

Subject: Famous People Biographies

Unit: Language Arts

Part I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Place a star next to the grade level indicators that are Power Indicators. Are the indicators in student friendly language? Place the level of Bloom’s Taxonomy next to each Power Indicator.

- 1.) Locate sources and collect relevant information from multiple sources.
- 2.) Identify important information found in the sources and summarize important findings.
- 3.) Discuss the meaning of plagiarism and create a list of sources.
- 4.) Use a variety of communication techniques, including oral, visual, written or multi-media reports, to present information gathered.
- 5.) Demonstrate active listening strategies. *** Evaluating

Not in student friendly language yet.

What are the Big Ideas that go with this unit?

- 1. Good researchers locate information and develop a plan.
- 2. Good researchers categorize important information and put it in their own words.
- 3. Good listeners use strategies to listen.
- 4. Good listeners demonstrate understanding of presentations through their responses.
- 5. Good communicators speak clearly and appropriately.
- 6. Good communicators deliver clear and logical presentations.

What are the Essential Questions that go with this unit?

- 1. How do researchers develop a plan?
- 2. Why is it important to categorize information and put it in your own words?
- 3. Why do we use good listening strategies?
- 4. How do we demonstrate understanding of presentations?
- 5. Why is it important to use clear and appropriate speaking skills?
- 6. How do we deliver clear and logical presentations?

Olmsted Falls Schools: Unit Design Framework

2

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to students?

- Post the targets
- Put in kid friendly language with student assistance
- Discuss targets before, during and after
- Show examples of quality and weak work

Part II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning [here](#).

- Powerpoint checklist/rubric
- Clear time line of completion
- Entrance slip about what was learned/researched

How will students be involved with keeping track of their own learning progress (note—this is different than tracking points for a grade)?

- Powerpoint checklist/rubric
- Students set daily progress goals/reflect on goal's success

2

What summative assessments will we use? (Graded, evaluative assessments)

- Final powerpoint presentation

Part III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

- Answer guiding questions about a famous Ohioan
- Will use resources to research topic
- Take notes and summarize information
- Discussion on plagiarism
- Create and present multi media reports
- Keep record of each presentation to document effective listening skills.

Famous Ohioans Report

Name _____

Date _____

Please research information about your famous Ohioan and answer the guided questions below.

***Please include any additional information that would be relevant to your presentation.

1.) Name of Ohioan

2.) Date of birth/death (if deceased)

3.) Place of birth (city, state, born in hospital or home)

4.) Childhood (family members, friends, hobbies, interesting events, hardships)

5.) Adulthood (marriage, children, other jobs {besides what made them famous})

6.) Series of events leading to being famous (steps, challenges, accomplishments)

7.) Extra interesting facts/Most enjoyable parts of research

Powerpoint Presentation Directions

You will create 7 slides; one for each guiding question. Please include the following on each slide:

Slide 1: Name of Ohioan
Colored background

Slide 2: Dates (birth/death)
Colored background
Word Art lettering (capital A icon)

Slide 3: Place of birth
Colored Background
Slide Transition

Slide 4: Childhood
Include picture

Slide 5: Adulthood
Slide Transition
Sound

Slide 6: Famous
Picture
Slide Transition
Sound

Slide 7: Extras
You choose – Be creative!

**All slides must include the above directions, however, you may enhance your slides as long as they are still pleasing and relevant to your topic.

Famous Ohioan Checklist/Rubric

This rubric must be turned in on presentation day

check when complete		Teacher rubric
_____	Slide 1: Name of Ohioan Colored background	_____/2
_____	Slide 2: Dates (birth/death) Colored background Word Art lettering (capital A icon)	_____/3
_____	Slide 3: Place of birth Colored Background Slide Transition	_____/3
_____	Slide 4: Childhood Include picture	_____/2
_____	Slide 5: Adulthood Slide Transition Sound	_____/3
_____	Slide 6: Famous Picture Slide Transition Sound	_____/3
_____	Slide 7: Extras You choose – Be creative! (include at least 2 formats)	_____/2
_____	Presentation is clear and practiced	_____/4
_____	Information is relevant and slides 3-7 have enough information to clearly show knowledge of Ohioan.	_____/4
_____	Rubric turned in	_____/1
	Total:	_____/27

Famous Ohioan Active Listening Chart

Name: _____

Date: _____

Please complete the following chart for EACH presentation.

Student Name _____

Famous Ohioan Name _____

One Interesting Fact Learned

Student Name _____

Famous Ohioan Name _____

One Interesting Fact Learned

Student Name _____

Famous Ohioan Name _____

One Interesting Fact Learned

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One Interesting Fact Learned



Audrey Eckert



Born: January 23, 1971

Birth

- ◆ City: Mayfield
- ◆ State: Ohio
- ◆ Hospital: Hillcrest

CHILDHOOD

- Audrey Humrick was born to Kathy and Bob Humrick. She is an only child. She attended Catholic School through 8th grade then went to Heights High for high school.
- She enjoyed ice skating and swimming with her friends.



ADULTHOOD

- ▶ Audrey attended Ursuline College and graduated with a Bachelor's Degree in Education. She received her Master's Degree from Ashland University. She is married with one child. She is a teacher at OFIS.



Famous

- After becoming a teacher Mrs. Eckert wanted to find a quicker way to grade papers for her students.
- Her first invention was a machine that sucked papers in and graded them. Unfortunately, the machine ripped the papers and was unsuccessful.
- Her next attempt was to use computers to do her work. She was once again unsuccessful.
- Finally after years of failed attempts, Mrs. Eckert created the perfect homework machine. She is in the process of marketing the machine and can not speak of it here due to competitors.