

## Thinking about Your Presentation

Partners' Names \_\_\_\_\_ Date \_\_\_\_\_

| Category   | Name<br>_____ | Name<br>_____ |
|--|---------------|---------------|
| Questions about content<br>(what will be <b>in it</b> )                              |               |               |
| Questions about purpose<br>( <b>how</b> you will <b>inform</b> and <b>persuade</b> ) |               |               |
| Questions about process<br>( <b>how</b> you will work on it)                         |               |               |
| Questions about product<br>(what you will <b>create</b> )                            |               |               |

# Your Challenge 1 – Evaluation Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

**Your presentation**

| Category  | Insufficient  | Limited   | Adequate   | Proficient   | Excellent  |
|---|---|---|--|--|--|
| <b>Knowledge and Understanding of the Issue</b>           |   |   |  |  |  |
| <b>Issue is defined in a way that shows understanding</b> | Shows insufficient understanding                                | Defines the issue in a way that shows limited understanding | Defines the issue in a way that shows emerging understanding | Defines the issue in a way that shows solid understanding    | Defines the issue in a way that shows a high degree of understanding |
| <b>Facts are clearly expressed</b>                        | Shows insufficient expression of facts                          | Expresses facts with limited clarity                        | Expresses facts with some clarity                            | Expresses facts with clarity                                 | Expresses facts with a high degree of clarity                        |
| <b>Evidence supports conclusions</b>                      | Shows insufficient evidence to support conclusions              | Presents limited evidence to support conclusions            | Presents some evidence to support conclusions                | Presents effective evidence to support conclusions           | Presents a great deal of effective evidence to support conclusions   |
| <b>Selection, Analysis, and Evaluation of Information</b> |   |   |  |  |  |
| <b>Information is drawn from a variety of sources</b>     | Shows insufficient information drawn from a variety of sources  | Draws information from a limited number of sources          | Draws information from some sources                          | Draws information from a variety of sources                  | Draws information from a wide variety of sources                     |
| <b>Voices represent diverse views</b>                     | Shows insufficient voices representing diverse views            | Presents few alternative views and perspectives             | Presents some alternative views and perspectives             | Presents alternative views and perspectives                  | Presents many alternative views and perspectives                     |
| <b>Conclusions are based on evidence</b>                  | Shows insufficient connections between evidence and conclusions | Shows limited connections between evidence and conclusions  | Shows some connections between evidence and conclusions      | Shows effective connections between evidence and conclusions | Shows highly effective connections between evidence and conclusions  |
| <b>Criteria for judgment are clearly explained</b>        | Shows insufficient explanation of criteria for judgment         | Explains criteria for judgment with limited clarity         | Explains criteria for judgment with some clarity             | Explains criteria for judgment with clarity                  | Explains criteria for judgment with a high degree of clarity         |

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**REPRODUCIBLE 1.1.2 CONTINUED**

| <b>Category</b>  | <b>Insufficient</b>   | <b>Limited</b>   | <b>Adequate</b>  | <b>Proficient</b>   | <b>Excellent</b>  |
|--|---|--|--|---|---|
| <b>Sources and references are cited correctly and accurately</b>                             | Shows insufficient citation of sources and references                               | Cites sources and references with a limited degree of correctness and accuracy   | Cites some sources and references correctly and accurately                             | Cites sources and references correctly and accurately                         | Cites sources and references with a high degree of correctness and accuracy     |
| <b>Presentation</b>  |   |  |  |   |   |
| <b>Engages audience</b>  | Shows insufficient evidence that audience is engaged                                | Engages audience with limited effectiveness                                      | Engages audience with some effectiveness   | Engages audience effectively  | Engages audience with a high degree of effectiveness                            |
| <b>Provides opportunities for audience feedback and interaction</b>                          | Shows insufficient opportunities for audience feedback and interaction              | Provides limited opportunities for audience feedback and interaction             | Provides some opportunities for audience feedback and interaction                      | Provides effective opportunities for audience feedback and interaction        | Provides highly effective opportunities for audience feedback and interaction   |
| <b>Message is consistent</b>   | Shows insufficient evidence of a consistent message                                 | Presents a message with limited consistency                                      | Presents a somewhat consistent message   | Presents a generally consistent message                                       | Presents a highly consistent message  |
| <b>Presentation is interesting, supported by graphics, and uses technology appropriately</b> | Shows insufficient evidence of interest, support by graphics, and use of technology | Is occasionally interesting and supported by graphics and appropriate technology | Is somewhat interesting and sometimes supported by graphics and appropriate technology | Is generally interesting and supported by graphics and appropriate technology | Is highly interesting and well-supported by graphics and appropriate technology |

# Your Challenge 1 – Checklist for Success

Name \_\_\_\_\_ Date \_\_\_\_\_

| Item  | Not Started | Partly Complete | Complete | Date Completed | Comment (Teacher or Peer) |
|---|-------------|-----------------|----------|----------------|---------------------------|
| <b>My Knowledge and Understanding of the Issue</b>  |             |                 |          |                |                           |
| Issue is defined in a way that shows my understanding of it   |             |                 |          |                |                           |
| Facts are clearly expressed   |             |                 |          |                |                           |
| Evidence supports my conclusions  |             |                 |          |                |                           |
| <b>My Selection, Analysis, and Evaluation of Information</b>  |             |                 |          |                |                           |
| I have drawn information from a variety of sources  |             |                 |          |                |                           |
| The voices selected represent diverse views and acknowledge the existence of alternative views and perspectives |             |                 |          |                |                           |
| My criteria for judgment are clearly explained  |             |                 |          |                |                           |
| My conclusions are clearly based on my criteria for judgment  |             |                 |          |                |                           |
| Sources and references are cited accurately   |             |                 |          |                |                           |
| <b>My Presentation</b>  |             |                 |          |                |                           |
| My audience will be engaged   |             |                 |          |                |                           |
| I have provided opportunities for audience feedback and interaction   |             |                 |          |                |                           |
| My message is consistent  |             |                 |          |                |                           |
| My presentation is interesting, supported by graphics, and uses technology appropriately                        |             |                 |          |                |                           |

# My Presentation Proposal

Name \_\_\_\_\_ Date \_\_\_\_\_

My presentation will take the form of \_\_\_\_\_

I plan to include the following in my presentation:

## People Who Can Help Me with My Presentation

| Who?                         | How? |
|------------------------------|------|
| Another student<br>( _____ ) |      |
| My teacher                   |      |
| Another adult<br>( _____ )   |      |

Feedback

## Notes for My Presentation

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Topic</b>                                      | <b>Notes</b> | <b>Sources</b> |
|---|--------------|----------------|
| Identity  |              |                |
| Forces of globalization and identity              |              |                |
| The media, communication technology, and identity |              |                |
| Global responses and identity                     |              |                |

# Aspects of Identity

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Most Important Aspects<br/>of My Identity Right Now</b> | <b>Major Influence<br/>on This Aspect of My Identity</b> |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

# My Body as a Book

Name \_\_\_\_\_

Date \_\_\_\_\_

| <b>How I might be read</b> | <b>How I actually am</b> | <b>How much choice do I have?</b> |
|----------------------------|--------------------------|-----------------------------------|
|                            |                          |                                   |



## Collectives I Belong to

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Collective</b> | <b>Purpose</b> | <b>Tradition</b> |
|-------------------|----------------|------------------|
|                   |                |                  |
|                   |                |                  |
|                   |                |                  |
|                   |                |                  |
|                   |                |                  |

# What if ...

Group Members \_\_\_\_\_

Date \_\_\_\_\_

How might the following language-related scenarios affect the worldview of English speakers?

Record your responses in the space provided.

## 1. What if ...

instead of the single word "love," English included different words to describe

- the love people feel for family members?
- romantic love?
- the love people feel for best friends?
- the love people feel for "stuff" or doing things?

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## 2. What if ...

all the words used for time were cyclical (things that repeat and patterns) instead of linear (things that begin and end)?

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## 3. What if ...

all the slang that refers disrespectfully to other people, body parts, and anyone who is different were eliminated?

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**4. What if . . .**

- people stopped associating the concepts of dark and black with badness and evil?
- people stopped associating the concepts of white and light with goodness and purity?

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**5. What if . . .**

you were complimented as much as you are insulted or teased every day?

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**6. What if . . .**

English had no words for death and dying?

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**7. What if . . .**

all the words for being a youth, teenager, or adolescent were eliminated, and instead, English included only words for child and adult?

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**8. What if ...**

one day a week, every week, no one was allowed to speak?

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## **Effects of Resource Development on the Lubicon Way of Life**

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Indicator</b>                  | <b>1979</b>   | <b>1983</b>   | <b>2020</b> | <b>2050</b> |
|-----------------------------------|---------------|---------------|-------------|-------------|
| Annual moose harvest              | 219           | 19            |             |             |
| Annual trapping income per family | \$5000        | \$400         |             |             |
| Welfare rate                      | Less than 10% | More than 90% |             |             |

## Developing an Informed Opinion

Name \_\_\_\_\_

Date \_\_\_\_\_

| <b>Stakeholder</b> | <b>Possible Perspective</b> | <b>Possible Sources of Information</b> | <b>Strengths and Weaknesses of Possible Sources</b> |
|--------------------|-----------------------------|--|---|
|                    |                             |  |   |
|                    |                             |  |   |
|                    |                             |  |   |
|                    |                             |  |   |
|                    |                             |  |   |
|                    |                             |  |   |

# Personal Global Connections

Name \_\_\_\_\_ Date \_\_\_\_\_

| <b>Item</b> | <b>Country of Origin</b> | <b>Were you aware of this origin before checking?<br/>(Yes or No)</b> |
|-------------|--------------------------|---|
|             |                          |   |
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