Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Per:\_\_\_\_\_\_\_\_\_

**Contemporary World Issues – Final Project**

**Purpose:** The goal of this project is to study an influential person/group in society that has won a Nobel Peace Prize and demonstrate mastery of the reading and writing skills you have been working on all semester.

**Directions:**

**1.** Pick a Nobel Laureate(s) that you will research and present information about. <https://www.nobelprize.org/nobel_prizes/peace/laureates/>

**2.** A Nobel Laureate(s) may only be chosen once, so more than one person cannot pick the same person/group.

**3.** Once you have your Nobel Laureate(s) begin research to find 3 educational articles from reliable sources on your group/person. Copy and paste the articles into one Google document and share with bhovland@jeffco.k12.co.us . The goal is to save paper when printing to format your articles to as few as pages as possibly. I will print them for you when you are ready.

**4.** Reading: PPARCS and Annotate – Read and annotate each article while completing the PPARCS worksheet. Each article needs its own worksheet. While you are reading you are looking for information on how your person/group is or was influential in society for your writing and presentation.

**Rubric: Reading Mastery**

**a. 3 educational articles from reliable sources \_\_\_\_\_\_\_\_\_/18 points (6 points each article)**

**b. PPARCS – Article #1 \_\_\_\_\_\_\_\_\_/24 points**

**c. PPARCS – Article #2 \_\_\_\_\_\_\_\_\_/24 points**

**d. PPARCS – Article #3 \_\_\_\_\_\_\_\_\_/24 points**

**\_\_\_\_\_\_\_\_\_/90 Reading Mastery Points**

**Reading Learning Target** **(Skill): Preview & Predict**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Mentions the topic, but barely attempted – OR – simply repeats the title. | Re-words the title – OR – misreads the clues for a wrong prediction. | Simply, but accurate prediction based on background knowledge. | Accurate and elaborate prediction based on background knowledge. |

**Reading Learning Target** **(Skill): Ask**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Asks incomplete and vague questions. | Asks on topic, but not connected to the article, questions. | Asks relevant, on topic questions. | Asks relevant, on topic questions that provide a purpose for reading. |

**Reading Learning Target** **(Skill): Read**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| Did not CODE | Minimal underlining or highlighting. | Underlines or highlights throughout entire article. | Minimal annotations (boxes, -, +). | Has conversation on paper. |

**Reading Learning Target** **(Skill): Clarify**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Attempts to answer question | Attempts question, but does not provide support. | Answers questions with evidence from the article. | Answers questions with evidence from the article and generates more questions. |

**Reading Learning Target** **(Skill): Summarize**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Restates the prediction. | Identifies a main idea, correctly or incorrectly. | Identifies main idea correctly and explains it. | Identifies main idea, correctly with support from the article. |

**Reading Learning Target** **(Skill): Synthesize**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Identifies a connection | Identifies a connection and applies it superficially. | Identifies a connection and applies it meaningfully, but without outside evidence. | Identifies a connection, applies it meaningfully, and with appropriate outside evidence. |

**5.** Writing: Complete the outline for the writing prompt using the 4 point Writing Rubric: **How is/was your person/group influential in society?**

**Writing Learning Target** **(Skill): Thesis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Mentions the topic, but barely attempts a response – OR – simply repeats the title. | Re-words the prompt as a statement – OR –does not answer the entire prompt. | Responds to the prompt without supporting facts. | Responds to the entire prompt clearly, concisely and includes supporting facts. |

**Writing Learning Target** **(Skill): Use of Evidence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Responsive but without supporting evidence. | Responsive but uses incorrect or only 1 piece of evidence. | Responsive but uses minimal, or vague evidence. | Responsive and uses sufficient, appropriate and accurate evidence. |

**Writing Learning Target** **(Skill): Analysis**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No analysis | Little to no analysis that simply makes a generalized claim without connecting to response to topic. | Surface-level that may explain a quote or fact but not in a way that supports the response to topic. | Analysis that explains the quotation and how it fits the main idea but it too short, repetitive, or incomplete. | In-depth analysis that explains how or why the evidence/quotes relates to the main idea in the thesis, the historical era or global issue. |

**Writing Learning Target** **(Skill): Mechanics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Too short and has so many errors it is almost unreadable. | Frequent errors interfere with the reader’s ability to understand. | Occasional errors do not interfere with the meaning or clarity. | Essay has few or no errors in spelling, grammar, usage, or mechanics. |

**Writing Learning Target** **(Skill): Synthesize**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** |
| No attempt or off topic. | Identifies a connection | Identifies a connection and applies it superficially. | Identifies a connection and applies it meaningfully, but without outside evidence. | Identifies a connection, applies it meaningfully, and with appropriate outside evidence. |

**\_\_\_\_\_\_\_\_\_/20 Writing Mastery Points**

**6.** Writing: Create a power point presentation in Google docs using your articles and outline to explain about your person/group and their influence in society. Share your presentation with [bhovland@jeffco.k12.co.us](mailto:bhovland@jeffco.k12.co.us) .Use the 4 point rubric to guide your writing. At the end of your presentation create 3 questions for the audience to respond to. Include a slide for your work cited.

**7.** Presentation: Each student will give a 5-8 minute presentation using their power point.

**Power Point Presentation Rubric:**

**a. Content: \_\_\_\_\_\_\_\_\_/10 points**

* **Demonstrate knowledge of content by including a bio, the criteria for winning the prize and why the won the prize.**

**b. Organization: \_\_\_\_\_\_\_\_\_/10 points**

* **Slide show is organized and appealing (visuals, easy to read, not too much or too little on the slides. Effort was used to put the power point presentation together.)**

**c. Speaking Skills: \_\_\_\_\_\_\_\_\_/10 points**

* **Face the audience, do not read off of the board, avoid filler words (um, like…), no fidgeting, speak loud and clearly**

**d. Questions: \_\_\_\_\_\_\_\_\_/10 points**

* **Has 3 questions at the end of the presentation that engage the audience**

**e. Work Cited: \_\_\_\_\_\_\_\_\_/10 points**

* **Last slide of the presentation has information on the sources used to gather information for the presentation**

**\_\_\_\_\_\_\_\_\_/50 Writing Mastery points**

**PPARCS’S Note taking: Nobel Laureate(s) 1st Article**

|  |
| --- |
| Preview & Predict: Look at the reading and pay attention to text features, and based on these text features write a 1 sentence prediction about what the reading is about.  What do already know about the predicted topic? What would you like to know about the topic? |
| Based on the text features and headings write 3 questions that you have or believe will be answered in the reading:  1.  2.  3 |
| Read the text and answer the questions you have written:  1.  2.  3. |
| Clarify: Do you have any more questions after doing the reading? What other information do you believe is important but not included in the answers above? (At least 1 new question of fact) WHAT IS THE MAIN IDEA? |
| Summarize: What is the main idea of the reading? Support your answer with at least 2 specific facts from the reading and/or your answers above. |
| Synthesis: How does what you read relate to what you already know from your own background, other texts, and other classes? |

**PPARCS’S Note taking: Nobel Laureate(s) 2nd Article**

|  |
| --- |
| Preview & Predict: Look at the reading and pay attention to text features, and based on these text features write a 1 sentence prediction about what the reading is about.  What do already know about the predicted topic? What would you like to know about the topic? |
| Based on the text features and headings write 3 questions that you have or believe will be answered in the reading:  1.  2.  3 |
| Read the text and answer the questions you have written:  1.  2.  3. |
| Clarify: Do you have any more questions after doing the reading? What other information do you believe is important but not included in the answers above? (At least 1 new question of fact) WHAT IS THE MAIN IDEA? |
| Summarize: What is the main idea of the reading? Support your answer with at least 2 specific facts from the reading and/or your answers above. |
| Synthesis: How does what you read relate to what you already know from your own background, other texts, and other classes? |

**PPARCS’S Note taking: Nobel Laureate(s) 3rd Article**

|  |
| --- |
| Preview & Predict: Look at the reading and pay attention to text features, and based on these text features write a 1 sentence prediction about what the reading is about.  What do already know about the predicted topic? What would you like to know about the topic? |
| Based on the text features and headings write 3 questions that you have or believe will be answered in the reading:  1.  2.  3 |
| Read the text and answer the questions you have written:  1.  2.  3. |
| Clarify: Do you have any more questions after doing the reading? What other information do you believe is important but not included in the answers above? (At least 1 new question of fact) WHAT IS THE MAIN IDEA? |
| Summarize: What is the main idea of the reading? Support your answer with at least 2 specific facts from the reading and/or your answers above. |
| Synthesis: How does what you read relate to what you already know from your own background, other texts, and other classes? |

**Nobel Laureate(s) – Writing Outline**

**Prompt**: Based on your research, how is/was your person/group influential in society?

|  |
| --- |
| **Thesis** – Tells reader what the essay is about and answers the prompt using big ideas that will be addressed. |
| MCj04242160000[1] |
| **Point #1** – Introduction, Elaboration, Clarification of Fact - CONNECT TO POSITION IN THESIS |
| **Evidence or Fact #1** to Support **Point #1 –**CONNECT TO POSITION IN THESIS  MCj04260900000[1] SOURCE - |
| **Analysis #1–** Statement that explains WHY or HOW your FACT is important to your TOPIC. http://www.vegansoapbox.com/wordpress/wp-content/uploads/2009/10/why.jpg |
| **Point #2** – Introduction, Elaboration, Clarification of Fact - CONNECT TO POSITION IN THESIS |
| **Evidence or Fact #2** to Support **Point #2 –** CONNECT TO POSITION IN THESIS  MCj04260900000[1] SOURCE - |
| **Analysis #2–** Statement that explains WHY or HOW your FACT is important to your TOPIC. http://www.vegansoapbox.com/wordpress/wp-content/uploads/2009/10/why.jpg |
| **Point #3** – Introduction, Elaboration, Clarification of Fact - CONNECT TO POSITION IN THESIS |
| **Evidence or Fact #3** to Support **Point #3 –**CONNECT TO POSITION IN THESIS  MCj04260900000[1] SOURCE - |
| **Analysis #3 –** Statement that explains WHY or HOW your FACT is important to your TOPIC.  http://www.vegansoapbox.com/wordpress/wp-content/uploads/2009/10/why.jpg |
| **Closing** - (Synthesis – **How does your argument relate to something else in society? Use outside knowledge to make a connection)** |