on the correct model.
4. Have students use Appendix L: Teacher Speech Evaluation for both speeches, using different colors for the properly and improperly done speeches.

E. *Assessment/Evaluation*

1. Appendix L: Teacher Speech Evaluation

Lesson Six: Rough Draft (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
2. Lesson Content
 - a. Students will write nonfiction essays that describe, narrate, persuade, and compare and contrast. (p. 157)

3. Skill Objective(s)
 - a. Students will write in a variety of genres for specific purposes such as to entertain, to persuade, and to inform. (adapted from 7.2.A)
 - b. Students will develop ideas and content with significant details, examples, and/or reasons. (7.2.B)
 - c. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (7.2.C)
 - d. Students will plan, draft, revise, and edit for a legible final copy. (7.2.E)
 - e. Students will write with a voice appropriate to purpose and audience. (7.2.G)
 - f. Students will paraphrase, summarize, organize, and synthesize information. (7.5.D)
 - g. Students will recognize an author's point of view or purpose.
 - h. Students will write a biographical paper on a selected Scientist.
 - i. Students will describe the contributions of science made by people in different cultures and at different times in history. (7.6.C)
- B. *Materials*
 1. Appendix J: Outline Evaluation (one for each student for teacher's use)
 2. Appendix Q: Student Progress Checklist (one for each student for teacher's use)
- C. *Key Vocabulary*
 1. Transition – move from one paragraph to the next smoothly
- D. *Procedures/Activities*
 1. Ask the students how the introductory paragraph can influence the entire paper.
 2. Ask students how paragraphs can flow smoothly from topic to topic. Explain that transitions are important to the continuity and quality of a paper, and how they can be used effectively.
 3. Have students give examples of information they found on each of the Science biography topics they have researched. Write down their ideas on the board under the headings: Childhood, Accomplishments, and Application.
 4. Paragraphs are to be 6-8 sentences long; ask what a student should do if they have too few or too many. (They will need to find more information, or eliminate unnecessary information). Explain that five paragraphs is a minimum, and will most likely not fulfill the Science requirement for a five to ten minute speech.
 5. Ask students what the Conclusion must cover, and how to restate the thesis in an interesting but not repetitious way.
 6. Have students begin working on their Rough Drafts. Rough drafts will be due in one week.
- E. *Assessment/Evaluation*
 1. As students work on their Rough Drafts, use Appendix J: Outline Evaluation, to check Outlines.
 2. Use Appendix Q: Student Progress Checklist, to record outlines.

Lesson Seven: Practice Speech (given in English Class) (approximately 50 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)

- b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
 - 2. Lesson Content
 - a. Students will give a short speech to the class that is well-organized and well-supported. (p. 157)
 - b. Students will demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)
 - 3. Skill Objective(s)
 - a. Students will give a biographical speech on a selected Scientist.
 - b. Students will describe the contributions of science made by people in different cultures and at different times in history. (7.6.C)
- B. *Materials*
 - 1. Appendix M: Practice Speech Evaluation (one for each student for teacher’s use)
- C. *Key Vocabulary*
 - 1. Voice – the author’s manner of speech and communication
- D. *Procedures/Activities*
 - 1. Give each student a copy of Appendix M: Practice Speech Evaluation, to explain the expectations for the practice speech, and ask students to put their names on the sheets. Collect the papers to use for evaluation during the speeches.
 - 2. Have students give their practice speeches using their rough drafts.
 - 3. After all students have given their speeches, use specific positive examples from the students’ speeches to demonstrate proper speech presentations. Generally, address areas of needed improvement.
- E. *Assessment/Evaluation*
 - 1. Appendix M: Practice Speech Evaluation

Lesson Eight: Revisions and Editing; Final Paper (approximately 50 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
 - c. Students develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
 - 2. Lesson Content
 - a. Students will write nonfiction essays that describe, narrate, persuade, and compare and contrast. (p. 157)
 - 3. Skill Objective(s)
 - a. Students will plan, draft, revise, and edit for a legible final copy. (7.2.E)
 - b. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (7.2.C)
 - c. Students will write with a voice appropriate to purpose and audience. (7.2.G)
 - d. Students will paraphrase, summarize, organize, and synthesize information. (7.5.D)
 - e. Students will recognize an author’s point of view or purpose.

- f. Students will write a biographical paper on a selected Scientist.
 - g. Students will describe the contributions of science made by people in different cultures and at different times in history. (7.6.C)
 - h. Students will write citations and use a Works Cited format
- B. *Materials*
- 1. Overheard projector
 - 2. Transparency of Appendix N: Revisions and Editing Checklist
 - 3. Appendix N: Revisions and Editing Checklist (one for each student)
 - 4. Appendix Q: Student Progress Checklist (same form used for note cards and outlines)
- C. *Key Vocabulary*
- 1. Revision – examination for modification and correction
 - 2. Editing – checking for conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling
- D. *Procedures/Activities*
- 1. Hand out Appendix N: Revisions and Editing Checklist, and discuss the difference between revising and editing.
 - 2. Discuss areas of improvement: not enough information, too much information, repetitive words, complete sentences, etc. Give students their Appendix M: Practice Speech Evaluation forms from the previous lesson.
 - 3. Students will be assigned a partner, and will read their rough drafts to one another and give positive and constructive criticism. Students will write comments on Appendix H: Revisions and Editing Checklist
 - 4. Have students use the Checklist and their Practice Speech Evaluation forms to evaluate their Rough Drafts and begin working on their Revisions and Editing. After the Revisions and Editing are completed, students are to do their Final Copy.
 - 5. Remind students that they need two copies of the Final paper (one for Science and one for English). If the paper is handwritten, a machine duplicate is acceptable. The paper must be typed or handwritten neatly with blue or black ink. The Works Cited must be turned in with the paper. Because this is for the purpose of a speech, it does not need to be in MLA style writing.
 - 6. The Revisions and Editing, Checklist, and Final Copy will be due in one week, with the understanding that a late paper will result in a 50% reduction of grade.
- E. *Assessment/Evaluation*
- 1. Use Appendix Q: Student Progress Checklist, to record rough drafts.

Lesson Nine: Biographical Speech (directions for speech to be given in science class)
(approximately 50 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
 - a. Students understand the necessity to write and speak for a variety of purposes and audiences. (Colorado State Standard 2 – Reading and Writing)
 - b. Students develop an appreciation for applying thinking skills to their reading, writing, speaking, listening, and viewing. (CSS 4 – Reading and Writing)
 - 2. Lesson Content
 - a. Students will give a short speech to the class that is well-organized and well-supported. (p. 157)

- b. Students will demonstrate an ability to use standard pronunciation when speaking to large groups. (p. 157)
 - 3. Skill Objective(s)
 - a. Students will give a biographical speech on a selected Scientist.
 - b. Students will describe the contributions of science made by people in different cultures and at different times in history. (7.6.C)
- B. *Materials*
 - 1. Appendix O: Final Copy Rubric (one for each student for the teacher’s use)
 - 2. Appendix Q: Student Progress Checklist (same form as note cards, outline, rough draft)
 - 3. Appendix P: Self-Evaluation for Students (one for each student)
- C. *Key Vocabulary*
 - 1. Self-evaluation – evaluating one’s own work
- D. *Procedures/Activities*
 - 1. Discuss the final speech with the students, reviewing the Science expectations for time (5-10 minutes), dressing as the scientist, and covering the topics of the Scientist’s Childhood, Scientist’s Accomplishment(s), and the Application to Science Class. The Biographical Speech will be graded in Science.
 - 2. Collect the Final Copy of the researched speech (does not need to be in MLA form), the Revisions and Edited copy, and the Revisions and Editing Checklist.
 - 3. After the papers have been completed and turned in, give students Appendix N to complete. Collect them when finished.
- D. *Assessment/Evaluation*
 - 1. Use Appendix Q: Student Progress Checklist, to record Revisions and Editing.
 - 2. Use Appendix O: Final Copy Rubric, after papers have been turned in.
 - 3. After the papers have been completed and turned in, use the Appendix Q: Student Progress Checklist to obtain final grade.

VI. CULMINATING ACTIVITY

- A. Biographical Speech
- B. Final Paper
- C. Appendix P: Self-Evaluation for Students

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Parent Letter for English
- B. Appendix B.1: Parent Letter for Science
- C. Appendix B.2: Scientists for Researched Speech
- D. Appendix C: Quiz on Researching
- E. Appendix D: An Article on Charles Darwin
- F. Appendix E: Evaluating Note Taking and Paraphrasing
- G. Appendix F: Note Card Rubric
- H. Appendix G: The Gettysburg Address
- I. Appendix H: Interview Questionnaire
- J. Appendix I: Evaluation of the Introduction Speech
- K. Appendix J: Outline Evaluation
- L. Appendix K.1: Outline for a Speech
- M. Appendix K.2: Outline for a Speech Continued
- N. Appendix L: Teacher Speech Evaluation
- O. Appendix M: Practice Speech Evaluation
- P. Appendix N: Revision and Editing Checklist
- Q. Appendix O: Final Copy Rubric

- R. Appendix P: Self-Evaluation Form
- S. Appendix Q: Student Progress Checklist – For The Teacher

VIII. BIBLIOGRAPHY

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- B. Trimmer, Joseph F. *The Essentials of MLA Style*. Boston, MA: Houghton Mifflin, 1996. 0-395-88316-4.
- C. “Project Presentation Tips.” [On-line]. Available URL: <http://www.teachervision.com>
- D. “Organization for Persuasive Speech.” [On-line]. Available URL: <http://www.norfacad.pvt.k12.va.us/speech/Org.htm>

APPENDIX A
PARENT LETTER – ENGLISH

Dear Parents,

Your child will be writing a researched speech for Science and English. The requirements for English are as follows:

There will be class deadlines for each step of the research and speech process. The due dates are listed below:

<u>Assignment</u>	<u>Due Date</u>
Note cards (minimum of three sources)	_____
Outline	_____
Rough Draft	_____
Practice Speech	_____
Revisions and editing; Final Copy	_____
Final Speech	_____

Each step of the research process will be covered in class. It is your responsibility to be in class, or to obtain class notes if you are absent. By following the process, and working to the best of your ability, you can be assured of an excellent grade. There will be opportunities to work in class, but you will need to work outside of school hours as well. How effectively you use class time will determine the amount of time you must use at home.



I have read and understand the expectations for the Science Researched Speech.

Student Signature _____

Parent Signature _____

APPENDIX B.1
PARENT LETTER – SCIENCE

Dear Parents,

Your child will be completing a researched speech for Science and English. The requirements for Science are as follows:

- The speech is to be five minutes minimum and ten minutes maximum.
- The rough draft of the speech is due _____.
- The final copy of the paper is due on the day you are giving the Biographical Speech. It must be typed or neatly handwritten using blue or black ink.
- There must be a *Works Cited* at the end of the paper.
 - The *Works Cited* page must include at least three sources.
 - There must be at least one of each of the following sources:
 - Book
 - Encyclopedia
 - Web site
- The speech is worth 100 points.

Topic Requirements:

- The paper will be about an assigned Scientist.
- The paper must include the following topics:
 - Introduction
 - About his/her childhood and life
 - What he/she accomplished
 - How his/her accomplishment applied to what was learned in class
 - Conclusion

Due Date:

- The paper is due _____.
- Late papers and speeches will result in a 50% grade reduction.
- There must be two copies of the paper – one for Science and one for English.

.....

I have read and understand the expectations for the Science Researched Speech.

Student Signature _____

Parent Signature _____

APPENDIX B.2
SCIENTISTS FOR RESEARCHED SPEECH

SCIENTISTS LISTED IN THE *CORE KNOWLEDGE SEQUENCE* FOR 7TH GRADE:

Charles Darwin
Antoine Lavoisier
Lise Meitner
Dmitri Mendeleev

OTHER SCIENTISTS THAT COULD POSSIBLY BE RESEARCHED:

Niels Bohr
Francis Crick
John Dalton
Robert Hooke
Barbara McClintock
Gregor Mendel
Severo Ochoa
Ernest Rutherford
Anton van Leeuwenhoek
James Watson

APPENDIX C
QUIZ ON RESEARCHING

NAME _____

1. Define relevant:

2. Give two reasons why is it important to do a **researched** biographical speech.

APPENDIX D
AN ARTICLE ON CHARLES DARWIN

Darwin, Charles Robert (1809-1882), British scientist, who laid the foundation of modern evolutionary theory with his concept of the development of all forms of life through the slow-working process of natural selection. His work was of major influence on the life and earth sciences and on modern thought in general.

Darwin's job as naturalist aboard the *Beagle* gave him the opportunity to observe the various geological formations found on different continents and islands along the way, as well as a huge variety of fossils and living organisms. In his geological observations, Darwin was most impressed with the effect that natural forces had on shaping the earth's surface.¹

For Teacher Use:

Essential words: scientist, evolutionary theory, natural selection
influence, sciences, modern, thought
naturalist, geological, fossils, organisms
effect, natural, forces, earth

Paraphrasing: (one possibility)

Charles Darwin was a scientist who believed in natural selection, which became the founding of the evolutionary theory. He had a tremendous influence on the sciences and modern thinking.

While working as a naturalist on a ship called the *Beagle*, he observed geological structures, fossils, and living organisms. One of his most important observations was how natural forces shaped the earth.

¹"Darwin, Charles Robert," *Microsoft® Encarta® Encyclopedia 2000*. © 1993-1999 Microsoft Corporation. All rights reserved.

APPENDIX E
EVALUATING NOTE TAKING AND PARAPHRASING

Does the student have the correct:
(Initial)

_____ 1. **Works Cited information?**

_____ 2. **Essential Information?** (three to four words per sentence)

_____ 3. **Paraphrasing?** (paragraph rewritten: meaning clear _____, no plagiarism _____)

**APPENDIX F
NOTE CARD RUBRIC**

	Excellent (10 points)	Very Good (9 points)	Good (7 points)	Fair (6 points)	Poor (4 points)	Not done or Incomplete (0 points)
Works Cited (Three sources minimum)						
Headings (Note cards are identified by Science headings assigned)						
Recording meaningful information (Everything recorded on note cards should relate directly to your topic)						
Accuracy of information						
Neatness and Spelling (If reading or use of the cards is made difficult because of sloppy writing, "Poor" will be checked)						
Information properly recorded (Essential information on note cards only, unless there is a direct quote, which must be identified)						

FINAL SCORE _____ **(60 possible)**

COMMENTS _____

APPENDIX G
THE GETTYSBURG ADDRESS

Abraham Lincoln

Address at Gettysburg, Pennsylvania

November 19, 1863

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.

APPENDIX H
INTERVIEW QUESTIONNAIRE

1. What is your name? _____

2. Where were you born? _____

3. Describe your all-time favorite school project or homework assignment. _____

4. Complete the statement "I think kids today really need to . . ." _____

5. Name one thing you would really like to do that you have never tried. _____

6. What kind of career would you like to have? _____

APPENDIX I
EVALUATION OF THE INTRODUCTION SPEECH

Speaker's Name _____

Person Interviewed _____

(1-emerging skills; 5-exemplary skills)

- | | | | | | |
|---|---|---|---|---|---|
| 1. Introduction: Clear? Interesting? Captured audience's attention? | 1 | 2 | 3 | 4 | 5 |
| 2. Middle: Well developed, clear picture of individual | 1 | 2 | 3 | 4 | 5 |
| 3. Conclusion: Tell why the audience should learn more about the individual | 1 | 2 | 3 | 4 | 5 |

**APPENDIX J
OUTLINE EVALUATION**

Paragraph:	One point for each paragraph (up to five)					Total
	1	2	3	4	5	
Five paragraphs minimum						
Headings (Introduction, minimum of three subject areas & paragraphs, conclusion)						
Recording meaningful information (Each paragraph)						
Accuracy of information (Each paragraph)						
Neatness and Spelling (Each paragraph)						

FINAL SCORE _____ **(25 possible)**

COMMENTS _____

**APPENDIX K. 1
OUTLINE FOR A SPEECH**

Title: _____

Subject: _____

Thesis Statement: _____

NOTE: Only use three or four essential words for each sentence below.

A. INTRODUCTION (Capture the attention of the audience)

Begin with a quote, definition, example, analogy, description, analogy, or startling statement. Preview the assigned topics (childhood, scientific accomplishment, how the accomplishment relates to science class). State the thesis. Have a strong transition.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. Transition: _____

B. BODY: Scientist's Childhood

1. Topic sentence: _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. Transition: _____

C. BODY: Scientist's Scientific Accomplishment

1. Topic sentence: _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. Transition: _____

D. BODY: Application of Scientist's Accomplishment to the Class

1. Topic sentence: _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. Transition: _____

APPENDIX K. 2
OUTLINE FOR A SPEECH CONTINUED

E. CONCLUSION (Summarize the speech and give concluding remarks)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

APPENDIX L
TEACHER SPEECH EVALUATION

Evaluator's Name _____

Speech One:

(1-emerging skills; 5-exemplary skills)

- | | | | | | |
|--|---|---|---|---|---|
| 1. Eye Contact – Made eye contact at appropriate times. | 1 | 2 | 3 | 4 | 5 |
| 2. Word Punch – Used variety in volume and inflection | 1 | 2 | 3 | 4 | 5 |
| 3. Gestures – Used appropriate gestures and expressions. | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

Speech Two:

(1-emerging skills; 5-exemplary skills)

- | | | | | | |
|--|---|---|---|---|---|
| 1. Eye Contact – Made eye contact at appropriate times. | 1 | 2 | 3 | 4 | 5 |
| 2. Word Punch – Used variety in volume and inflection | 1 | 2 | 3 | 4 | 5 |
| 3. Gestures – Used appropriate gestures and expressions. | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

**APPENDIX M
PRACTICE SPEECH EVALUATION**

Speaker's Name _____

Time: _____

(1-emerging skills; 5-exemplary skills)

- | | | | | | |
|--|---|---|---|---|---|
| 1. Speech organization – Clear, well-developed ideas | 1 | 2 | 3 | 4 | 5 |
| 2. Eye Contact – Made eye contact at appropriate times | 1 | 2 | 3 | 4 | 5 |
| 3. Voice – Clear, easy to understand and hear. | 1 | 2 | 3 | 4 | 5 |
| 4. Voice – Not too fast or too slow. | 1 | 2 | 3 | 4 | 5 |
| 5. Word Punch – Used variety in volume and inflection. | 1 | 2 | 3 | 4 | 5 |
| 6. Gestures – Used appropriate gestures and expressions. | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

**APPENDIX N
REVISION AND EDITING CHECKLIST**

When you have finished writing:	Yes	No
1. Reread what you have written.	_____	_____
2. Read it aloud to yourself.	_____	_____
3. Have a partner read the piece aloud to you.	_____	_____
4. Ask a friend, parent, or teacher to read the piece and make suggestions.	_____	_____
5. Use the revision, proofreading, and editing checklists to make corrections and improvements.	_____	_____

REVISION CHECKLIST (CONTENT AND MEANING):

Do I have enough ideas?	_____	_____
Do I stick to my thesis?	_____	_____
Are the topic sentences strong and interesting?		
Do I have three clear and specific supporting details for each paragraph?		
(1)_____ (2) _____ (3)_____ (4) _____(5) _____(6) _____(7) _____(8) _____		
Are the ideas arranged in a logical order?	_____	_____
Do the ideas flow smoothly (good transitions)?	_____	_____
Do I have a strong introduction and conclusion?	_____	_____

EDITING CHECKLIST:

Are my sentences complete? Do I have any fragments or run-ons?	_____	_____
Are my sentences varied in structure and length?	_____	_____
Do all verbs agree with their subjects?	_____	_____
Are verb tenses consistent?	_____	_____
Have I chosen appropriate and interesting vocabulary?	_____	_____
Did I capitalize the first word in each sentence and all proper nouns?	_____	_____
Have I checked the spelling of words of which I am not sure?	_____	_____
Did I use the dictionary or spell-check?	_____	_____
Did I indent my paragraphs?	_____	_____
Have I checked for punctuation, especially end punctuation?	_____	_____
If citations are used, have I checked to make sure I have the correct form and punctuation?	_____	_____

Adapted from A Guide to Communication: The Grosse Pointe Public Schools Style Sheet.

APPENDIX O
FINAL REPORT RUBRIC

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
Quality of Information	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	supporting details specific to subject	
Grammar & Spelling	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
Interest Level	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
Neatness	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
				Total	

Adapted from <http://www.sdcoe.k12.ca.us/score/actbank/reportrub.html>

**APPENDIX P
SELF-EVALUATION RUBRIC**

Self-Evaluation: Researched Speech



Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	-----
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	-----
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	-----
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	-----
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	-----
				Total---->	-----

Generated by www.teach-nology.com

APPENDIX Q
STUDENT PROGRESS CHECKLIST – FOR THE TEACHER

STUDENT NAME _____

Assignment	Points possible	Points earned	Comments
1. Note Cards	_____	_____	_____
2. Outline	_____	_____	_____
3. Rough Draft	_____	_____	_____
4. Practice Speech	_____	_____	_____
4. Revisions and Editing	_____	_____	_____
5. Final Copy	_____	_____	_____
	TOTAL	_____	