

## Grade Level: 6

### Materials

Classroom will be equipped with a computer with Microsoft PowerPoint. A computer projector will also be used to show the presentations on the wall.

### Prerequisite Skills

Students will have completed their Globetrotter presentation.

### Common Curriculum Goals

#### English

- Communication: Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.
- Communication: Structure oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.
- Communication: Use the language, techniques, and conventions of a chosen communication form in ways appropriate to topic, context, audience, and purpose.
- Communication: Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal techniques.

### Benchmarks

#### English

- Communication: Convey clear, focused main ideas with accurate, relevant supporting details, including documentation of source, appropriate to audience and purpose.
- Communication: Demonstrate organization by developing a beginning, middle, and end and by providing clear sequencing of ideas and transitions.
- Communication: Use descriptive and accurate words appropriate to audience and purpose.
- Communication: Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures appropriate to audience and purpose.

### Career Related Learning

- Communication: Locate, process, and convey information using traditional and technological tools.
- Communication: Give and receive feedback in a positive manner.
- Communication: Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instruction, technical reports, and business communications.

### National Education Technology Standards

- Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.
- Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

### Lesson Objectives

- Present presentation to class
- Evaluate each teams presentation using scoring guide

### Anticipatory Set

Explain that this is the culminating activity to the entire Globetrotter unit. Have the students give themselves a round of applause. Explain that as an audience, each will have the opportunity to provide feedback to each team's presentation.

### Stated Objective and Purpose

Today is the day we all have been waiting for. Each team will present their presentation to the class and each student in the class will provide feedback to each team using a scoring guide.

### Learning Activities/Procedures

Have students sit on the floor where they can see the view screen. Pass out evaluation forms and scoring guides to each student. Explain how the scoring guide works and how they should fill it out as each team presents their slideshow. I will briefly model how to fill in a scoring guide to make sure everyone understands what to do. One by one, each team will make their presentation. Each team will turn in a packet of work they have done throughout the unit.

### Adaptation for Special Needs & Multiple Intelligence's

None

### Closure

After all presentations are complete, students will turn in their evaluations to me. I will thank all the students for their hard work and ask students to reflect on what they learned throughout the unit.

### Assessment

A scoring guide (attached) will be used to grade each team's effort. Packets will be checked for completeness. Each packet should include a travel itinerary, a journal and a printout of their PowerPoint presentation.

### Reflection

I really enjoyed teaching this unit. It was refreshing not to have to teach every technology component along the way. The unit represented a culmination of skills that were previously learned. Students who are new picked up quickly from other students and their partner. The students liked to present their information for the most part although the speech component seemed to be lacking for most students. Hopefully other classes will address the lack of speech skills in the years to come. Students were a little intimidated by the evaluation of their peers. I said that it would be anonymous and for reporting purposes only. With only a few exceptions, the class succeeded in this task. In future installments of this unit, I will make some detailed modifications but keep the spirit of the unit intact.