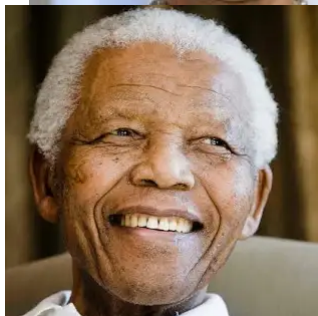


Day of the Distinguished

Person Research Project Overview

- brainstorm a person that interests you
- talk to your family for input on different people
- research the person and gather information about what achievements or hero type activities the person has done
- you may include: where they live or lived, what do they do?, appearance, birth/death information, family details, education, who influenced or helped this person?, list their achievements, problems or setbacks, why is he/she a distinguished person? how have they made a difference?, features and any other interesting facts
- consider the resources available to you for research (books, websites, videos, etc.) and make sure there is enough information to complete your project.
- think about what aspects of the person you find the most interesting and would like to focus on



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Day of the Distinguished Person Research Gathering Information

1. Check out educational websites such as BBC News, World Encyclopedia or World Atlas to find reliable information about your person. Be sure to record the websites you use for information.
2. Use Britannica Kids website to find facts. Again, be sure to record the websites you use for information.
3. Be sure to take breaks and manage your time effectively. Don't try to do all your research in one sitting. Instead, break it up into smaller chunks and take breaks regularly.
4. Finally, remember to enjoy the process of learning about a person you admire. You may discover new interests and passions along the way.



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Day of the Distinguished

Research Presentation Guidelines

Ways to present your person:

e-books/song/poem/booth board/video/story/drama play/dress up as the person/slide presentation/ drawing/sculpture /artwork /build a model/ cardboard presentation...any format you like!

1. Practice your presentation at least once or twice before you present it to the class. This will help you become more familiar with the material and help you speak confidently and clearly.
2. Be sure to practice your presentation ahead of time to ensure you can deliver it within the allotted time.
3. Prepare props or visual aids or any other form you like to help illustrate the points in your presentation.
4. When and if presenting, speak slowly, clearly and confidently. Use gestures and maintain eye contact to engage your audience.
5. Organise your presentation into clear sections/points so that your audience can easily follow.
6. Engage your audience/classmates by asking questions, opinions, or encouraging them to participate in other ways.
7. Believe in yourself and your abilities. Speak clearly, maintain eye contact and be confident in your delivery.



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Day of the Distinguished

Person Research Project Rubric

Category	Basic	Sound	Thorough	Extensive
Introduction	Does not introduce person or misses key details	Introduces some of the key details about the person	Introduces all key details about person	Introduces all key details about the person using specific vocabulary
Details	Does not include details	Names some details about the person, but not complete	Names person, details, what they are most known for	Describes the key details using vocabulary and interesting information
Pictures (drawings, diagrams)	Does not include pictures or drawings	Includes some pictures or drawings	Includes pictures in each box but are missing labels	Pictures are shown in each box and include labels or captions
Sources (website or book name, author)	Does not include sources	Names 1 source	Names 2 sources	Names 2 or more sources and includes authors for books

ORAL PRESENTATION RUBRIC: Day of the Distinguished Person Research Project

	Extensive	Thorough	Sound	Basic
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/ or monotonous tone, which causes audience to disengage
Content/ Organisation	<ul style="list-style-type: none"> * Presents information in logical, interesting sequences which the audience can follow. • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<ul style="list-style-type: none"> * Presents information in logical sequence which the audience can follow. • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Audience has difficulty following the presentation because the student does not present information in an organised manner. • Attempts to define purpose and subject; provides weak examples, facts, and/ or statistics, which do not adequately support the subject 	<ul style="list-style-type: none"> • Audience cannot understand presentation because there is no sequence of information • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions
Grammar	<ul style="list-style-type: none"> • Uses appropriate grammatical structures throughout the presentation, including appropriate tense and a variety of simple, compound and complex sentences 	<ul style="list-style-type: none"> • Generally uses appropriate grammatical structures, including appropriate tense and a variety of simple, compound and complex sentences 	<ul style="list-style-type: none"> • Attempts to use appropriate grammatical structures at times, including appropriate tense and a variety of simple, compound and complex sentences 	<ul style="list-style-type: none"> * Does not use appropriate grammatical structures.
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"> • Demonstrates strong enthusiasm about topic • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognise the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

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Day of the Distinguished Person Research Project Overview Years 2 - 6

Due: Monday, 16th September

Classroom Presentations: Throughout Week 9 - Monday, 16th September to Friday, 20th September

Showcase Afternoon: Monday, 23rd September from 2:15-3pm (Parents Welcome)

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