Teacher Notes

Documenting an Elder's Journey

Activity 3
Evaluation of An Elder's Journey Speech

Activity Overview

In this activity, students will present their narratives to the class as speeches.

Directions

Before the Activity Begins

Review the basics of public speaking by either using the Public Speaking Tips sheet as an overhead or by creating student handouts from the sheet. Also, review the rubric you will be using to assess the monologues.

Each student should open his/her NoteFolio™ file prior to approaching the podium.

Distribute the LearningCheck™ file, **Elder's Journey.edc,** to the class.

During the Activity

Students read their narratives to the class. This may require more than one class period. While one student is reading their narratives, the rest of the class uses the Rubric file to assess the narrative. Students should save each of their assessment files under unique names so that these can be sent to the teacher after the reading.

As an alternative method of assessment, the teacher can use the paper-based rubric provided at the end of this activity.

After the Activity

Ask students to reflect on the journeys they learned about. What anecdotes surprised them? Moved them? Made them laugh? Did any journeys have anything striking in common? What made each unique?

Accessing the LearningCheck™ Application on the TI-83 Plus

The following procedure enables you to access the LearningCheck™ Application. It assumes that the software is already installed on the device.

1. Turn on the device and press the **Apps** key to display this screen. Select the **LearnChk** Application by highlighting the selection number using ▲ ▼. Press ENTER.

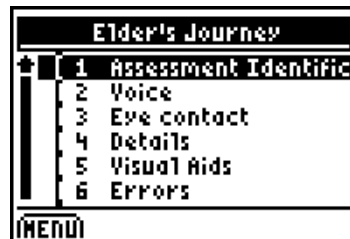2. Press ENTER to move past the title screen. The **Assignment List** is displayed. Use ▲ ▼ to highlight the **Elder's Journey** assignment, and then press ENTER.
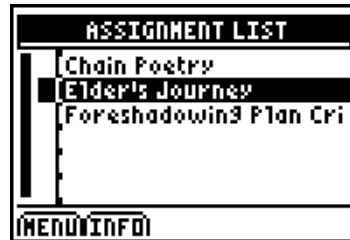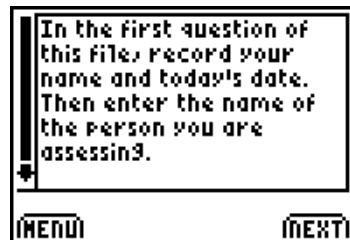
3. Enter your ID to sign in, and then press ENTER to open the file.

4. The first entry gives instructions for the assignment. Highlight this option, and then press ENTER to open it.
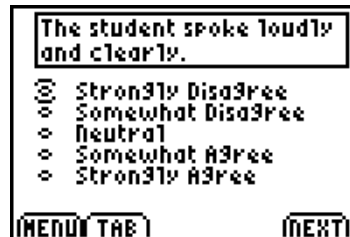
    Read the section instructions. Use the ▼ to scroll down the page. (The long bar and down arrow on the left side indicates there is more text to view that is not displayed on the screen.)

5. To continue to the assessment questions, press **NEXT** (using the GRAPH key).

    Use the **TAB** key to move the cursor to the answer you want to select.

6. To select an answer, press ENTER. Press **NEXT** to continue to the next question.

   When all questions are answered, the **LearningCheck**™ Application redisplays the list of questions in the file.

```
┌─────────────────────┐
│The student spoke loudly│
│and clearly.         │
│                     │
│ ○  Strongly Disagree │
│ ○  Somewhat Disagree │
│ ○  Neutral          │
│ ○  Somewhat Agree   │
│ ◉  Strongly Agree   │
│                     │
│MENU TAB        NEXT │
└─────────────────────┘
```
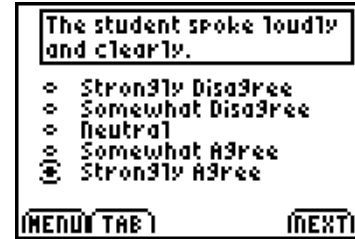
Public Speaking Tips

Tips for the Speaker

- ♦ Greet your audience and state your name.

- ♦ Speak loudly and clearly.

- ♦ Maintain eye contact with your audience.

- ♦ Say "Thank-you" to signal that you are done. Wait for applause before walking away from the podium.

- ♦ Smile!

Tips for the Audience

- ♦ Be sure all distractions are put away.

- ♦ Show your respect for the speaker by being courteously quiet.

- ♦ Clap when the person is done.

Rubric for Assessing An Elder's Journey Speech

Speaker: _____

Date: _____

Reviewer: _____

Circle the number that indicates your degree of agreement with the statement.
1 = strongly disagree, 2 = disagree, 3 = partially agree and partially disagree,
4 = agree, 5 = strongly agree. Under each rating, briefly explain your selection.

1. The student spoke loudly and clearly.

   1   2   3   4   5

   _____
   _____
   _____

2. The student maintained eye contact with the audience.

   1   2   3   4   5

   _____
   _____
   _____

3. The speech is populated by relevant anecdotes and intriguing details.

   1   2   3   4   5

   _____
   _____
   _____

4. The student successfully integrated visual aids into the speech.

   1   2   3   4   5

   _____
   _____
   _____

5. The speech was free of distracting errors.

   1   2   3   4   5

   _____
   _____
   _____