Who Invented THAT??!??

Grade Level and Subject Area: Middle School Science (6th grade)
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Length of Unit: 8 lessons

I. ABSTRACT

The purpose of this unit is to introduce Science Biographies from the Core Knowledge *Sequence*. It will help the students understand each inventor, as well as their contributions to science. The students will utilize technology to create a newsletter, PowerPoint presentation, and website that will demonstrate their newly acquired knowledge. The unit will culminate with student presentations including their newsletter, web-site, and PowerPoint presentations. Students will be encouraged to be creative in the use of props, costumes, and other materials. Parents, administrators, and students from other grade levels will be invited to share in this scientific celebration of learning.

II. OVERVIEW

A. Concept Objectives
   1. The students will describe how science and technology have changed people's perspectives of the social and physical world. (Hobbs Social Studies 6.3, 6.4)
   2. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   3. The students will demonstrate basic computer operation skills in a variety of applications to access and organize information. (New Mexico CSI 6.1 A-E, 6.2 A-F, 6.3 A-B)

B. Content from the *Core Knowledge Sequence*
   1. Science biography – Marie Curie p. 154
   2. Science biography - Lewis Howard Latimer p. 154
   3. Science biography – Isaac Newton p. 154
   4. Science biography – Alfred Wegener p. 154

C. Skill Objectives
   1. The students will utilize effective note-taking skills. (Hobbs L/A 6.5A, C)
   2. The students will identify key vocabulary terms and understand their meanings. (Hobbs L/A 6.1A-E)
   3. The students will use effective listening skills. (Hobbs L/A 6A-C)
   4. The students will follow the Scientific Method. (Hobbs Science 6.4)
   5. The students will use science safety procedures. (Hobbs Science 6.5)
   6. The students will utilize Microsoft Publisher to complete a newsletter. (New Mexico CSI 6.1A-E, 6.2A-F, 6.3A, B)
   7. The students will use correct grammar and punctuation in published materials. (Hobbs L/A 6.1A-E, 6.4A-C)
   8. The students will utilize Microsoft Power Point to complete a presentation. (New Mexico CSI 6.1A-E, 6.2A-F, 6.3A, B)
   9. The students will learn background information about famous inventors.
   10. The students will narrate biographical accounts to inform and entertain using appropriate speech techniques. (Hobbs L/A 6.13B)
   11. The students will utilize Microsoft Publisher to complete a web-site. (New Mexico CSI 6.1A-E, 6.2A-F, 6.3A, B)

III. BACKGROUND KNOWLEDGE

A. For Teachers
   1. "Isaac Newton" from *Pearson Learning Core Knowledge: History & Geography*, sixth grade, page 98-102.
   2. www.ideafinder.com/history/inventors/latimer.htm
   3. www.teachervision.com

B. For Students
   1. The students will utilize the information presented in lessons 1-4 to complete the remaining lessons.
   2. Basic computer skills, i.e. Internet, PowerPoint, Microsoft Publisher, Microsoft Word

IV. RESOURCES

A. Videos
   1. *"Marie Curie" Animated Hero Classics* video, Nest Entertainment, Inc., 1997, ASIN1572251581.

B. Books
   1. "Isaac Newton" from *Pearson Learning Core Knowledge: History & Geography*, sixth grade, page 98-102.

C. Technology
   1. www.ideafinder.com/history/inventors/latimer.htm
   2. www.teachervision.com

D. Software
   1. Word 2000, Microsoft Corporation, Seattle, Washington.
   2. PowerPoint 2000, Microsoft Corporation, Seattle, Washington.
   3. Publisher 2000, Microsoft Corporation, Seattle, Washington.

V. LESSONS

Lesson One: Marie Curie

A. *Daily Objectives*
   1. Concept Objective(s)
      a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   2. Lesson Content
      a. Science biography – Marie Curie
   3. Skill Objective(s)
      a. The students will utilize effective note-taking skills.
      b. The students will identify key vocabulary terms and understand their meanings.

B. *Materials*
   1. *Marie Curie* video
   2. television, VCR
   3. overhead projector
   4. Appendix A: Science Biography Checklist

C. *Key Vocabulary*

1. compound – something formed by combining 2 or more elements.
2. element – any of 4 substances (earth, air, fire and water) formally believed to constitute all physical matter.
3. energy – the ability to do work.
4. mineral – any naturally occurring, inorganic substance.
5. physicist – an expert or specialist in physics.
6. radiation – the process in which energy in the form of rays of light, heat, etc. is sent out through space from atoms and molecules as they undergo internal change.
7. radioactivity – spontaneous emission of radiation.

D. *Procedures/Activities*

1. Introduce students to Science Biography Unit, briefly introducing the 4 inventors.
2. Discuss new vocabulary words and their meanings for Marie Curie, listing them on the board for students to copy. Inform students that they will use these definitions for a Vocabulary Quiz at the end of the unit.
3. Introduce Appendix A: Science Biography Checklist to make students aware of required information on each inventor.
4. The students watch the video on Marie Curie.
5. Direct the students to take notes on the inventor's background, including date of birth, date of death, place of residence, and education.
6. Direct the students to take notes on the inventor's contributions to science, including scientific invention(s).
7. Discuss Curie's inventions and how they affected science.
8. Students will utilize their notes to create projects later in the unit.

E. *Assessment/Evaluation*

1. Check students' vocabulary definitions for accuracy. Remind students that they will be used for a vocabulary quiz at the end of the unit.
2. Observe students to ensure they are taking notes over the video.
3. Students will ask a peer to review their notes for required information using Appendix A: Science Biography Checklist.
4. Check the students' notes to ensure that they have information on the inventor's background and their contributions to science using Appendix A: Science Biography Checklist.
5. Participate in short question/answer session about Marie Curie.

Lesson Two: Lewis Howard Latimer

A. *Daily Objectives*

1. Concept Objective(s)
   a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
2. Lesson Content
   a. Science biography – Lewis Howard Latimer
3. Skill Objective(s)
   a. The students will utilize effective note-taking skills.
   b. The students will identify key vocabulary terms and understand their meanings.

B. *Materials*

1. Appendix B: Activity Sheet
2. computer with internet access

C. *Key Vocabulary*

1. carbon filament – a carbon covered wire located inside a light bulb.
2. draftsman – a person who draws plans of structures or machinery.
3. electrical engineer – a person who deals with the technology of electricity.
4. incandescent – emitting visible light as a result of being heated.
5. mechanical engineer – a person who deals with the design, production and use of machines and tools.
6. patent – a grand made by a government that grants the creator of an invention the sole right to make, use of sell that invention.
7. perception – a specific idea, concept, impression, etc.

D. *Procedures/Activities*

1. Discuss new vocabulary words and their meanings for Lewis Howard Latimer, listing them on the board for students to copy. Inform students that they will use these definitions for a Vocabulary Quiz at the end of the unit.
2. The students complete Appendix B: Activity Sheet by coloring the picture of Lewis Howard Latimer while listening to a brief biography read by the teacher.
3. Remind students that Appendix A: Science Biography Checklist will be used with this inventor also.
4. Direct the students to take notes on the inventor's background, including date of birth, date of death, place of residence, and education from internet site www.ideafinder.com/history/inventors/latimer.htm
5. Direct the students to include the inventor's contributions to science, including scientific invention(s).
6. Discuss Latimer's inventions and how they affected science.
7. Students will utilize their notes to create projects later in the unit.

E. *Assessment/Evaluation*

1. Check students' vocabulary definitions for accuracy. Remind students that they will be used for a vocabulary quiz at the end of the unit.
2. Observe students to ensure they are taking notes over the activity sheet and the internet site.
3. Students will ask a peer to review their notes for required information using Appendix A: Science Biography Checklist.
4. Check the students' notes to ensure that they have information on the inventor's background and their contributions to science using Appendix A: Science Biography Checklist.
5. Participate in short question/answer session about Lewis Howard Latimer.

Lesson Three: Isaac Newton

A. *Daily Objectives*

1. Concept Objective(s)
   a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
2. Lesson Content
   a. Science biography – Isaac Newton

3. Skill Objective(s)
    a. The students will demonstrate listening skills by recalling information from a short biography on Isaac Newton read by the teacher.
    b. The students will utilize effective note-taking skills.
    c. The students will identify key vocabulary terms and understand their meanings.
    d. The students will follow the Scientific Method.
    f. The students will use science safety procedures.

B. *Materials*
1. "Isaac Newton" from *Pearson Learning Core Knowledge: History & Geography*, sixth grade, page 98-102.
2. Appendix A: Science Biography Checklist
3. Appendix C: Experiment
4. 1 marble
5. 2 – 5 oz. paper cups
6. masking tape
7. 1 yard stick

C. *Key Vocabulary*
1. calculus – a method of analysis or calculation using a special symbolic notation.
2. gravity – the natural force of attraction between two massive bodies.
3. light – electromagnetic radiation of any wavelength.
4. motion – the act of changing position or place.
5. orbit – the path of a celestial body as it revolves around another body.
6. solar system – the sun together with the nine planets and all other bodies that orbit the sun.
7. universe – the earth together with all of its inhabitants and created things.

D. *Procedures/Activities*
1. Discuss new vocabulary words and their meanings for Isaac Newton, listing them on the board for students to copy. Inform students that they will use these definitions for a Vocabulary Quiz at the end of the unit.
2. Teacher presents a brief biography on Isaac Newton from *Pearson Learning Core Knowledge: History & Geography*.
3. Remind students that Appendix A: Science Biography Checklist will be used with this inventor also.
4. Direct the students to take notes on the inventor's background, including date of birth, date of death, place of residence, and education.
5. Direct the students to take notes on the inventor's contributions to science, including scientific invention(s).
6. Students will utilize their notes to create projects later in the unit.
7. Discuss Newton's inventions and how they affected science.
8. Follow Appendix C: Experiment to guide students through experiment on gravity. Students will work in groups of 4-5 students.
9. Students will write a short summary detailing what they learned in the experiment.
10. Discuss experiment findings with the entire class.

E. *Assessment/Evaluation*

1. Check students' vocabulary definitions for accuracy. Remind students that they will be used for a vocabulary quiz at the end of the unit.
2. Students will ask a peer to review their notes for required information using Appendix A: Science Biography Checklist.
3. Check the students' notes to ensure that they have information on the inventor's background and their contributions to science using Appendix A: Science Biography Checklist.
4. Observe students to ensure that they are actively participating in the experiment on gravity.
5. Check student summaries.

Lesson Four: Alfred Wegener

A. *Daily Objectives*
   1. Concept Objective(s)
      a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   2. Lesson Content
      a. Science biography – Alfred Wegener
   3. Skill Objective(s)
      a. The students will utilize effective note-taking skills.
      b. The students will identify key vocabulary terms and understand their meanings.

B. *Materials*
   1. Appendix A: Science Biography Checklist
   2. Appendix D: Overhead slides
   3. C.O.W. (Computer on Wheels) – or computer with projector

C. *Key Vocabulary*
   1. astronomy – the scientific study of matter in outer space.
   2. axis – a straight line about which a body or geometric body rotates.
   3. continental drift – the movement or re-formation of continents described by the theory of plate tectonics.
   4. geology – the scientific study of the origin, history, and structure of the earth.
   5. ice caps – an extensive dome-shaped or plate like cover of ice or snow that spreads out from the center and covers a large area, especially of land.
   6. meteorologist – one who reports and forecasts weather conditions.
   7. Pangaea – a hypothetical super-continent that included all the landmasses of the earth before the Triassic Period.

D. *Procedures/Activities*
   1. Discuss new vocabulary words and their meanings for Alfred Wegener, listing them on the board for students to copy. Inform students that they will use these definitions for a Vocabulary Quiz at the end of the unit.
   2. The students watch Appendix D: Overhead Slide Presentation on Alfred Wegener.
   3. Remind students that Appendix A: Science Biography Checklist will be used with this inventor also.
   4. Direct the students to take notes on the inventor's background, including date of birth, date of death, place of residence, and education.

5. Direct the students to take notes on the inventor's contributions to science, including scientific invention(s).
6. Discuss Wegener's inventions and how they affected science.
7. Students will utilize their notes to create projects later in the unit.

E. *Assessment/Evaluation*
1. Observe students to ensure they are taking notes over the overhead slide presentation.
2. Students will ask a peer to review their notes for required information using Appendix A: Science Biography Checklist.
3. Check the students' notes to ensure that they have information on the inventor's background and their contributions to science using Appendix A: Science Biography Checklist.

Lesson Five: Create a newsletter (Newsletter should take approximately 2-3 hours on the computer. Time allotted varies depending on access to computers.) *Explain to students that the next 4 activities will include all 4 inventors. They must select a different inventor for each activity.

A. *Daily Objectives*
1. Concept Objective(s)
   a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   b. The students will be able to describe how science and technology have changed people's perspectives of the social and physical world. (6.3, 6.4)
   c. The students will demonstrate basic computer operation skills in a variety of applications to access and organize information. (CSI 6.1 A-E, 6.2 A-F, 6.3 A-D, 6.4 A-H, 6.5 A-D)
2. Lesson Content (The students must select only 1 inventor from below to present in their newsletter.)
   a. Science biography – Marie Curie
   b. Science biography – Lewis Howard Latimer
   c. Science biography – Isaac Newton
   d. Science biography – Alfred Wegener
3. Skill Objective(s)
   a. The students will utilize Microsoft Publisher to complete a newsletter.
   b. The students will use correct grammar and punctuation in published materials.
   c. The students will demonstrate knowledge of inventors, their contributions to science and how their contributions impacted science.

B. *Materials*
1. Appendix E: Newsletter Rubric
2. notes from lessons 1-4
3. computer with Microsoft Publisher software and internet access

C. *Key Vocabulary*
1. Review key vocabulary terms from lessons 1-4.

D. *Procedures/Activities*

1. Introduce Appendix E: Newsletter Rubric to students.
2. The students will create a newsletter about 1 inventor from lessons 1-4.
3. Advise the students to edit carefully for punctuation and spelling.
4. Advise the students to limit newsletter to 2 pages.
5. Advise the students to utilize their key vocabulary terms from their notes.
6. Advise the students that they must have a minimum of 4 articles, with each article detailing a different aspect of the inventor's life and contributions.
7. Advise the students to limit pictures to 1 per article.
8. Remind students that newsletters will be shown during presentation at the end of the unit.

E. *Assessment/Evaluation*
1. Student will complete self-evaluation using rubric on Appendix E before submitting newsletter to teacher.
2. Teacher will use rubric on Appendix E to evaluate student newsletter.

Lesson Six: Create a Power Point presentation (Newsletter should take approximately 4-5 hours on the computer. Time allotted varies depending on access to computers.)

A. *Daily Objectives*
1. Concept Objective(s)
   a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   b. The students will be able to describe how science and technology have changed people's perspectives of the social and physical world. (6.3, 6.4)
2. Lesson Content (The students must select only 1 inventor from below to present in their Power Point presentation.)
   a. Science biography – Marie Curie
   b. Science biography – Lewis Howard Latimer
   c. Science biography – Isaac Newton
   d. Science biography – Alfred Wegener
3. Skill Objective(s)
   a. The students will utilize Microsoft Power Point to complete a presentation.
   b. The students will use correct grammar and punctuation in published materials.
   c. The students will demonstrate basic computer operation skills in a variety of applications to access and organize information. (CSI 6.1 A-E, 6.2 A-F, 6.3 A-D, 6.4 A-H, 6.5 A-D)
   d. The students will demonstrate knowledge of inventors, their contributions to science and how their contributions impacted science.

B. *Materials*
1. Appendix F: PowerPoint Rubric
2. notes from lessons 1-4
3. computer with Microsoft Power Point software and internet access

C. *Key Vocabulary*
1. Review key vocabulary terms from lessons 1-4.

D. *Procedures/Activities*

1. Introduce Appendix F: PowerPoint Rubric to students.
2. The students will create a Power Point presentation about 1 inventor from lessons 1-4.
3. Advise the students to edit carefully for punctuation and spelling.
4. Advise the students to create a minimum of 4 slides, and a maximum of 6 slides.
5. Advise the students to utilize their key vocabulary terms from their notes.
6. Advise the students to limit pictures to 1 per slide.
7. Students will present PowerPoint presentations to class.
8. Peers will nominate top 5 presentations to be shown at the presentation at the end of the unit.

E. *Assessment/Evaluation*

1. Student will complete self-evaluation using rubric on Appendix F: PowerPoint rubric before submitting newsletter to teacher.
2. Teacher will use rubric on Appendix F: PowerPoint Rubric to evaluate student Power Point presentation.

Lesson Seven: Role Play/Skit

A. *Daily Objectives*

1. Concept Objective(s)
   a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   b. The students will be able to describe how science and technology have changed people's perspectives of the social and physical world. (6.3, 6.4)
   c. The students will demonstrate basic computer operation skills in a variety of applications to access and organize information. (CSI 6.1 A-E, 6.2 A-F, 6.3 A-D, 6.4 A-H, 6.5 A-D)
2. Lesson Content (The students must select only 1 inventor from below to present in their role play/skit.)
   a. Science biography – Marie Curie
   b. Science biography – Lewis Howard Latimer
   c. Science biography – Isaac Newton
   d. Science biography – Alfred Wegener
3. Skill Objective(s)
   a. The students will demonstrate knowledge of inventors, their contributions to science and how their contributions impacted science.
   b. The students will narrate biographical accounts to inform and entertain using appropriate speech techniques.

B. *Materials*

1. Appendix G: Role Play/Skit Rubric
2. notes from lessons 1-4

C. *Key Vocabulary*

1. Review key vocabulary terms from lessons 1-4.

D. *Procedures/Activities*

1. Introduce Appendix G: Role Play/Skit Rubric to students.

2. The students will study their inventor to understand individual traits by using their notes from lessons 1-4.
3. The students will introduce their inventor in first person format. (Example: "Hello, I am Marie Curie.)
4. The students will explain their lives, including their contributions to science in first person.
5. Students will answer questions about their role play/skit.

E. *Assessment/Evaluation*

1. Use rubric on Appendix G: Role Play/Skit Rubric to evaluate student role play/skit.

Lesson Eight: Create a web-site (Web-site should take approximately 4-5 hours on the computer. Time allotted varies depending on access to computers.)

A. *Daily Objectives*

1. Concept Objective(s)
   a. The students will develop an understanding of the contributions inventors have made to science and their impact on society.
   b. The students will be able to describe how science and technology have changed people's perspectives of the social and physical world. (6.3, 6.4)
2. Lesson Content (The students must select only 1 inventor from below to present in their web-site.)
   a. Science biography – Marie Curie
   b. Science biography – Lewis Howard Latimer
   c. Science biography – Isaac Newton
   d. Science biography – Alfred Wegener .
3. Skill Objective(s)
   a. The students will utilize Microsoft Publisher to complete a web-site about an inventor.
   b. The students will use correct grammar and punctuation in published materials.
   c. The students will demonstrate basic computer operation skills in a variety of applications to access and organize information. (CSI 6.1 A-E, 6.2 A-F, 6.3 A-D, 6.4 A-H, 6.5 A-D)
   d. The students will demonstrate knowledge of inventors, their contributions to science and how their contributions impacted science.

B. *Materials*

1. Appendix H: Web-site Rubric
2. notes from lessons 1-4
3. computer with Microsoft Publisher software and internet access

C. *Key Vocabulary*

1. Review key vocabulary terms from lessons 1-4.

D. *Procedures/Activities*

1. Introduce Appendix H: Web-site Rubric to students.
2. The students will divide into groups of 5 (or divided equally into 4 groups) according to the inventor they are presenting.

3. The students will utilize Microsoft Publisher to create a web-site about 1 inventor from lessons 1-4.
4. Advise the students to edit carefully for punctuation and spelling.
5. Advise the students to limit web-site to 1 page.
6. Advise the students to utilize their key vocabulary terms from their notes.
7. Students will share their web-sites at the presentation at the end of the unit.

E. *Assessment/Evaluation*

1. Student will complete self-evaluation using rubric on Appendix H: Web-site Rubric before submitting web-site to teacher.
2. Teacher will use rubric on Appendix H: Web-site Rubric to evaluate student web-sites.

VI. CULMINATING ACTIVITY

A. The students will prepare a presentation on the Science Biographies. Their presentation must include their newsletter, web-site, and PowerPoint presentation if it was in the top 5. Students will be encouraged to be creative in the use of props, costumes, and other materials. Parents, administrators, and students from other grade levels will be invited to share in this scientific celebration of learning.

VII. HANDOUT/WORKSHEETS

A. Appendices A: Science Biographies Checklist
B. Appendix B: Activity Sheet
C. Appendix C: Experiment
D. Appendix D: Overhead Slides Presentation
E. Appendix E: Newsletter Rubric
F. Appendix F: Power Point Rubric
G. Appendix G: Role Play/Skit Rubric
H. Appendix H: Web-site Rubric

VIII. BIBLIOGRAPHY

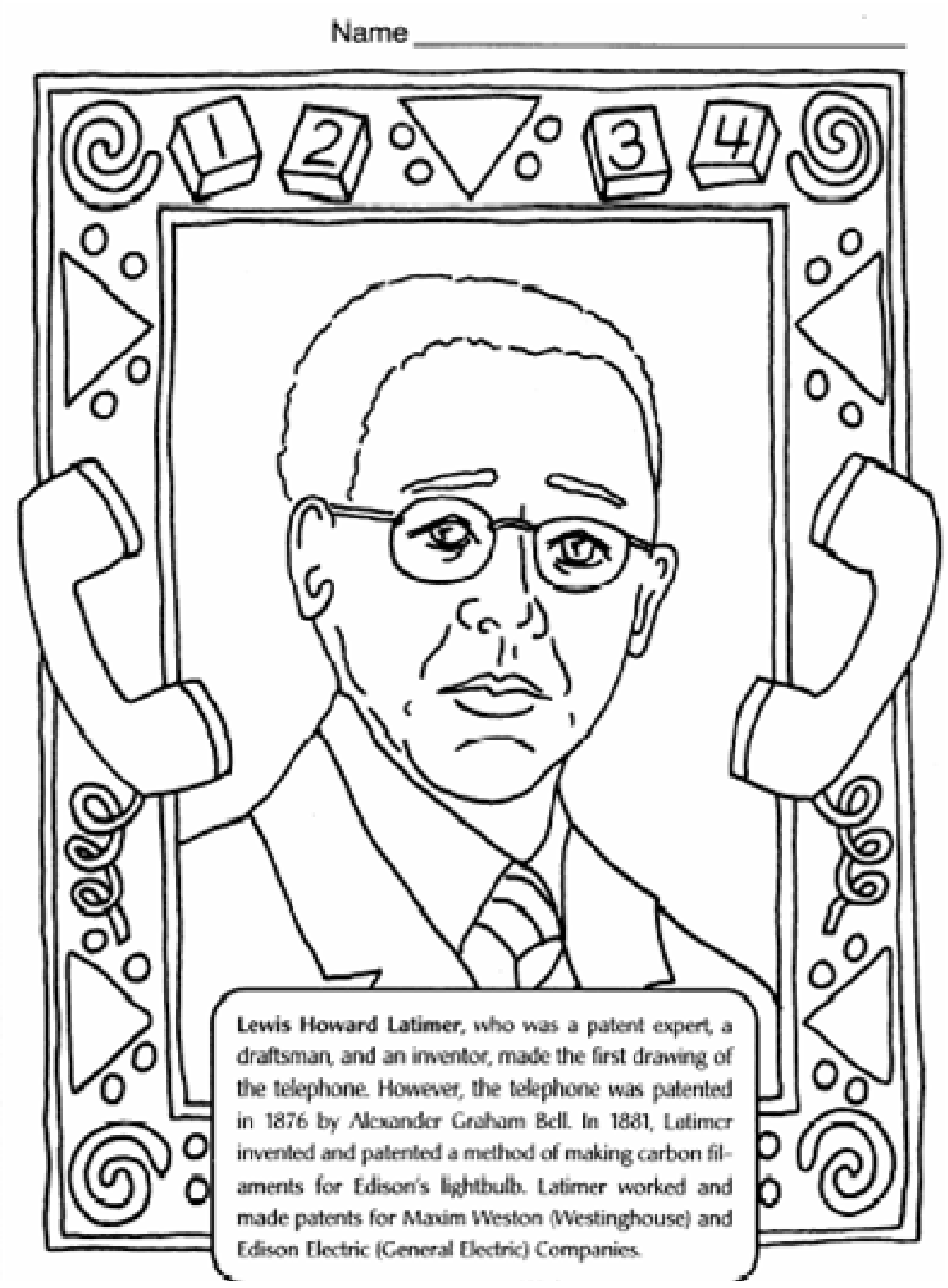
A. RESOURCES

1. Videos
   A. *"Marie Curie" Animated Hero Classics* video, Nest Entertainment, Inc., 1997, ASIN1572251581.
2. Books
   A. Anderson, Margaret J. *Isaac Newton: The Greatest Scientist of All Time.* New Jersey: Enslow Publishers, Inc. 1966. ISBN 0-89490-681-X.
   B. Hirsch, Jr. E.D. *Core Knowledge Sequence*. Canada: Core Knowledge Foundation, 1998, ISBN 1-890517-12-7.
   C. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge: History & Geography*. United States: Core Knowledge Foundation, 2002, ISBN 0-7690-5027-1.
3. Technology
   A. www.ideafinder.com/history/inventors/latimer.htm
   B. www.teachervision.com
   C. www.angelfire.com/ca6/ccproject2000/page3.html
   D. www.pangaea.org/wegener.htm

Appendix A: Science Biographies Checklist

CRITERIA	YES	NO
Date of birth		
Place of residence		
Education		
Contribution to science		
Use of vocabulary		
Date of death		
Neatness/legibility		

Appendix B: Activity Sheet



www.teachervision.com/lesson-plans/lesson-4939.html

Appendix C: Experiment

"Using Your Marbles" experiment

The purpose of this experiment is to show that the force of gravity can move a marble from one cup to another without touching the marble or the cup.

Materials:

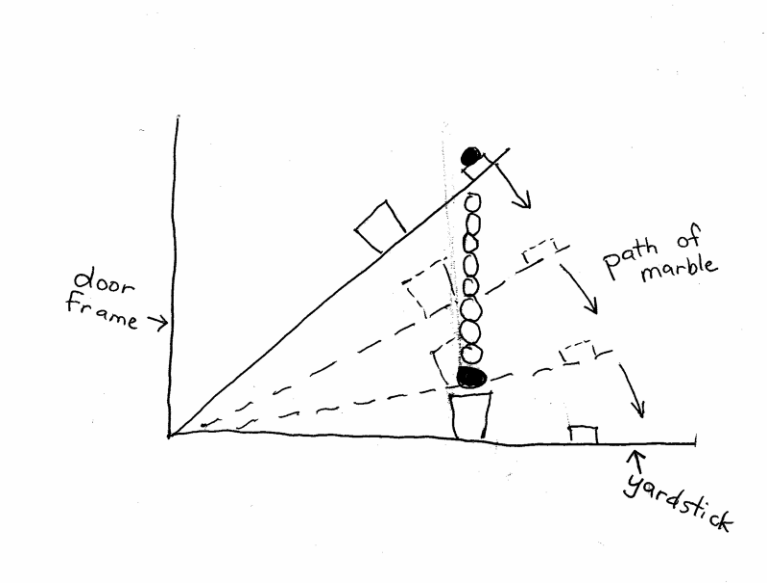
1 marble
2 – 5 oz. paper cups
masking tape
yard stick

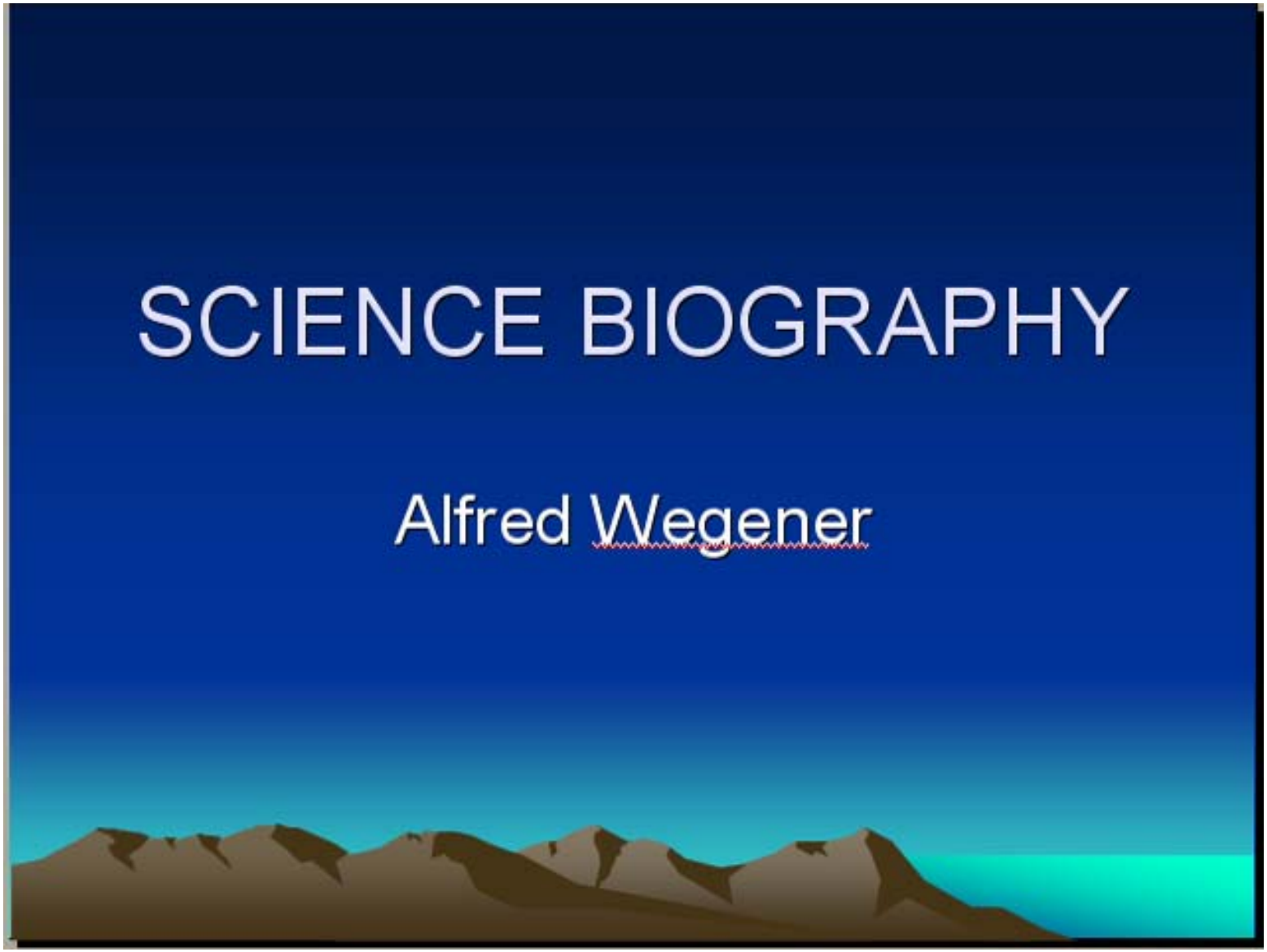
Procedures:

1. Cut one cup down so that the sides are about one inch tall.
2. Tape this cup to one end of the yardstick and place the marble in it.
3. Tape the taller cup about four inches along the yardstick from the first.
4. Tape the other end of the yardstick to the door frame at floor level. The tape forms a hinge so that the stick can be raised.
5. Raise the end of the yardstick until it is about twenty inches above the floor.
6. You are now ready to move the marble without touching either cup.
7. Release the yardstick with a light downward push.

The marble should fall into the other cup. How does this come about? The marble falls in a straight line under the force of gravity. The cups follow a curved path.

See diagram below.




SCIENCE BIOGRAPHY
Alfred Wegener

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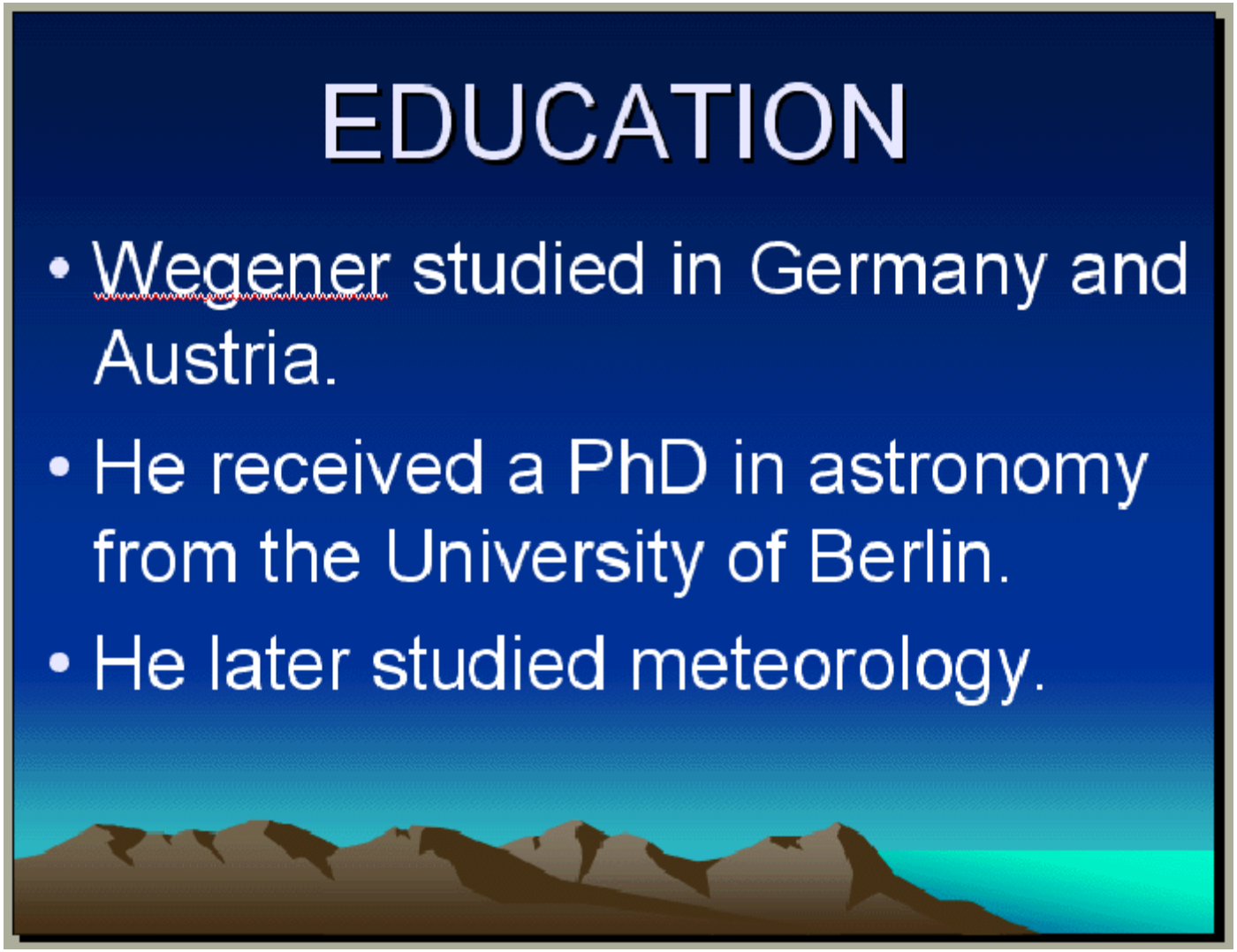
EDUCATION
• Wegener studied in Germany and Austria.
• He received a PhD in astronomy from the University of Berlin.
• He later studied meteorology.

Science Biography
SCORING RUBRIC **Newsletter**

Student _____**Date**_____

	TOTAL VALUE	SELF EVAL	TEACHER EVAL
CONTENT			
• Four articles about different aspects of the inventor's life and contributions	10		
• Each article clearly summarizes Inventor	15		
• Use of vocabulary	10		
LAYOUT			
• Title / Logo	5		
• Article titles	10		
• Graphics support text	5		
• Use of graphics (limit of 1 per article)	10		
• Table of Contents	5		
ORGANIZATION			
• Spelling	10		
• Grammar	10		
• Presentation is visually attractive	10		
TOTAL POINTS	100		
Grade			

Science Biography
SCORING RUBRIC **Power Point Presentation**

Student _____**Date**_____

	TOTAL VALUE	SELF EVAL	TEACHER EVAL
CONTENT			
• Data complete and error free	10		
• Each slide clearly summarizes inventor	15		
• Use of vocabulary	10		
DESIGN			
• Clear plan of organization	10		
• Slides are easy to understand (minimum 4/ maximum 6)	10		
• Graphics support text	5		
• Appropriate graphics	5		
• Sounds add to presentation and don't distract from material	5		
ORGANIZATION			
• Spelling	10		
• Grammar	10		
• Presentation is visually attractive	10		
TOTAL POINTS	100		
Grade			

Science Biography
SCORING RUBRIC **Role Play / Skit**

Student _____ **Date**_____

Scoring criteria	9 to 10 Excellent	8 Good	7 Fair	6 Poor	5 Not Acceptable
Interpret inventor by speaking and moving					
Creativity					
Ability to hold audience attention					
Varies tone of voice					
Presents inventor appropriately					
Remains true to the character					
Ability to improvise and use movement					
Appropriate behavior in setting					
Includes inventor's contributions to science					
Presented in first person					
TOTAL:					

90-100 A = Excellent
80-99 B = Good
60-79 C = Fair
60-69 D = Poor
Below 60 F = Not Acceptable

COMMENTS:

Science Biography
SCORING RUBRIC **Website**

Student _____**Date**_____

	TOTAL VALUE	SELF EVAL	TEACHER EVAL
CONTENT			
• Overview/purpose	10		
• Each article clearly summarizes inventor	10		
• Required information included (date of birth, death, residence, education)	10		
• Use of vocabulary	10		
LAYOUT			
• Title / Logo	5		
• Article titles	10		
• Graphics enhance content	5		
• Graphics complement but do not overwhelm	5		
• Coordinated colors and background	5		
ORGANIZATION			
• Spelling	10		
• Grammar	10		
• Presentation is visually attractive	10		
TOTAL POINTS	100		
Grade			