

*The  
Biggest and Brightest  
Light*

*A True Story of the Heart*

Written by Marilyn Perlyn  
Illustrated by Amanda Perlyn  
with  
Foreword by Muhammad Ali  
*Robert D. Reed, Publishers*

Elementary Level Thematic Unit

*Collaboration between*

*Marilyn Perlyn, Author*

*The Biggest and Brightest Light: A True Story of the Heart*

*Dr. Mara Zapata, Program Director*

*Partnership in Character Education Program*

*Miami-Dade County Public Schools*



## Partnership in Character Education Program

The Partnership in Character Education Program (PCEP) is a federally funded program supported by the U.S. Office of Safe and Drug Free Schools, in Washington, D.C. This program is currently implemented in twenty-four Miami-Dade County Public Schools, K-12, and focuses on teachers as key to whether students understand and internalize the nine core values framing this program. These 9 core values are *Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect and Responsibility*.

The thematic unit being presented here promotes the values of *Kindness, Cooperation, Respect* and *Responsibility*, all serving as the basis for the development and implementation of Service Learning projects impacting our communities and abroad.

Traditionally, character education has been looked at in terms of student behavior and it has been common practice to have schools focus on one core value per month. Frequently, this focus has been nothing more than having students listen to what the core value is and how school administration, the school district and perhaps some parents define it; that is if consensus on this definition has been attained. The results of this practice generally yield the ability for students to regurgitate what they hear.

The goals of PCEP are more far reaching than this...

Through thematic units like this and exposure to inspirational people such as Ms. Perlyn, author of *The Biggest and Brightest Light: A True Story of the Heart*, this program seeks to have students, teachers and parents internalize on a personal level what the core values mean, what they look like and how they feel. Only through this type of engagement will the true implementation of character education be possible and be reflected in positive student choices.

Different from other units and lesson plans provided to teachers for implementation in their classrooms, this unit provides a model for teachers to utilize with other children's literature and encourages the development of other units as well projects that have students experience the core values framing this program. It is with the firm conviction that teachers as professionals deserve the autonomy to design, choose, and ultimately carry out activities that are a fit with the diversity of students they serve and support on a daily basis, that they are presented with this material. The PCEP is not in place to add-on curriculum, but rather, expose teachers to best practices and have them question and analyze these practices within the context of their everyday pedagogical realities while infusing the type of character education that will truly make a difference with students.

## STANDARDS & CORE VALUES SUPPORTING THIS THEMATIC UNIT

### **READING & LANGUAGE ARTS BENCHMARK(S):**

#### **Reading Process**

##### **Concepts of Print**

LA. K.1.1.4. The student demonstrates knowledge of the concept of print and how it is organized and read.

##### **Vocabulary Development**

LA. K.1.6.6. The student uses multiple strategies to develop grade appropriate vocabulary.

#### **Communication**

##### **Listening and Speaking**

LA. K.5.2.6. The student effectively applies listening and speaking strategies.

#### **Reading Process:**

##### **Vocabulary Development**

LA. 1.1.6.5. The student will relate new vocabulary to prior knowledge.

##### **Fiction**

LA. 1.2.1.1 The student will identify various forms of literary forms.

LA. 1.2.1.3 The student will identify the characters and settings in a story.

##### **Reading Comprehension**

LA. 1.1.7.6 The student will arrange events in sequence

LA. 1.1.7.7. The student will identify the text structures an author uses

#### **Communication:**

##### **Listening and Speaking**

LA. 1. 5.2.1. The student will listen attentively and understand directions for performing tasks.

L.A. 1.5.2.3 The student will listen attentively to fiction and non-fiction read-alongs and demonstrate understanding.

#### **Writing Process:**

##### **Pre-Writing**

LA. 1.3.1.1. The student will generate ideas from multiple sources.

LA. 1.3.1.2. The student will discuss the purpose of writing a piece.

##### **Drafting**

LA. 1.3.2.1 The student will maintain focus on a single idea using supporting details.

#### **Reading Process:**

##### **Vocabulary Development**

L.A.2.1.6.2. The student will listen to, read, ad discuss familiar and conceptually challenging text

L.A.2.1.6.9. The student will determine meanings of unfamiliar words by using a dictionary and digital tools.

#### **Literary Analysis:**

##### **Fiction**

L.A. 2.2.1.5 The student will respond to various literary selections connecting text to self

### **Writing Process:**

#### **Pre-Writing**

- LA. 2.3.1.1. The student will generate ideas from multiple sources.
- LA. 2.3.1.2. The student will determine the purpose of writing a piece.

#### **Drafting**

- LA. 2.3.2.1 The student will maintain focus on a single idea using supporting details.

### **Writing Applications:**

#### **Informative:**

The student will record information related to a topic, including visual aids as appropriate

### **Reading Process:**

#### **Reading Comprehension**

- LA. 3.1.7.3. The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events.

#### **Informative**

- LA. 3.4.2.4. The student will write a variety of communications

### **Writing Process:**

#### **Pre-Writing**

- LA. 3.3.1.1. The student will pre-write by generating ideas from multiple sources

#### **Publishing**

- LA. 3.3.5.1. The student will prepare writing in a format appropriate to audience and purpose
- LA. 3.3.5.2. The student will add graphics where appropriate
- LA. 3.3.5.3. The student will share the writing with the intended audience

### **Communications:**

#### **Listening and Speaking**

- LA. 3.5.2.1 The student will recall, interpret, and summarize information presented orally

### **Writing Applications:**

#### **Informative**

- LA. 4.4.2.2. The student will record information related to a topic, including visual aids as appropriate

### **Writing Applications:**

#### **Persuasive**

- LA. 4.4.3.1. The student will write persuasive text that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence

### **Literary Analysis:**

#### **Non-Fiction**

- LA. 4.2.2.2. The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details.

### **Writing Applications:**

#### **Informative**

- LA. 4.4.23. The student will write informational/expository essays that contain introductory, body, and concluding paragraphs

### **Literary Analysis:**

#### **Fiction**

L.A. 5.2.1.2. The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction

#### **Non-Fiction:**

L.A. 5.2.2.2. The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details

### **Writing Applications:**

#### **Persuasive**

L.A. 5.4.3.1. The student will write persuasive text that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence

#### **Informative:**

L.A. 5.4.2.2. The student will record information related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate

### **People, Places, & Environments:**

S.S.C.2.1.1 Knows the qualities of a good citizen

S.S.C.2.1.2 Knows that a responsibility is a duty to do something or not to do something.

### **Government & The Citizen:**

S.S.D.2.1.4 Understands that people in different places around the world depend on each other for the exchange of goods and services.

### **Time, Continuity & Change:**

S.S.A.1.2.1 Understands how individuals, ideas, decisions, and events can influence history.

S.S.A.1.2.2 Uses a variety of methods and sources to understand history and knows the difference between primary and secondary resources.

### **Nature of Science:**

SC.3.N.11.2: Conducts investigations as part of a team.

SC.4.N.11.2: Recognizes the difference between personal opinion/interpretation and verified observation

SC.4.N.11.3: Uses reference materials to obtain information that buttresses their understandings of scientific issues; identifies the sources and expect others to do the same.

### **Interdependence:**

SC.4.L.4.2: Describe how changes in the environment allow some plants and animals to live while others die, based on individual adaptations.

### **Earth Systems & Patterns:**

SC.5.E.2.2: Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.

**Interdependence:**

SC.5.L.5.2: Investigate that survival of plants and animals is dependent upon specific environmental characteristics.

**Nature of Science:**

SC.5.N.12.2: Understands the importance of communication among scientists.

**Algebra:**

MA.1.A.4.1 Extend repeating and growing patterns, fill in missing terms, and justify reasoning.

**Geometry & Measurement:**

MA.2.G.5.1 Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.

MA.2.G.5.4 Measure weight/mass and capacity/volume of objects. Include the use of the appropriate unit of measure and their abbreviations including cups, pints, quarts, gallons, ounces (oz), pounds (lbs), grams (g), kilograms (kg), milliliters (mL) and liters (L).

**Algebra:**

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

MA.3.A.4.1 Create, analyze, and represent patterns and relationships using words variables, tables and graphs.

**Geometry & Measurement:**

MA.4.G.3.3 Select and use appropriate units, both customary and metric, strategies, and measuring tools to estimate and solve real-world area problems.

MA.4.G.5.2 Identify and describe the results of translations, reflections, and rotations of 45, 90, 180, 270, and 360 degrees, including figures with line and rotational symmetry.

**Algebra:**

M.A.4.A.4.1 Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating patterns.

**Geometry & Measurement:**

MA.5.G.5.3 Solve problems requiring attention to approximation, selection of appropriate measuring tools, and precision of measurement.

**CORE VALUE(S) EMPHASIZED:**

**Cooperation:**

Working together toward goals as basic as human survival in an increasingly interdependent world.

**Responsibility:**

Thinking before you act and being accountable for your actions, paying attention to others, and responding to their needs. Responsibility emphasizes our positive obligations to care for each other.

**Respect:**

Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

**Kindness:**

Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

## *The Biggest and Brightest Light: A True Story of the Heart*

### Language Arts

#### **Overview of Lesson:**

This lesson will begin by engaging students visually and orally to the core values of kindness, responsibility and cooperation. Depending on grade level, students will either listen to or read the story and try to determine why the author wrote the story and why it is an important story to share. Students will re-tell and summarize the story either orally, written or in pictorial form. They will share or write about times when they or others have reflected these core values (either one or all three).

#### **Student Exploration of Core Values:**

Students will be arranged in groups and each group will have several magazine photographs at the center of their tables/desks. They will be asked to look over these and be ready to discuss them. The teacher will not tell students what they are expected to come up with nor provide them a reason/purpose for looking at these. Students will, however, be encouraged to have one person in the group take notes to reflect the comments each group member contributes as they are looking through the pictures.

#### **Teacher Introduction of Core Values:**

Once all groups have shared their observations of the pictures, what they represent and hopefully what they all depict (the pictures depict acts of kindness, cooperation, responsibilities). The teacher will write these on the board and with the students define each of them. Students will then be asked to recall specific parts in the story where these core values were evident. Teacher will elicit a discussion about why these are important and ask students to share and/or write about themselves or someone they know creating their own real story of the heart. These will be shared.

#### **Student Application of Core Values:**

Students must then come up with a proposal for applying one or all of these core values outside of school in their homes. They must “teach” their parents these core values by exhibiting them and then explaining to their parents what they did and why. Students who bring a written note from a parent/guardian about how they were taught these core values by the student will receive a Good Character Certificate.

Upper elementary students may also interview their parents in relation to the core values and bring their interview in written form.

**Assessment:**

Students will separate the story into its distinct events in chronological order and attach a core value to each of these. This can be in written or pictorial form depending on the grade level.

Students will then be asked to talk about what they can infer from the story. After engaging in a discussion about inferences students will talk about such things as how the teacher in the story was feeling as she went to work leaving her daughter in the hospital. They will also talk about why Amanda felt it was so important to do what she did for her teacher.

- Was she told or taught to do things like this?
- Was she thinking about her own mother and herself?
- What kind of girl was she and how may have learned the importance of these core values?

## *The Biggest and Brightest Light: A True Story of the Heart*

### Mathematics

#### Overview of the Lesson:

In this lesson students will reflect on how Amanda raised money for her teacher by baking and selling cookies. They will learn that cooking/baking requires mathematical skills and that measurement is very important as they measure and mix to make cookie dough.

#### Student Exploration - How Kindness Requires Knowing How to Measure

Students look through several measuring tools provided to their groups and together decide as they look through the recipe for chocolate chip cookies, how they will do this and who will do each of the required tasks. As a group they must have a plan before proceeding and share how they will carry this out, orally/written depending on grade level.

#### Teacher Introduction - Provision of Recipe

Teacher will engage students in a discussion of what would happen if the ingredients are not measured correctly and more one ingredient or less of another is introduced to the mixture. The teacher will also introduce what each of the ingredients are making sure students understand how much to add of each.

#### Student Application - Baking the Cookies/Remembering Why

Each student will take a sealed plastic bag with cookie dough home. They are to bake the cookies with a parent/guardian and explain to them why they are doing this in addition to practicing their measurement skills.

#### Assessment

Students bring some of the cookies to school and share with the class as they share stories about how the home baking experience went, emphasizing how they talked about kindness and about Amanda, the character in the story.

## Amanda's Double Chocolate Chip Cookie Recipe

*The Biggest and Brightest Light: A True Story of the Heart*

### Ingredients:

¾ cup granulated sugar

¾ cup light brown sugar

1 cup Crisco oil

2 eggs

2 ¼ cup flour

½ tsp. baking soda

1 ½ tsp. baking powder

1 tsp. salt

2 tsp. vanilla

1 cup chopped walnut

2 ½ cups chocolate chips

### Baking Directions:

Preheat oven to 375 degrees.

Place rounded tablespoons of cookie dough on a greased baking pan and flatten slightly with palm of hand.

Bake on the top rack, of preheated oven, for 12 minutes or until lightly browned.

Let cool and then remove to wire rack.

## *The Biggest and Brightest Light: A True Story of the Heart*

### Language Arts, Mathematics, Social Studies

#### Overview of Lesson:

Reminded of Amanda's act of kindness and sense of responsibility towards her teacher, students are introduced to another way these core values might have been demonstrated. Introduced to quilt patterns and their historical significance, students will learn about how cooperation through the creation of a quilt piece lends itself to demonstrating all three core values. Through careful observation and discussion of quilt patterns, students will also learn about symmetry and asymmetry.

#### Student Exploration - Quilt Patterns

Students working in groups will be provided laminated pictures of a variety of quilts. They will only be asked to make observations about what they are looking at and record what each person in the group contributes. These observations will then be shared and compared to other group observations.

#### Teacher Introduction - History, Design, Alignment with Core Values

Teacher explains what a quilt is and shares with students a brief history of quilts. As part of this explanation students will hear about the reasons why quilts were made throughout history and the various purposes they served. Attention will be called to the patterns on quilt pictures and students will be asked to sort pictures depicting symmetrical designs and those depicting asymmetrical. Then student discussion will be elicited in terms of how the core values of kindness, responsibility and cooperation can be emphasized through the making of a quilt? How could Amanda and her classmates have used quilting to reflect these values and help their teacher? How can quilts preserve memories and how can they tell stories?

#### Student Application - Using Pattern Blocks and Creating a Quilt as a Group

Students will be provided pattern blocks and asked to create symmetrical and asymmetrical designs that could be used as part of a quilt. Then on a large manila paper folded in half they will draw and color the design they created and write the words "symmetrical" and "asymmetrical" underneath each one. Students will tell a story related to their design and what the design represents.

Students in the upper elementary grades can work in groups to design their own group quilt. Provided with construction paper color squares they will have a choice in selection of these and then the designs they will place on each one. These will be laminated and holes punched around the edge will allow students to use yarn to lace the pieces together creating their own quilt. These will be presented to the class highlight the symmetrical or asymmetrical designs, the type of quilt - whether traditional, story or memory and discuss the planning and consensus arrived at by the group in order to

complete the quilt. The story of how the quilt was put together and what it means to each group will be written individually.

Internet Quilt References:

America Quilts: PBS Quilts in the Classroom -  
<http://www.pbs.org/americaquilts/classroom/index.html>

Carol Hurst - Quilts and Children's Literature -  
<http://www.carolhurst.com/subjects/quilts.html>

Geometric design in Ohio Quilts - <http://www.decartsohio.org/color.pdf>

Quilting With Children - Heddi Craft - <http://www.thecraftstudio.com/qwc/index.htm>

Historical References on the Internet - <http://www.kathimitchell.com/quilt/quilt3.html>

Books:

Cobb, Mary. The Quilt-Block History of Pioneer Days - Millbrook Press, Brookfield, CT, 1995.

Eikmeier, Barbara J. Traditional Quilts for Kids to Make - Martingale and Co.

Paul, Ann Whitford. The Seasons Sewn. Voyager Books, Harcourt, Inc., San Diego, 1996.

History links:

Link to a suggested booklist for children about quilts and quilting -  
[http://www.nmt.edu/~breynold/quiltfiction\\_kids.html#A](http://www.nmt.edu/~breynold/quiltfiction_kids.html#A)

Lesson Plans from National Geographic -  
<http://www.nationalgeographic.com/xpeditions/lessons/17/g35/quilts.html>

## *The Biggest and Brightest Light: A True Story of the Heart*

### Language Arts, Science and Social Studies

#### Overview of the Lesson:

Students will learn about greenhouse gases and causes and effects of global warming, as they focus on how core values of kindness, responsibility and cooperation are critical if we are to even discuss possible solutions to the effects of global warming on our planet.

#### Website for Accessing Teacher Background Knowledge on the Kyoto Protocol

[http://en.wikipedia.org/wiki/Kyoto\\_protocol](http://en.wikipedia.org/wiki/Kyoto_protocol)  
[http://www.eoearth.org/article/Kyoto\\_Protocol](http://www.eoearth.org/article/Kyoto_Protocol)

#### Student Exploration of Global Warming Concept

Upon entering the classroom, students will be told that from now on they will have no air conditioning in the classroom. In fact, they will hold some classes outside where most days it is nice and sunny. Then in response to their most likely complaints about how hot it will be and how unbearable it will be, they will be told to explore the possibility of the Earth's temperatures rising to the point that we would always be hot. The following questions are posed for students to discuss:

What advantages/disadvantages would there be to the Earth's temperatures rising?

Would you like the Earth to be hotter?

Why or why not?

Students will then be asked to work in groups to research their responses to these questions. The following websites will be suggested:

<http://www.epa.gov/globalwarming/kids> - Read the following sections: 1)Can We Change the Climate? 2)So What's the Big Deal? 3)We Can Make a Difference

<http://www.timeforkids.com/TFK/specials/articles/0,6709,1113542,00.html> Read at least two articles from the "Past Stories" section. Also check out the "Fix the World" section

#### Teacher Introduction of Global Warming

Teacher will explain to students that although they will continue to have air conditioning at school, public places and their homes, that the idea of living in a much hotter Earth is real unless we learn about the issue of global warming and work together to find solutions. Teacher will emphasize the core value of kindness as it applies to our earth

as well as each other, responsibility as we support each other in learning and doing the right things to maintain and improve our Earth's climate and cooperation to work together. Teacher will also introduce the Kyoto protocol and what it means in relation to global warming.

### Student Application of New Knowledge About Global Warming

Each group of researchers will use a different colored marker and go around the room writing on chart paper that has been posted on the walls. The large sheets of chart paper each have one of the questions they were to answer with the on-line research they engaged in. Once all groups have written responses to all questions, groups will walk around the room with their groups reading all the information that has been contributed by each group.

As a class, discuss/review the contents of each chart and add additional information as needed.

Students respond to how the core values of kindness, responsibility and cooperation are important if we are to be successful in this endeavor.

### Assessment:

Group answers (written in different colored markers) on the chart paper will be assessed along with student participation in the discussion.

### School/Home Connection:

Students along with their parents will conduct a green audit of their household and list at least three things they can do to help combat global warming.

## Home Learning Activity

### **How Green Is Your Home?**

Directions: With your family review each item and put a check mark next to the ones that accurately describe your family.

- Our family uses cloth bags at the grocery store.
- Our family recycles aluminum cans, paper, plastic, and glass.
- Our family has installed low flow shower heads.
- Our family takes short showers and/or showers every few days instead of every day.
- Our family buys appliances that have the “Energy Star” symbol.
- Our family uses energy-efficient light bulbs.
- Our family repairs leaky faucets quickly.
- Our family has insulated the hot water heater or has a tankless hot water heater.
- Our family car gets frequent tune-ups.
- Our family car has radial tires that get better mileage.
- Our family walks or bikes to school/work.
- Our family combines errands in order to save fuel.
- Our family has installed a water control device in all our toilets.
- Our family changes the furnace/air conditioner filters regularly.
- Our family uses solar power.
- Our family hangs clothes on a clothesline to dry whenever possible.
- Our family washes all our clothes in cold water.
- Our family keeps the thermostat no higher than 68 degrees in the winter. We keep it even lower at nighttime and during those times when no one is at home.
- Our family uses paper towels made from 100% recycled fibers or we use cloth towels instead.

\_\_ Our family refuses to buy products that have a lot of packaging and tries to buy in bulk whenever possible.

\_\_ Our family turns lights, computers, and other appliances off when they are not being used.

\_\_ Our family has planted several trees in our yard.

**How do these activities help work against global warming?**

Most of these steps conserve energy. By purchasing energy-efficient products like refrigerators, light bulbs, and dryers, we can save electricity produced by power plants that spew millions of tons of carbon dioxide into the air. Likewise, keeping the furnace thermostat low and the furnace itself well maintained helps it to use less energy.

By purchasing paper products made from recycled paper we save thousands of trees from being cut down. Trees are huge consumers of carbon dioxide and play a crucial role in removing *greenhouse gases* from the air. Recycling products such as aluminum cans cuts down on the amount of energy needed to make these products from scratch. Also, less garbage in our landfills create less methane, another greenhouse gas that contributes to global warming.

**Directions:** List three steps your family pledges to take in order to become “greener”.

Family Member's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

## *The Biggest and Brightest Light: A True Story of the Heart*

Language Arts and Social Studies  
(Upper Elementary 4<sup>th</sup> and/or 5<sup>th</sup> Grade)

### Overview of Lesson:

Teacher will point out to students that the book has a foreword and ask if anyone knows who the author Muhammad Ali is. Students will research using technology and other resources, about this person is, and investigate what was happening in society during the time he was most famous and involved in his career. Groups of students will investigate different aspects of this person's life and report back to the class.

### Student Exploration of Muhammad Ali and How he exhibited the Core Values:

Provided the following questions and websites, students will conduct research.

#### Questions to Guide Student Research

- What was the hometown of this person and what was then and now?
- How did he grow up? Can you find information on his childhood and compare it to your own?
- What is he known for?
- What was happening in our country and also in the world at the time he was most famous?
- What did he accomplish that makes him stand out among others in his field/career?
- What are the values you think he exemplified? Describe his character traits as you see them based on your research.

### Teacher Introduction – People Influence History and Society

Teacher explains that people's contribution and demonstration of positive character traits provide a model of how we should live and influence our society as a whole for not only the time they are alive but for years to come. Teacher points to the character traits of Muhammad Ali and elicits student discussion regarding his life.

#### Websites to Guide Student Research

<http://www.myhero.com/myhero/hero.asp?her>

<http://www.answers.com/topic/muhammad-ali-boxer>

<http://www.ibhof.com/ali.htm>

<http://www.time.com/time/time100/heroes/profile/ali01.html>

<http://www.alicenter.org>

<http://www.buzzle.com/editorials/1-26-2005-64807.asp>

**Student Application - Presenting Research Findings**

Students will present in both written and oral form their research findings on Muhammad Ali.

Assessment

Use of the following rubric will be used to assess student oral presentation and written paper will be graded for grammar and composition.

**Muhammad Ali - Oral Presentation Rubric**

Name: \_\_\_\_\_

	<b>Superior</b>	<b>Adequate</b>	<b>Minimal</b>	<b>Inadequate</b>
Content	The speaker provides a different aspects of hero's life eg. personal, professional, childhood, etc. providing details, and examples. The speaker adapts the content in a specific way to the listener and situation.	The speaker focuses primarily on one aspect of the person's life. The speaker sticks to the topic. The speaker adapts the content in a general way to the listener and the situation.	The speaker includes some irrelevant content. The speaker wanders off the topic. The speaker uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	The speaker says practically nothing. The speaker focuses primarily on irrelevant content. The speaker appears to ignore the listener and the situation.
Delivery	The speaker delivers the message in a confident, poised, enthusiastic fashion. The volume and rate varies to add emphasis and interest. Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as 'ahs,' 'uhms,' or 'you knows.'	The volume is not too low or too loud and the rate is not too fast or too slow. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as 'ahs,' 'uhms,' or 'you knows.'	The volume is too low or too loud and the rate is too fast or too slow. The pronunciation and enunciation are unclear. The speaker exhibits many disfluencies, such as 'ahs,' 'uhms,' or 'you knows.' The listener is distracted by problems in the delivery of the message and has difficulty understanding the words in the message.	The volume is so low and the rate is so fast that you cannot understand most of the message. The pronunciation and enunciation are very unclear. The speaker appears uninterested.
Creativity	Very original presentation of material; captures the audience's attention.	Some originality apparent; good variety and blending of materials / media.	Little or no variation; material presented with little originality or interpretation.	Repetitive with little or no variety; insufficient use of materials / media.
Length of Presentation	Within two minutes of allotted time .	Within four minutes of allotted time.	Within six minutes of allotted time .	Ten or more minutes above/below allotted time.

# ESSAY RUBRIC

## ALL ABOUT Muhammad Ali

Student \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Organization</b>	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized. 8)	
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.	
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	

