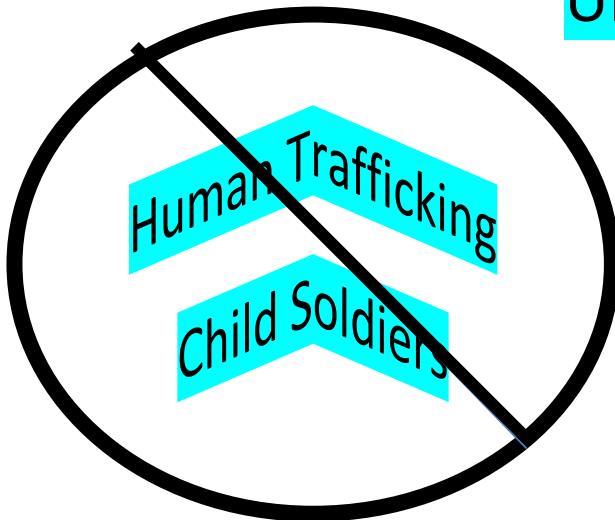


Name: _____

Unit 3



We are our brother's keepers??



Presentation and Team Building

1. or 3. _____ 20 pts. *Very Young Girls* 1/11-12 & *Blood Diamonds* 1/25-28
2. _____ 100 pts. 2/1-2
4. _____ 20 pts 1/5-6
5. _____ 20 pts. start teams 1/7
6. _____ 20 pts. 1/13-15
7. _____ 50 pts.
9. _____ 40 pts. 2/11-12
11. _____ 30 pts. 2/3-4

Extra Credit - _____ Message to the Instructor - _____

Items, 1, 2, 3, 4, 5, 6, 7, 9, and 11 are graded as the research and reading unit and will compose one grade.

Total 300 pts. _____ X .33 = _____ Unit 4 Research and Reading Grade 2/25-26

- 8. Rough Draft Grade - _____ 2/9 or 2/10
- 10. Presentation Grade - _____ 2/16-24
- 12. Deconstruction Grade - _____ 2/5 or 2/8
- 14. Reflection Essay Grade - _____ 2/22 or 2/24

Items 9, 11, 13, and 14 will be separate grades and count equally with the Research and Reading Grade.

1. **Video.** *Blood Diamonds* - 4- days (143 minutes) The students will watch the video and discuss questions to be answered for research. Each student who is reading *A Long Way Home* will write five questions from the film. With a partner each group of 2 will refine their questions to two questions which will be discussed with the instructor. Each team will present their question and the group will decide on three questions. The teams (one question for each team of 4) will then divide the issue into four issues to be researched. 20 pts. 4-(2)
2. **Read the book.** *A Long Way Home* or *Girls Like Us* The student will finish the book started during Unit 2 (winter break). The student will continue to highlight and note take. The student needs to write at least 5 notes per chapter (a note is a point or question you want to remember after you read this section) and 5 highlights per chapter (these are statistics or quotes you want for your research). If the student is using the text the student needs to tab all places in each chapter or list the highlights and notes per chapter. If you have a Kindle make sure your notes and highlights are synced with a good Wi-Fi signal. 50 pts. (5)
3. **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. Each team will present their question and the group will decide on three questions. The teams (one question for each team of 4) will then divide the issue into four issues to be researched. 20 pts. 2- (2)

4. **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 eighteen 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.

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 30 pt., the tallest structure the 2nd time will receive 25 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. 3

5. **Team Work on Presentation.** The team will meet and divide the issues. The team needs to create a structure and record it. The team needs to meet three times during the process and record the process. 20 pts. 2

6. **Presentation Skills.** We will watch the video *The Secret Structure of Great Talks* by Nancy Duarte. We will discuss how to do this with the Cambridge requirements for Paper 3. Then we will watch Monty Python episode on *Arguing*. We will then discuss. Then we will watch *Dafur in 10 Minutes*. We will then discuss. Then each team (of two) will meet and discuss how they will incorporate one of these ideas in a one minute talk on their topic. 20 pts. 3

7. **Global and Local Research.** The student will collect data from five 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.
30 pts. 2

8. **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 two sided evidence (2-2), validation of 4 authors, definitions (if needed), hook with opening paragraph, reflective (2-3 sentences), 2-2 reasons, conclusion paragraph restating thesis, reasons, and conclusions. See scaffolding. 100 pts. 5
9. **Peer Review of Presentation.** The student will take the rough draft and have a 4 students peer review it. They will also have to peer review 4 rough drafts. The peer reviews must have the following characteristics:
a.) evaluation of the reflection, b). evaluation of validations, c.) evaluation of opening and conclusion, and d.) evaluation of research (does it prove the point). The peer review can be in paragraph or bullet format. 40 pts. 2
10. **Presentation with transcript.** The student will make an 8 presentation. A transcript must be included. The presentation must have a visual component, follow the presentation rubric, and be presented before the class. The student must make the presentation to their own team and one other team. These students must score the presentation and critique the strengths and weaknesses. 100 pts. 6
11. **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
12. **Book Deconstruction.** The deconstruction must have the following items: thesis and counter thesis, if any, five questions from the book, twenty facts with page numbers, a raven exercise of the author, 10 postings on social media, and 5 reasons the author gives to support the thesis, 5 examples given to support the reasons, and lastly state the conclusion. 100 pts. 0

13. Reflection Essay. The student will write an 800 word essay reflecting on the group process and the conclusion of the group. The instructor will discuss the grading rubric and discussion the purpose of the assignment. 100 pts 2