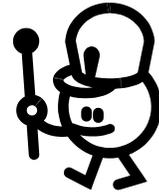




Speak Up!



A Research, Speech-Writing, and Biographical Humanities Unit

Goal and Role	<p>You are a researcher and future world leader exploring the impact, methods, and characteristics of world-shaking freedom fighters! Your role is to create a speech and an online Glogster presentation exploring a problem that you think should be solved and the way you think it should be solved.</p> <p>Your goal, while showing mastery of the language arts, is to develop your own opinion of what it means to be a strong leader and what it takes to impact the world with positive change!</p>
Audience	Your fellow freedom fighters will view your Glogster presentation. You may also present your Glogster to stakeholders if you think the presentation could be a part of the solution.
Situation	We live in a world that has problems and needs innovative leaders! You are Apprentice Leaders of the World.
Product	You will create a solution plan for the problem of your choice. Then, write a speech explaining the problem and your solution plan. Finally, add your speech to a Glogster presentation.
Standards	See rubric below.

Checklist and Timeline of Project Steps

1. **Examine a problem/situation**
 - a. **Complete problem organizer.**
2. **Consider solution approaches of famous freedom fighters**
 - a. **Complete Speakers & Leaders notes.**
 - b. **Complete semantic feature analysis chart.**
3. **Explore possible solutions**
 - a. **Complete solution organizer.**
4. **Create a solution plan.**
5. **Write problem/solution speech. Underline subjunctive sentences. Film speech.**
 - a. **Complete speech. Turn in.**
6. **Create Glogster.**
 - a. **Complete Glogster. Turn in.**

1. DUE: Mar 7

2.DUE: Mar 10

3.DUE: Mar 12

4.DUE: Mar 14

5.DUE: Mar 14

6.DUE: Mar 20

UNIT CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3. Verb Mood Common Assessment/Leadership Video (Mother Teresa and Nelson Mandela)	4. Research Time	5. Mr. Johnson's Visit	6. Research Time	7. Leadership Video (Gandhi, King, and Caesar)
10. Problem Socratic Seminar	11. Research Time 400 Lab	12. Research Time Instructional Rounds 400 Lab	13. Solution Organizer Symposium	14. Speechwriting Clinic/Writing Time MUSIC TRIP
17. Bring Device? Speech Filming	18. Introducing Glogster Glogster Time 400 Lab	19. Glogster Time 400 Lab	20. Solution Socratic Seminar	21. Glogster Time

RUBRICS AND GUIDELINES

Written Speech

Guidelines

1. Should include an introduction: hook, background, thesis
2. Should outline the problem in a paragraph or two.
3. Should give all the details of your solution. If there are several possible solutions, this may take a few paragraphs.
4. I'm grading this one for grammatical correctness, so read the rubric carefully.

STANDARD	BEGINNING	ADVANCING	SATISFACTORY	EXCELLENT
ELACC8W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	Sometimes or never	Mostly	Almost always	Always, appropriately, or with panache
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				
ELACC4L1g. Correctly use frequently confused words (e.g.,				

to/too/two; there/their).				
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).				
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.				
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).				
ELACC6L3b. Maintain consistency in style and tone.				
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.				
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.				

Recorded Speech

Guidelines

5. *Between one and three minutes.*
6. *Should outline the problem and your proposed solution.*
7. *Should include a hook and a conclusion that leaves the listener with something to consider.*
8. *Should show an improvement in eye-contact, deliberate hand gestures, volume, and enunciation.*

STANDARD ELACC8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	BEGINNING	ADVANCING	SATISFACTORY	EXCELLENT
	Sometimes or never	Mostly	Almost always	Always, appropriately, or with panache
When I speak, I emphasize important points by changing my tone and using gestures.				
I included strong evidence and well-chosen details (interesting, key, important) in my speech.				
I looked at the camera 90% of the time.				
I spoke loudly.				
I slowed down, paused at key moments, and enunciated more than usual (my listener doesn't have a script).				

Glogster (Your digital poster)

Guidelines

1. Use the private account given by me, so the world can't see your video.
2. Must include the video of your speech.
3. Should include at least two quotations with in-text citations.
4. Should include at least three graphics (photos, maps, or charts).

STANDARD ELACC8SL5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ELACC8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Not Included	Included, but not complete	Included, and mostly complete	Included, and adds to the full presentation in a professional way
	0	5	10-15	20
VIDEO OF SPEECH				
TWO QUOTATIONS with IN-TEXT CITATIONS				
THREE GRAPHICS				
CORRECT SPELLING, GRAMMAR, and PUNCTUATION				
ALL ELEMENTS CONNECT TO TOPIC AND ADD INTEREST or STRENGTHEN CLAIMS				

The Problem Organizer



1. Fact finding: What do you already know about the problem?

ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHY does the problem exist?

List your sources here:

WHAT is the problem?

HOW MUCH or HOW OFTEN is the problem occurring?

WHO is causing the problem, and WHO is affected by it?

WHEN did the problem occur or become relevant?

World Speakers & Leaders Notes



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Leadership Semantic Feature Analysis

Directions: Using your notes, evaluate the following world leaders by marking an “X” in the box of the character trait they demonstrated during their leadership.

	Mother Teresa	Nelson Mandela	Mahatma Gandhi	Martin Luther King, Jr.	Julius Caesar	My Choice: _____
1. Honesty						
2. Focus						
3. Passion						
4. Respect						
5. Persuasion Abilities						
6. Confidence						
7. Integrity						
8. Humility						
9. Compassion						
10. Fearlessness						

Leadership Reflection

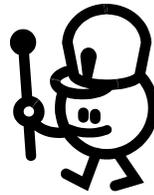
- Are there traits that all the leaders share? Explain. _____

- Does a leader need all the traits in order to be effective? _____

- What is the most important character trait for a leader? Why? _____

- In what ways do you see yourself as a leader? Which of the traits above are strengths of yours? _____

The Solution Organizer



ELACC8W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

1. **fact finding: What would solve the problem?**

WHAT solutions have already been attempted?

List your sources here:

SOLUTION	Who is involved (task force)?	Will it be accepted by everyone involved?	Is it practical/easy and cost effective?	Is it similar to anything the task force has done before?
1.				
2.				
3.				

Which solution is the best? Why? _____

PERMISSION

Dear Parents,

Your child will have the opportunity to use a web based project tool called Glogster. By using this application, students can create digital posters for class projects. They will learn to add graphics, photos, sound, and video clips to digital posters.

When using glogster at home, please be sure to access Glogster for Education by typing <http://edu.glogster.com/login/> in the web address bar. There is another version of glogster, which is used more for social networking and is not filtered. The site we are using is strictly for educational purposes, is private, and password protected. I will be able to access each student's account and they will be able to see each other's projects as well. I have set up my private classroom and entered each student.

I am excited about using this technology application in our classroom. It will be a great project presentation tool as we gather information throughout the year. I have included login information below. If you have any questions, please contact me.

Nickname: _____

Password: _____

<http://edu.glogster.com/login>

TEEN TOPIC IDEAS

EDUCATION

Drop outs
Testing inequity
Test Pressure
Loss of the Arts

ENVIRONMENT

The citification of the world/loss of the wild
Deforestation
Acid Rain
Climate Change
Water supply
Pollution

SOCIAL

Texting while driving
Bullying/Social isolation
The polarization of the classes/loss of middle class
A growing elderly population
Monopolies

HEALTH

Childhood obesity
Genetically-modified foods
Diabetes
Medication abuse
Self-Image and the Media

LOCAL AND WORLD NEWS

Traffic in Atlanta
Nuclear power and control