**Controlled Inquiry Presentation Planning Activity:**

The challenge of an inquiry project is being able to fully show the learning that you have experienced in a meaningful and engaging way.  **Answer the following prompts to ensure that you have a plan for how to “score” well on this assignment and make your presentation entertaining.**

Descriptor from the “Exemplary” end of the rubric:

**“The viewer is thoroughly informed about the topic (ex. Gives the history of the topic, how the issue impacts society, specific examples showing the topic…)”**

What specific techniques/info can you include to ensure that you “fully inform” the audience about your topic? Value= /2 (1/2 mark each)

(ex. I will explain the history of how laws came to be and evolved in different societies)

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Descriptor from the “Exemplary” end of the rubric:

**\*The presenter displays the creation of original information (ex.  After interviewing these people, I realized \_\_\_\_\_\_ and then created a story to show\_\_\_\_\_\_\_\_.)”**

What are your areas of strength or interest? (sports/writing/drawing/music/public speaking/ acting/wood working/cooking/anime/debating/computer programming/gardening/psychology…) Value= /3

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How can you “tap into” these strengths and use them in your inquiry presentation? (ex.  I could incorporate my love of sports into a presentation on “When is it OK to break the law” by discussing how different sports have different interpretations of the “laws” of their games.  For example, in soccer many cultures believe that pretending to be hurt, time wasting, and even agreeing to tie a game before it even starts are perfectly OK, while other cultures see these actions as breaking the “laws of the game”.) Value= /3

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How can you take the info that you learned, combine it with your strengths/interests, and use it to create an original piece of work? Value= /3

(ex.  I will take all the research I have done and use the most important/relevant info to create questions for a scientifically sound survey that at least 50 people participate in.  Then I will graph the survey results in different ways on a posterboard and use these “mathematical results” as the basis for my “podcast style essay” on how people have different views on when it is OK to break the law.)

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Descriptor from the “Exemplary” end of the rubric:

**\*Presentation is of a “professional” quality. (ex. has been carefully edited, work is neat and clear, technological needs have been planned for, it is attractive and entertaining, has been shared on time)**

Create a “to do list” with specific “due dates” for each item on the list. Value= /4 (1/2 mark each)

Ex.

1.  Complete the planning activity assignment- Due by Wednesday

2.  Find, and watch, videos on how to make a “good” survey- Due by Thursday

3.  Use my stats and related info to make 10 survey questions- Due by Thursday

4.  Create my survey using an online resource- due by Friday

5.  Ask my Math teacher to help me graph the results- due by Friday

6.  Create the thesis for my essay- Due by Saturday

7.  Create an essay outline with all my main points- Due Saturday

8.  Create the posterboard with graphics and results of the survey- Due Monday

9.  Finish first draft of essay and have my English teacher edit it- Due Tuesday

10.  Complete second draft of essay and record it- Due Thursday

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