

# Learning Activity Template

Famous Person Search

World Language / Social Studies

5-12

ISD 709: Ann Kucinski and Lynn Gibson

**PURPOSE:** To demonstrate knowledge of a famous Hispanic (German/French) person in Spanish (German/French), to identify issues currently concerning the Hispanic (Germanic/Francophone) communities, areas of cultural influence of Hispanics (German/French) in the United States.

**DESCRIPTION:** Using the Big 6 method of research, students will create an oral presentation which demonstrates knowledge of a famous person, identifies issues currently concerning the Hispanic (Germanic/Francophone) communities, and areas of cultural influence.

ACTIVITIES	Curriculum Standards	Minnesota Technology Standards	ISTE-NETS	Information Literacy Standard	Big 6
<p><b>READING –</b>            Identify which issues currently concern the Hispanic (Germanic/Francophone) communities in American culture.            Students will identify the pros and cons of at least two of these issues.            Identify several areas of cultural influence of Hispanics (German/French) in the United States            Identify specific famous Hispanic (German/French) people from different areas such as music, politics, sports, etc.            Students will research current events concerning Hispanics (German/French) in the United States. This information can come from newspapers, magazines, radio, and other media sources.            Find information about this person including personal background information and at least 3 of the following:</p> <ul style="list-style-type: none"> <li>a) where this famous person developed his/her passion</li> <li>b) others who influenced and inspired him/her</li> <li>c) a list of works, products, or music, movies attributed to this famous person</li> <li>d) update on the present status of this person</li> <li>e) impact of influence on American culture this person has</li> <li>f) the student’s personal opinion /recommendation / evaluation</li> </ul>	1.2, 3.1, 3.2, 4.2, 5.1	IA, IIA, IIIA, IIIB, IVA	1, 3, 5, 6	1, 4	4.1 4.2 5.1

<p><b>WRITING –</b>  Take notes on at least 2 topics or areas of concern in the Hispanic(German/French) community.  Create an extensive list of famous Hispanic (German/French) people.  Students are required to take notes on all presentations so they can learn about other famous individuals.  Students will complete an evaluation concerning their information acquisition growth.</p>	1.2, 2.1, 2.2 , 3.1, 3.2, 4.2, 5.1	IA, IVA, IVB, IVC	1, 3, 5, 6	1, 2, 8	4.1 4.2 5.1 5.2 6.1 6.2
<p><b>LISTENING –</b>  Students will listen to media sources and student presenters to gather information and participate in panel discussions concerning cultural issues.  Students will question other presenters concerning aspects of the famous persons’ lives or backgrounds, etc.</p>	1.1, 1.2, 3.2, 4.2, 5.1	IA, IIIC, IVC	1, 2, 3, 5, 6	2, 5, 7, 9	4.1 4.2 5.1
<p><b>SPEAKING -</b>  Students will participate in panel discussions /questioning.  Discuss the pros and cons of current cultural topics.  Students will present an oral interpretation of a famous Hispanic (German/French) person in Spanish (German/French). Play the role as if the student is this famous person. Bring visuals to enhance the presentation. Dressing as the individual and creativity are encouraged.  Students will question other presenters concerning aspects of the famous persons’ lives or backgrounds, etc.</p>	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 5.1, 5.2	IA, IVB, IVC	3, 4, 5, 6	2, 3, 4, 6, 7, 9	4.1 4.2 5.1 5.2

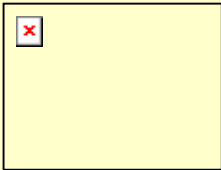
**TOOLS AND RESOURCES:**

The following search engines can be used to locate information on areas of current cultural interest and famous persons:

Wikipedia, Altavista, Google, Yahoo (school media center search tools)

**ASSESSMENT:**

Rubric for assessing Big 6



Information Skills for Student Achievement

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**The Big6™ Skills**

## Rubric for Assessment: Integrated Problem Solving Model (Grades 3 - 12 and beyond.)

Added on Thursday, November 29th 2001.  
Updated on Wednesday, November 9th 2005.

This assessment tool shows how to measure student progress in each Big6 Skill area. To use this rubric, the level of achievement in each column for each Big6 Skill 1 - 6. You may modify this sample rubric to fit own assignments.

<b>Legend for Rubrics:</b>	
NA=Not Applicable	
1=Awareness	2=Understanding
3=Demonstration	4=Application

	<b>Integrated Assignment</b>	<b>Integrated Plan of Action</b>	<b>Integrated Doing of Job</b>	<b>Integrated Finished Product</b>	<b>Integrated Evaluation</b>
	Define Task	Develop Information Seeking Strategies	Locate, access, and use information	Synthesize and present the information	Evaluate Process and Product
	Big6Skill #1	Big6Skill #2	Big6Skills #3 and 4	Big6Skill #5	Big6Skill #6
<b>4</b>	Articulates a clear, complete understanding of most of assignments/problems	Chooses the most appropriate strategy(ies) and gives reasons for choice	Completes the assignment (job) with all components in evidence	The quality of the product reflects an understanding of most facets of the problem	Evaluates the product and problem-solving process and gives reasons without assistance
<b>3</b>	Demonstrates understanding of most of assignments or problems	Chooses a strategy after comparing possibilities	Submits the assignment (job) with few components missing	The quality of the product reflects an understanding of many facets of the problem	Evaluates the product and problem-solving process and gives reasons with assistance
<b>2</b>	Shows vague, unfocused understanding of the assignment or problem	Chooses a strategy without comparison to other possibilities	Submits assignment (job) with many components missing	The quality of the product reflects an understanding of some facets of the problem	Understands the evaluation process but gives few reasons even with assistance
<b>1</b>	Is aware of assignment/problem	Is aware of different strategies	Is aware of assignment (job) but has difficulty proceeding	The quality of the product reflects an understanding of few facets of the problem	Completes the assignment but can't give reasons for the errors in the product and problem solving process
	Not applicable/Nothing	Not applicable/Nothing	Not applicable/Nothing	Not applicable/Nothing	Not applicable/Nothing

available	available	available	available	available
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Rubric for assessing presentation

<b>Evaluating Student Presentations</b>					
<b>Developed by Information Technology Evaluation Services, NC Department of Public Instruction</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	

<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

Questionnaire assessing student learning

Evaluation of Project of Famous Hispanic/Germanic/French People

1. What was the best / most interesting part of this project?
2. What would you change / improve?
3. On a scale of 1 to 10, how much more do you know about cultural issues? Why did you choose this particular number?
4. On a scale of 1 to 10, how much more do you know about famous persons in this culture? Why did you choose this particular number?

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Kathy Schrock's Guide for Educators <http://school.discovery.com/schrockguide/assess.html>

Rubric for Assessment [www.big6.com](http://www.big6.com)

**COMMENTS:**

This project can be easily adapted to a variety of grade levels and academic disciplines (Social Studies, World Languages, Language Arts, etc.)