



偉大的思想家

Great Thinkers

單元摘要 / Unit Summary

透過此教學單元，讓學生認識對世界有重要影響的偉大思想家。學生扮演思想家的角色，透過相關研究，回答具體問題，例如：*這些思想家如何改變世界？他們克服了什麼障礙，而改變世界？以及他們的思想影響了誰？* 學生綜合研究資訊後，從思想家的觀點出發，創作「我是」詩歌並撰寫日記。最後，由學生扮演這位思想家，向全班介紹思想家的生平與成就。最後進行省思，學生回答核心問題及單元問題：*改變世界的要素為何？以及哪些人對世界有正面影響？*

課程引導問題 / Curriculum-Framing Questions

- **核心問題**
改變世界的要素為何？
- **單元問題**
哪些人對世界有正面影響？
- **具體問題**
這些「偉大思想家」如何改變世界？
思想家的著作影響了誰？
他們克服了什麼障礙，進而改變了世界？

評量計畫 / Assessment Plan

評量時程

這項時程依照時間順序，顯示單元過程中正式與非正式的多元評量。以下表格說明每項評量方法，以及使用對象及目的。



簡介

年級：6 - 8
學科：社會學科、語文
主題：閱讀、寫作與交流
高層次思考技巧：分析、綜合
學習重點：調查研究、說明文寫作、公眾演說
教學時間：每天 50 - 75 分鐘，連續進行 5 週

需要的資料

[教學活動步驟](#)
[標準指標](#)
[學生範例](#)
[列印此單元](#)

- KWL 圖
- 列表
- 日記
- 提問
- 研究測驗
- 日記
- 提問
- K-W-L 圖
- 軼事隨筆
- 詩歌評分指標
- 同儕回饋
- 日記評分指標
- 口頭報告內容評分指標
- 口頭報告表現評分指標
- K-W-L 圖
- 提問
- 表達內容評分指標
- 口頭報告表現評分指標
- 口頭報告表現評分指標
- 省思

評量	評量過程及目的
K-W-L 圖	學生針對偉大的思想家，製作班級及個人的已知-想知-學到圖(K-W-L 圖)。學生利用 K-W-L 圖引導獲取先備知識，進行腦力激盪，思考研究問題，並省思學習的內容。教師最初利用 K-W-L 圖衡量學生對主題的興趣及學習意願，並在單元過程中，讓學生回顧 K-W-L 圖並省思學習內容，以促進後設認知能力。
列表	讓學生製作名人表，並從中選出對世界有正面影響的五位人物。這可幫助學生獲取先備知識，開始組織思想。教師利用相關資訊，評量學生認為對世界有正面影響的人物是哪些類型，然後就思想家的重要特點，引導學生進行討論。
日記	學生利用日記寫下研究過程，回答省思問題。教師在會談中檢視日記，以給予回饋，釐清誤解，必要時亦可提供額外教學。教師在單元的最後再次檢視日記，以評量學生的分析及綜合技巧。
提問	教師利用提問策略，掌握學生的學習進度，探究學生的理解程度，並促進學生的高層次思考能力。教師可在巡視各組與個人工作，以及會談的過程之中，以提問方式與學生互動。在專題過程中，教師也可回到課程引導問題，以分析學生的理解程度。
研究測驗	讓學生以簡答方式接受研究測驗，以瞭解學習進度。教師可透過這項測驗，瞭解目前研究的概要。最重要的是，這項測驗可引導學生針對思想家的生平及成就，查詢相關資料。
軼事隨筆	在非正式的評量中，可利用平日觀察、個人與小組互動以及會談的記錄，作為最後評量的參考。
詩歌評分指標	學生可利用詩歌評分指標，掌握作品的品質，並針對寫作、編輯及修改「我是」詩歌，提供同儕回饋。教師也可利用詩歌評分指標，評量最後的詩歌作品。
同儕回饋	學生利用詩歌評分指標，就同儕的詩歌作品提供回饋。學生並不相互評分，而透過評分指標的說明，與詩歌對應，並從詩歌中引用證據。同儕回饋的重點在於改進提升，而非互相批評。
日記評分指標	學生寫作時可利用日記評分指標，掌握作品的品質。教師也利用日記評分指標，評量最後的日記內容。
口頭報告內容評分指標	學生以偉大思想家的身份，準備一份口頭報告，利用口頭報告內容評分指標預備報告內容，並在練習課上釐清問題。教師可利用口頭報告內容評分指標，評量口頭報告的內容。
口頭報告表現評分指標	學生以偉大思想家的身份，準備一份口頭報告，利用口頭報告表現評分指標預備報告，並在練習課上釐清問題。教師也可利用口頭報告表現評分指標，評量口頭報告。

省思	學生省思本單元的學習內容，回顧核心問題及單元問題：「 <i>改變世界的要素為何？</i> 」以及「 <i>哪些人對世界有正面影響？</i> 」學生從相關研究以及同儕的報告中，引用事例作為證據。教師透過學生的省思，評量學生在單元中的成長。
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致謝 / Credits

喬藍 (Joel Lang) 參加了英特爾® e 教師計畫，進而發展出這項評量計畫的初步構想計畫，之後再經由教師團隊具體擬出此評量計畫擴大計畫。

專題評量：偉大的思想家

教學活動步驟

教學活動步驟

教學單元介紹

1. 提出核心問題：「改變世界的要素為何？」引發學生踴躍反應，並製作 K-W-L 圖記錄學生的想法。在單元過程中保留 K-W-L 圖，作為參考。
2. 向全班提出單元問題：「哪些人對世界有正面影響？」，並透過腦力激盪提出名單。善用提問，確保學生從文化、專業、年齡層及時代的角度，思考人選問題。
3. 讓學生選出三位人物撰寫日記，並解釋為何這三人對世界有正面影響。檢閱日記內容，以衡量學生的理解、思考及推理能力。然後引導全班進行討論，強調人物的特點，藉此促進學生的推理能力，以有效進行研究。
4. 為專題建立情境，學生先深入研究思想家的生平以及對世界的正面影響，然後扮演「偉大的思想家」，向全班口頭報告。
5. 利用猜謎遊戲與書籍傳閱，讓學生盡量接觸其他思想家。利用原本的腦力激盪列表和上述活動，讓學生在日記中增加 20 至 30 位想扮演的偉大思想家。
6. 讓學生從列表中選擇兩位願意詳細研究的思想家，並在日記上為兩位思想家製作 K-W-L 圖。檢閱日記內容，確定選出不同的思想家，再為每位學生分配各自選定的思想家。

研究基本原則

1. 在研究過程中，指導學生閱讀百科全書資料，再說明資料的確切含義。
2. 依思想家分別建立研究資料夾，並將研究問題分類如下：
 - 個人生涯
 - 主要成就
 - 問題或阻礙
 - 同時期世界上還發生了哪些重大的事？或其它的思想家又都是在做什麼呢？
3. 讓學生透過不同資料來源，閱讀某位名人的各種資料。與夥伴閱讀每篇文章後，共同判斷：
 - 資料來源是否可靠？資料來源是否前後一致？
 - 這項資訊重要嗎？
 - 如果重要，這項資訊屬於哪一類資訊？（依照思想家的研究資料夾劃分）
4. 提供百科全書中另一位思想家的相關介紹，請學生獨立完成研究，並比較班上不同的想法。

研究偉大思想家

1. 利用研究資料夾，讓學生從不同來源收集資料（包括網路、書籍、百科全書等等）。提醒學生建立參考文獻，以正確標明資料的出處。
2. 提醒學生要以思想家的身份，寫作並發表一篇 3 至 5 分鐘的演講報告。提供學生演講內容評分指標以及口頭報告表現評分指標，以指導學生透過思想家的演講報告，釐清相關問題及協助引導研究。
3. 在研究過程中，記錄對學生的提問及觀察，以掌握學習進度及評量學生的理解程度。
4. 獲得新資訊時，提醒學生回顧並增加 K-W-L 圖的內容。
5. 約一星期後，給學生一份簡答的研究測驗，以檢查學習進度。教師可透過這項測驗，瞭解目前研究的概要。最重要

的是，這項測驗可作為學生的引導，才知道要針對思想家的生平及成就，查詢哪些相關資料。

製作研究相關作品

1. 幫助學生扮演好思想家的角色，並讓學生根據思想家的生活，創作「我是」的詩歌：_
 - 提供學生**詩歌評分指標**，讓學生在寫作過程中，掌握作品的品質。_
 - 教師可利用草稿、同儕回饋、教師編輯內容及寫作規範等方法，指導學生寫作。
2. 另外，可讓學生根據偉大思想家生活中的實際事件，創作五篇日記：_
 - 提供學生**日記評分指標**，以指導日記寫作。
 - 教師可利用草稿、同儕回饋、教師編輯內容及寫作規範等方法，指導學生寫作。
 - 需要時可和學生討論重要事件的寫作想法，並給予適當指導。
3. 以評分指標評量詩歌及日記寫作，提醒學生在準備口頭報告時，要注意此次所給的評語及分數。
4. 讓學生回顧 K-W-L 圖，省思本單元的學習內容，尤其針對具體問題省思：
 - *這些「偉大思想家」如何改變世界？*
 - *思想家的著作影響了誰？*
 - *他們克服了什麼障礙，進而改變了世界？*

總結單元

1. 重新回顧**演講內容評分指標**與**口頭報告表現評分指標**，幫助學生規劃、起草、練習及發表偉大思想家的報告。讓學生在演講之前，利用**演講內容評分指標**進行自我評量。_
2. 讓學生設計並蒐集道具，以加強口頭報告的效果。鼓勵學生在正式發表前多加練習。
3. 讓學生在日記中，記錄每次報告的心得。
4. 以上述兩項評分指標，評量口頭報告。
5. 所有學生發表完後，再次回顧班級的 K-W-L 圖，讓學生腦力激盪，討論本單元學到的核心問題：*改變世界的要素為何？*
6. 然後讓學生在日記中獨立省思，回答單元問題：*哪些人對世界有正面影響？以及正面影響的要素為何？*讓學生從研究調查與同儕的報告中引用事例，回答上述問題。檢閱相關內容，以瞭解學生綜合資訊以及分析思想家主要特點的能力。
7. 檢閱軼事隨筆、日記、所有得分指南、研究測驗以及最後的省思，以判斷學生對整個單元的認識及學習成長。

專題評量：偉大的思想家

標準指標

教學內容目標與課程標準

美國華盛頓州標準

閱讀

- 學生可理解所讀內容的意義。

寫作

- 學生可運用各種體裁，為不同的對象及目的寫作。
- 學生熟悉並可運用寫作各個步驟。

交流

- 學生可清楚有效地交流不同的想法。

社會學科

- 學生熟悉並可運用探究及資訊技能，具備民主社會公民必需的能力。
- 學生熟悉並可應用批判性思考及解決問題的能力，做出明智、合理的決定。

學習目標

學生的學習目標：

- 從不同來源收集資訊。
- 理解所閱讀的內容。
- 消化各類資訊，對偉大思想家的生活及時代有所了解。
- 利用相關資訊創作詩歌。
- 利用相關資訊寫作日記。
- 利用相關資訊撰寫講稿，扮演偉大的思想家。
- 在班級活動中，發表有力的演講報告。

專題評量：偉大的思想家

學生範例

學生範例

以下是兩個學生成果實例，屬於不同的級別。另有一個學生演講實例（可評量演講內容），以及一個學生詩歌實例。

1. Student Diaries

學生 C 的日記

[Word 格式*](#) | [PDF 格式](#)

瀏覽日記

[Word 格式*](#) | [PDF 格式](#)

學生 F 的日記

[Word 格式*](#) | [PDF 格式](#)

瀏覽日記

[Word 格式*](#) | [PDF 格式](#)

2. Student Speech

學生 A 的演講報告

[Word 格式*](#) | [PDF 格式](#)

瀏覽演講內容

[Word 格式*](#) | [PDF 格式](#)

3. Poem

學生 B 的詩歌

[Word 格式*](#) | [PDF 格式](#)

瀏覽詩歌

[Word 格式*](#) | [PDF 格式](#)

專題評量：偉大的思想家 獲得先備知識

偉大的思想家

1. 請從歷史中，選出對世界有正面影響的人物，並和小組進行腦力激盪，製作一份名人表。

喬治·華盛頓 (George Washington) 鳩瑟夫酋長 (Chief Joseph) 海麗特·塔布曼 (Harriet Tubman) 維多利亞女王 (Queen Victoria) 德蕾莎修女 (Mother Teresa) 教宗若望保祿 (Pope John Paul) 曼德拉 (Nelson Mandela) 匈奴王阿提拉 (Attila the Hun)	貝多芬 (Beethoven) 威廉·莎士比亞 (William Shakespeare) 湯姆·克魯斯 (Tom Cruise) 俠客歐尼爾 (Shaquille O'Neal) 梵谷 (Vincent Van Gogh) 海明威 (Ernest Hemingway) 馬可尼 (Marconi) 馬丁·路德·金恩 (Martin Luther King)	蜜雪兒·菲佛 (Michelle Pfeiffer) 喬治·布希 (George Bush) 比爾·克林頓 (Bill Clinton) 亞瑟王 (King Arthur) 甘地 (Gandhi) 湯瑪斯·愛迪生 (Thomas Edison) 比爾·蓋茲 (Bill Gates) 愛因斯坦 (Albert Einstein)
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2. 請從中選出五位最有影響力的人物，並依其價值排序。

1. 喬治·華盛頓 (George Washington)
2. 湯瑪斯·愛迪生 (Thomas Edison)
3. 甘地 (Gandhi)
4. 比爾·蓋茲 (Bill Gates)
5. 威廉·莎士比亞 (William Shakespeare)

專題評量：偉大的思想家 提問提示

透過提問促進高層次思考能力

1. 偉大思想家的特點為何？
2. 偉大的思想家需要具備哪些特質？
3. 你為何選擇這位思想家進行研究？
4. 這位思想家的重要性為何？
5. 這位思想家對世界有何影響？
6. 這位思想家讓你對自己的生活有何聯想？
7. 你認為這位思想家會如何看待今日的世界？
8. 如果可以問這位思想家一個問題，你會問他什麼問題？
9. 如果沒有這位思想家，你認為世界會有何不同？
10. 怎麼樣才能成為偉大的思想家？
11. 思想家對世界為何如此重要？

專題評量：偉大的思想家 評量研究技能

偉大思想家研究測驗

你對偉大的思想家有何瞭解？測驗時可參考筆記，但不可翻書作答。

偉大思想家的個人生平：

你所選的偉大思想家是誰？（請寫出正確姓名）

你是在何時、何地出生的？

你父母和兄弟姐妹的名字是什麼？

你的教育程度為何？（畢業的學校？自學？）

你結過婚嗎？配偶和孩子的姓名：

請選擇一個附加問題作答：

- 請以一個詞形容你的早期生活，並說明為什麼選擇這個詞。
- 請簡單描述早期生活的一個故事或片段。
- 請描述孩提時期，對你日後成就有所幫助的一件事。

偉大思想家的貢獻：

在你的一生中，你的貢獻是否得到世人認可（透過獎項、地位、專利等方式）？還是過世之後才得到認可？請進一步說明。

請用一句話，說明你為何是偉大思想家。

造就你成為偉大思想家的特點或特質為何？

你的思想對世界有何影響？你的思想如何讓世界變得更富有、更美好？

你的思想影響了誰？

偉大思想家的世界：

請指出另一位與你同時代的思想家。

請指出一件影響這位思想家的世界大事。

請選擇一個附加問題作答：

請指出另一位影響你的偉大思想家，並進一步說明。

請指出後期一位受你影響的偉大思想家，並進一步說明。

請描述當時的社會狀況，並說明這種社會狀況如何對思想家造成阻礙

(例如：當時女權運動的發展、對待少數民族的方式、法律規定、社會期望等等)。

偉大思想家的軼事：

請分享偉大思想家一篇簡短有趣的軼事。

專題評量：偉大的思想家 詩評

詩歌寫作評分指標

描述 得分	有力 10-9	適當 8-7	些許 6-4	很少或沒有 3-0
詩歌的概念	我的詩歌格式正確。每句詩句講述偉大思想家生活的不同面向。	我的詩歌格式正確。雖然意思有所重複，但多數詩句仍針對偉大思想家生活的不同面向，提供洞見。	我的詩歌格式正確。雖然許多意思重複，但每句詩句仍針對偉大思想家生活的不同面向，提供洞見。	我的詩歌格式正確。多數詩句討論同一種概念，變化不大。詩歌無法針對偉大思想家的生活，提供許多洞見。
用詞	我在所有詩句中，利用比喻創造生動的意象。每句詩都讓讀者沉思其中的意義。	我在多數詩句中，利用比喻創造不少生動的意象。有些詩句深具洞見，有些則較為平淡。	我設法在一些詩句中，利用比喻創造意象。多數詩句頗為平淡。	我並未在詩句中，利用比喻創造意象。詩歌缺乏想像力，只是引述基本事實。
實例與細節	我在詩歌中運用適當、生動的實例與細節。	我在詩歌中運用適當細節。	我的一些詩歌內容普通，也缺乏細節。	我的詩歌中細節太少。
寫作規範	我仔細檢查詩歌拼寫、大小寫、語法及標點符號方面的正確性，因此沒有任何錯誤。	我檢查過詩歌拼寫、大小寫、語法及標點符號方面的正確性，沒有任何引起讀者誤解的錯誤。	我檢查過詩歌拼寫、大小寫、語法及標點符號方面的正確性，但有時仍出現錯誤，而引起讀者誤解。	我並未檢查詩歌拼寫、大小寫、語法及標點符號方面的正確性，而有些許錯誤，引起讀者誤解。

專題評量：偉大的思想家 評量我的日記

日記評分指標

描述 得分	有力	適當	些許	很少或沒有
	10-9	8-7	6-4	3-0
日記內容	我的日記以某事為主題，說明此事對我個人或學業的影響。	我的日記基本上以某事為主題，說明此事對我個人或學業的影響。	我的日記大都以某事為主題，說明此事對我個人或學業的影響，不過有時我會離題。	我的日記寫到許多互無關連的事件，也無法表現事件對我個人或學業的影響。
創造力	我利用適當而與眾不同的特點，令讀者感到驚奇，藉此加強內容的意義，也可增加讀者的閱讀樂趣及理解力。	我利用與眾不同的特點加強內容的意義，提升讀者的閱讀樂趣。	我試著增加與眾不同的特點，但似乎無法加強意義。	我的內容缺乏創意。
用詞	我透過感性及有趣的文字，讓日記感覺真實。	我盡量使用感性及有趣的文字。	我有時使用普通、平淡的文字。	我經常使用普通、平淡的文字。
實例與細節	寫作時，我利用適當、生動的細節與實例，展現我對偉大思想家的瞭解。	寫作時，我利用適當細節，展現我對偉大思想家生平及時代的瞭解。	我有些寫作內容太空泛，缺乏細節展現我對偉大思想家生平及時代的瞭解。	我寫作時運用的細節不多，幾乎無法展現我對偉大思想家生平及時代的瞭解。

句子流暢性	有些句子較長，有些中等，有些較短。我用不同的字詞及片語組織句子，讓句子富有變化。	我句子的長度和開頭，有不同的變化。	我許多句子的長度一樣，有些句子開頭的字詞及片語相同。	我多數句子的長度一樣，有些句子開頭的字詞及片語相同。
寫作規範	我仔細檢查拼寫、大小寫、語法及標點符號方面的正確性，因此沒有任何錯誤。	我檢查過拼寫、大小寫、語法及標點符號方面的正確性，沒有任何引起讀者誤解的錯誤。	我檢查過拼寫、大小寫、語法及標點符號方面的正確性，但有時仍出現錯誤，而引起讀者誤解。	我並未檢查拼寫、大小寫、語法及標點符號方面的正確性，而有很多錯誤，引起讀者誤解。

專題評量：偉大的思想家 評量綜合技巧

口頭報告內容評分指標				
描述 得分	有力	適當	些許	很少或沒有
	10-9	8-7	6-4	3-0
資料的組織	我的報告開頭相當有趣，能引起聽眾的興趣。	我的報告開頭有趣，能引起多數聽眾的興趣。	我的報告開頭還算有趣。	我的報告開頭並不有趣。
	不同想法之間的轉換相當流暢，合乎邏輯，豪無瑕疵。	不同想法之間的轉換相當流暢，大都合乎邏輯。	不同想法之間的轉換合乎邏輯，雖然有些粗糙或笨拙。	不同想法之間的轉換有些粗糙，也不合邏輯。
	我提出有力的總結，結論與整體報告內容相關。 我的報告結論相當有號召力，令人印象深刻。	我提出報告內容的總結，結論與整體內容相關。 我的結論具有號召力，令人印象深刻。	我的結論作用不大，與整體內容也沒有關連。 我的結論不夠有力，無法讓人印象深刻。	我的報告沒有合乎邏輯的計畫。 我報告的結尾不夠明確或有力，令聽眾有些困惑。
思想家個人關於具體問題：思想家的人生，如何影響其著作？	我所分享的事實及想法，能讓聽眾充分瞭解偉大思想家的人格。	我所分享的事實及想法，能讓聽眾瞭解偉大思想家的人格。	我所分享的事實及想法，能讓聽眾約略瞭解偉大思想家的人格。	我所分享的事實及想法，無法讓聽眾瞭解偉大思想家的人格。
角色扮演	在報告過程中，我持續扮演好角色。	在報告大部分的過程中，我扮演好角色。	在報告部分過程中，我扮演好角色。	在報告過程中，我沒有扮演好角色。

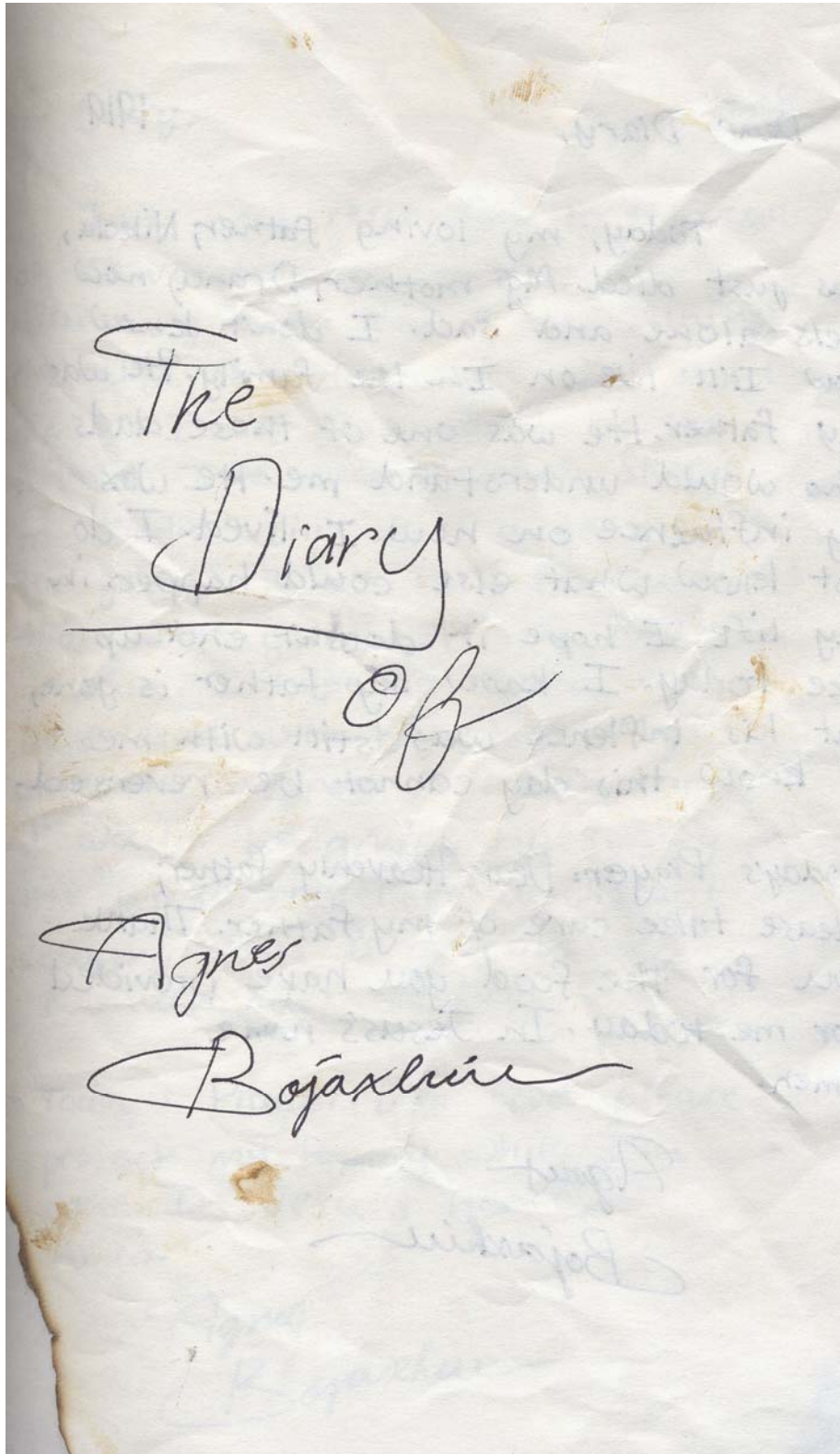
<p>思想成就 關於具體問題：我要報告的偉大思想家，是如何改變世界的？他們克服了什麼障礙，而改變世界？</p> <p>思想成就 關於具體問題：我要報告的偉大思想家，是如何改變世界的？他們克服了什麼障礙，而改變世界？</p>	<p>我清楚陳述內容，充分說明思想家的主要成就。</p> <p>我清楚說明偉大思想家著作的重要性與意義。我清楚說明思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等）。</p> <p>我清楚陳述內容，充分說明思想家的主要成就。</p> <p>我清楚說明偉大思想家著作的重要性與意義。我清楚說明思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等）。</p>	<p>我盡量陳述內容，說明思想家的主要成就。</p> <p>我論及偉大思想家著作的重要性與意義。我論及思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等）。</p> <p>我盡量陳述內容，說明思想家的主要成就。</p> <p>我論及偉大思想家著作的重要性與意義。我論及思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等）。</p>	<p>我陳述部分內容，說明思想家的主要成就。</p> <p>偉大思想家著作的重要性與意義，並未清楚說明。思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等），並未清楚說明。</p> <p>我陳述部分內容，說明思想家的主要成就。</p> <p>偉大思想家著作的重要性與意義，並未清楚說明。思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等），並未清楚說明。</p>	<p>我並未清楚陳述內容，思想家的主要成就也未充分說明。</p> <p>並未論及偉大思想家著作的重要性與意義。並未論及思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等）。</p> <p>我並未清楚陳述內容，思想家的主要成就也未充分說明。</p> <p>並未論及偉大思想家著作的重要性與意義。並未論及思想家的成功之路（包括遇到的障礙，以及獲得的榮譽等等）。</p>
<p>歷史觀點 關於核心及具體問題：改變世界的要素為何？思想家的著作影響了誰？</p>	<p>清楚說明偉大思想家的重要性，以及思想家對世界造成的影響。聽眾完全瞭解這位偉大思想家的重要性。清楚說明偉大思想家生活的時代，以及時代對思想家造成的影響。</p>	<p>說明偉大思想家的重要性，以及思想家對世界造成的影響。聽眾充分瞭解這位偉大思想家的重要性。盡量說明偉大思想家生活的時代，以及時代對思想家造成的影響。</p>	<p>約略說明偉大思想家的重要性，以及思想家對世界造成的影響。聽眾並不清楚這位偉大思想家的重要性。約略說明偉大思想家生活的時代，以及時代對思想家造成的影響。</p>	<p>並未說明偉大思想家的重要性，以及思想家對世界造成的影響。聽眾並未瞭解這位偉大思想家的重要性。並未說明偉大思想家生活的時代，以及時代對思想家造成的影響。</p>

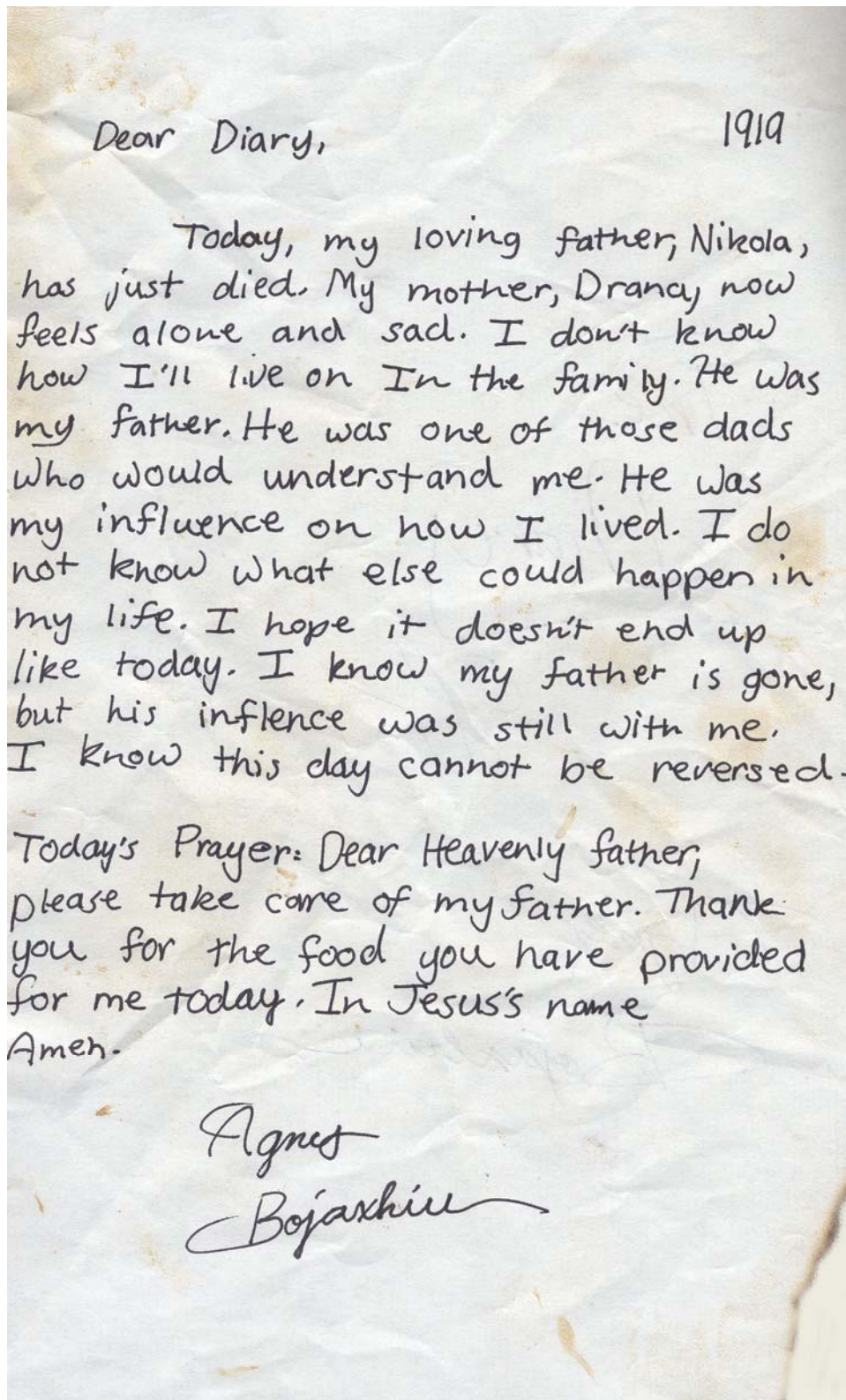
專題評量：偉大的思想家 評量口頭報告

口頭報告表現評分指標		姓名 _____	偉大思想家 _____	
描述 得分	有力	適當	些許	很少或沒有
	10-9	8-7	6-4	3-0
眼神交流	演講人幾乎持續注視著觀眾。演講過程中，演講人和大部分觀眾的目光直接交流。	演講人在大部分的演講過程中，一直望著上方。演講時不常注視觀眾。	演講人在演講過程中，只會偶而注視觀眾。演講人向上看時，很少與觀眾眼神交流。	演講人大部分時間並未注視觀眾。
播報聲音	播報的字句清晰，觀眾理解沒有任何困難。	播報其中一小部分可能不清晰或聽不見，或觀眾必須注意聽才能聽得清楚。	播報其中幾個部分，可能無法讓有些或多數觀眾清楚聽見。	播報其中幾個部分，多數觀眾都聽不清楚。
準備工作	演講人顯然做好準備。演講人在演講過程中，轉換十分流暢。善用視覺輔助，未耽誤演講時間。	演講人已有準備。演講人在演講過程中，轉換大都流暢。演講過程中或運用視覺輔助設備時，有一兩次短暫停頓。	演講人的準備不夠完善。演講過程中或運用視覺輔助設備時，偶有停頓或延誤。	演講人並未準備。演講內容未經組織。運用視覺輔助時，常出現停頓或延誤，不夠熟練。
播報速度	演講速度及聲調相當自然。沒有不適當的暫停或靜音。	演講有時稍快或稍慢。有時會稍作停頓，但不影響觀眾理解。	演講速度有時稍快或稍慢，或者語調適當，但偶而出現明顯停頓。	演講速度明顯過快或過慢，或者停頓過久。

表達方式	演講人利用不同的音量（強弱）、聲音變化（聲調）、手勢以及臉部表情，傳達熱情或活力。所有表達技巧，皆適用於演講內容。並未過度使用技巧。	演講人利用機會盡量表現。有些技巧過度使用。	演講人有時會使用表達技巧，但演講的語調大都缺乏活力，或與內容不相稱。	演講語氣平淡。演講聲音單調。缺乏活力，無法傳達感情。
演講的長度	演講在規定的時間內結束。	演講有點超時或提前一點結束。	演講超時許久或提前結束。	演講嚴重超時或提前結束。
道具或圖板	道具或圖板與口頭報告的內容配合良好。視覺輔助材料可加強報告的意義與目的。道具讓思想家的角色更加逼真。	道具或圖板與口頭報告的概念相關。視覺輔助材料有助於理解相關概念。道具可強化觀眾對思想家的印象。	道具或圖板無法幫助觀眾理解口頭報告的內容。道具無法強化觀眾對思想家的印象。	道具或圖板與口頭報告的主題無關，或完全沒有使用任何視覺輔助材料。道具與思想家無關，或完全沒有使用道具。
播報速度	演講速度及聲調相當自然。沒有不適當的暫停或靜音。	演講有時稍快或稍慢。有時會稍作停頓，但不影響觀眾理解。	演講速度有時稍快或稍慢，或者語調適當，但偶而出現明顯停頓。	演講速度明顯過快或過慢，或者停頓過久。

Diary of Agnes Bojaxhiu





Dear Diary,

1928

I've now responded to the call of a vocation as a catholic missionary nun. Now I am joining the religious order which will send me to India. This would be the farthest I've ever traveled. Skopje to India will take a long time to get to. I am very nervous now that I'm going on my first mission. I hope everyone will be pleased with my work. My greatest regret is leaving home. I would be giving my happy life up to travel to a distant country. This is an obstacle I must pass through.

Today's Prayer: Dear God, please protect my family while I'm gone. In Jesus's name,
Amen.

Agnès
Bojarkin

Dear Diary,

1929

My missionary and I have finally reached India. Her name was Betika Rajnc. We've traveled so far. We are now walking around India. As we walked by, there were families living just living on the streets. To begin, we both opened the Bible and read stories from it. Each story had something they could all learn from. Food was handed out and shelter was found. I could tell they were happy.

Today's Prayer: Dear God, please help these people. They really need you.
In Jesus's name,
Amen.

Agnus
Bojarkie

Dear Diary, 1937

Today, I have taken my final vows as a Catholic missionary nun. I chose the name Teresa after the saint Thérèse of Lisieux. I am very proud of my name. I could tell my brother and sister were proud of me, too. I am now a true missionary nun. My question to myself is what shall happen next in my life. From Agnes to Teresa may seem like a small change, but is quite big. It will take a while for me to get used to the name. I question myself on how I will sign my name. I am happy that I have made it this far.

Today prayer: Dear God, thank you for all that has happened. Thank you for being with me on my journey. In Jesus's name, Amen.

Mother Teresa

Dear Diary,

1979

I have just won the 1979 Nobel Peace prize for my work with the poor. I never saw this day coming. I was so excited when I received the award.

I'm going to be looking back on this day for a long time. The prize was worth over 1 million dollars.

I gave it all to the poor. It was the right thing to do. 90 years.

About 90 years ago, I remember leaving for this journey. I remember my house, my family, and my name, Agnes Gonxha Bojaxhiu. I now felt everyone was happy. My good work paid off.

Today's Prayer: Dear God, thank you for not giving up on me. In Jesus's name,
Amen.

Mother
Teresa

Diary Scoring Guide for Student C

Descriptor Points	Effective	Adequate	Somewhat	Little or None
	10-9	8-7	6-4	3-0
Content of Diary Entry	My diary is about one event and its impact on my personal or professional life.	My diary is generally all about one event and its impact on my personal or professional life.	My diary is mostly about one event and its impact on my personal or professional life, but sometimes I get a little off the subject.	My diary seems to be about a lot of different, unrelated events and don't show their impacts on my personal or professional life.
Creativity	I surprise the reader with appropriate, unusual features that add meaning and contribute to the readers's enjoyment and understanding.	I include some unusual features to add meaning and enhance my readers enjoyment.	I try to add some unusual features, but they may not add to the meaning.	My interpretation is predictable.
Word Choice	I use emotional and interesting words that make my entry seem realistic.	I use emotional and interesting words when I can.	I often use ordinary, predictable words.	I usually use ordinary, predictable words.
Examples and Details	I use appropriate, vivid details and examples in my writing to prove I know a lot about my Great Thinker's life.	I use appropriate detail in my writing to prove I know about the life and times of my Great Thinker.	Some of my writing is too general and does not have enough detail to prove I know very much about the life and times of my Great Thinker.	I have very little detail in my writing and offer little or no proof that I know about the life and times of my Great Thinker.
Sentence Fluency	Some sentences are long, some are medium, and some are short. I start my sentences with different words and phrases so they do not all sound the same.	I have some variety in my sentence length and beginnings.	Many of my sentences are about the same length, and some of them begin with the same kind of phrase or word.	My sentences are mostly about the same length, and many of them begin with the same kind of phrase or word.

Conventions	I am careful to check my writing for accuracy in spelling, capitalization, grammar, and punctuation, so I do not have any mistakes.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I do not have any mistakes that would confuse people while they are reading.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, but sometimes I have mistakes that confuse people while they are reading.	I do not check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I have several mistakes that confuse people while they are reading.
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Diary of Leonardo Da Vinci

Dear Diary,

I have been apprenticed as a studio boy to Andrea del Verrocchio. Today, at the age of 14, I am overwhelmed with feelings. I am happy, but on the other hand, I am sad. I am happy to be apprenticed to such a knowledgeable artist, he is the leading painter and sculptor in Florence right now. But I am sad to leave my family and friends behind. They mean so much to me, it's tough to think that I won't be seeing them for a while. Florence is a lot different than Vinci. There is so many people in Florence. I never imagined there were so many people in the world. Hopefully, I will be introduced to many new activities. Maybe, I will be able to paint an altarpiece, or make a sculpture! I hope this turns out well.

Fall,
1466

Dear Diary,

As of today, I am now under the service of Ludovico Sforza, the duke of Milan. He said I will be serving as both an architect and engineer. I hope this turn out well with the duke. He seems like a nice guy, but I'm still not sure. He will hopefully use my skills to his advantage. I believe that this dutie will improve, and test my engineering skills. Maybe my inventions are good but I want to make them great. My inventions should please the duke, but I'm not certain.

1482

Dear Diary,

My anatomical discovery drawing, the Vitruvian Man, has been completed today. Vitruvius is the man inside the circle and the square on my drawing. I chose to draw him inside of a circle because all of the human body's limbs are equal in distance from the center of the body when stretched out. But when he stands straight legged, his head, legs, and arms create a box. It shows the proportions of the ancient Roman architect Vitruvius. Like most of my drawings, or sketches, this is written in mirror script. This way it will be harder to read for others. This is so no one can steal my theories. While I was in Milan, other jealous scientists tried to steal my military drawings. My autopsy on his body was what I drew the sketch from. My discovery, this drawing, is a real breakthrough for me. I think this will help my knowledge of the human body, along with my studies.

1492

Dear Diary,

The Mona Lisa has been put on to a gallery wall today. I knew this day would come. I worked so long, and so hard. My emotions is what I can't handle. My Florence workshop was a great place to work. It was great because I had access to richer and more expensive paint. The lighting in the room was a lot brighter, so I could tell the colors better. Along with that, I could change the light from bright to dark. I am so proud of myself. I didn't think my inspiration would turn out so well. My saint self-portrait was a real hit. I did it! I still can't believe it. I can picture it now, the Mona Lisa, on a gallery wall, everyone around it, admiring my work. I think my new technique, realism, helped my painting look more real not so flat and cartoonish. Now that I'm out of the service of the duke, I could do anything. I think the Mona Lisa is my best so far.

1503

Dear Diary,

Today, my dad has died. His cause of death is still unknown. He was 77 years old. It is hard to think after all of these years, he is actually gone. It hurts a lot. I wish I could of been there, at his side. I know that life goes on but this one will be hard to get over. Hopefully, he is in a better place right now. Let him rest in peace.

July 9,
1504

Diary Scoring Guide for Student F

Descriptor Points	Effective	Adequate	Somewhat	Little or None
	10-9	8-7	6-4	3-0
Content of Diary Entry	My diary is about one event and its impact on my personal or professional life.	My diary is generally all about one event and its impact on my personal or professional life.	My diary is mostly about one event and its impact on my personal or professional life, but sometimes I get a little off the subject.	My diary seems to be about a lot of different, unrelated events and don't show their impacts on my personal or professional life.
Creativity	I surprise the reader with appropriate, unusual features that add meaning and contribute to the readers's enjoyment and understanding.	I include some unusual features to add meaning and enhance my readers enjoyment.	I try to add some unusual features, but they may not add to the meaning.	My interpretation is predictable.
Word Choice	I use emotional and interesting words that make my entry seem realistic.	I use emotional and interesting words when I can.	I often use ordinary, predictable words.	I usually use ordinary, predictable words.
Examples and Details	I use appropriate, vivid details and examples in my writing to prove I know a lot about my Great Thinker's life.	I use appropriate detail in my writing to prove I know about the life and times of my Great Thinker.	Some of my writing is too general and does not have enough detail to prove I know very much about the life and times of my Great Thinker.	I have very little detail in my writing and offer little or no proof that I know about the life and times of my Great Thinker.
Sentence Fluency	Some sentences are long, some are medium, and some are short. I start my sentences with different words and phrases so they do not all sound the same.	I have some variety in my sentence length and beginnings.	Many of my sentences are about the same length, and some of them begin with the same kind of phrase or word.	My sentences are mostly about the same length, and many of them begin with the same kind of phrase or word.

Conventions	I am careful to check my writing for accuracy in spelling, capitalization, grammar, and punctuation, so I do not have any mistakes.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I do not have any mistakes that would confuse people while they are reading.	I check my writing for accuracy in spelling, capitalization, grammar, and punctuation, but sometimes I have mistakes that confuse people while they are reading.	I do not check my writing for accuracy in spelling, capitalization, grammar, and punctuation, and I have several mistakes that confuse people while they are reading.
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Speech—Student A

Hello there, my church community. I am Agnes Gonxha Bojaxhiu. At least I was until 1937. You may know me now as Mother Teresa. I have traveled far to help those without food, shelter, or money. I'd like to share about how all this happened in my life. It was August 26, 1910 when I was born in the big city of Skopje, Macedonia, a city somewhere above Greece. I had a brother and sister by the name of Lazar (born 1907) and Aga (born 1904). I had two loving and religious parents. Their names were Nikolë and Drana. Nikola was a well-respected local businessman and my mother came from a wealthy family making my family wealthy, too. My childhood was very happy until 1919.

Things began to end up tragic. My father died when I was 9 years old, leaving my mother to open an embroidery and cloth business to support my family. Soon after that, the family was filled with sorrow. Later after my father's death, the family savings was gone. It was then harder to live on in my family. My mother felt very lonely day after day. I went to a small Catholic school called Lyceum, where I was found to be a good student.

At the age of 18, I had made my decision. I later responded to a vocation as a Catholic missionary nun. The vocation would then send me to India. I was never married nor did I have any children. Yet I was still happy.

Before I left for India, my greatest regret was giving up my happy life and leaving home to travel to a distant country. I then left in 1928 on my long journey to India. On my way, another Lady who responded to a vocation joined me. Her name was Betika Kajnc. Everyday on my way there, I would pray with a rosary of beads. Each bead represents a prayer for one day. It would take me almost an hour to pray with it. The first white bead is always started out with this prayer, a very famous one that you may know of:

*"Our Father who art in heaven,
hallowed be thy name.
Thy kingdom come,
Thy will be done
On earth as it is in heaven.
Give us this day our daily bread.
And forgive us our debts,
as we also forgive our debtors.
And lead us not into temptation,
but deliver us from evil."*

It was in 1929 when my companion and I reached India. As we walked around on the streets, there were people just living out on the sidewalks. We both started out by opening the Bible to them and beginning to read some stories from the Old Testament to them. I started to help them look for shelter. It was very hard but Betika and I managed to find some. Food began to be passed around. Everyone was happier then before we came. In 1937, I took my final vows as a Catholic missionary nun and then I chose the name Teresa name after Saint Theresa of Lisieux.

In 1948, I began working with the poorest people. I could feel that I was really teaching these people about God.

In 1979 was a wonderful day; I won the 1979 Nobel Peace Prize. The Nobel Peace was worth over 1 million dollars. And guess what? I donated it all to the poor. I

was willing to give up all my money for the people that I cared for. I knew it was the right thing to do.

In 1990, I asked to resign as head of the Missionaries, but was soon voted back in as Superior General.

It was 1996 when things began to go terribly wrong with my health. I fell and broke collarbone in April; I suffered a fever and failure of the left heart ventricle in August; I was treated for a chest infection and recurring heart problems in September; readmitted to hospital with chest pains and breathing problems Nov. 22. Then in 1997 I died.

I would like to be remembered as the one who helped the poor. The one who taught them about God. I think that I made a difference to people by showing the way to God for people and helped them in their life by giving them ALL that money from the Nobel Peace Prize. I may have not helped everyone but I helped. I say, "*If you judge people, you'll have no time to love them.*" And thank you for coming to my church service this Sunday.

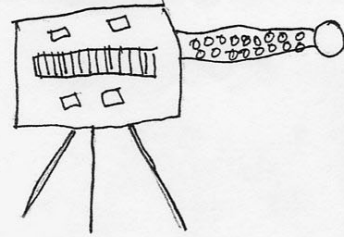
Oral Presentation Content Scoring Guide		For Student A		
Descriptor	Effective	Adequate	Somewhat	Little or None
Points	10-9	8-7	6-4	3-0
Organization	Beginning of my speech is very engaging and captures audience's interest.	Beginning of my speech is engaging and mostly captures audience's interest.	Beginning of my speech is somewhat engaging.	Beginning of my speech is not engaging.
	My transitions between ideas are smooth, logical, and seamless.	My transitions between ideas are smooth and mostly logical.	My transitions between ideas are somewhat logical, though rough or awkward.	My transitions between ideas are rough and not logical.
	My conclusion effectively summarizes the speech and is related to the whole. I include an effective final appeal and a very memorable ending.	My conclusion summarizes the speech and is related to the whole. I include a final appeal and a memorable ending.	My conclusion is ineffective and may not relate to the whole. I include an inadequate appeal and a forgettable ending.	There is no logical plan to my speech. I provide no real sense of closure or impact, leaving my audience confused.
Personal Address the Content Question: How did their personal life affect their work?	The facts and ideas I share give audience a very good sense of Great Thinker's personality.	The facts and ideas I share give audience a sense of Great Thinker's personality.	The facts and ideas I share give audience a minimal sense of Great Thinker's personality.	The facts and ideas I share do not give audience a sense of Great Thinker's personality.
Role Play	I stay in character throughout all of the presentation.	I stay in character throughout most of the presentation.	I stay in character throughout some of the presentation.	I do not stay in character during the presentation.
Professional Address the Content Questions: How did my	The major accomplishments are clearly stated and fully explained.	The major accomplishments are stated and mostly	The major accomplishments are partly stated and explained.	The major accomplishments are not clearly stated nor fully

<p>Great Thinker change the world? What obstacles did they overcome to change the world?</p>	<p>The importance and meaning of my Great Thinker's work is very clearly discussed. His/her path to success (obstacles, awards won, etc.) is clearly explained.</p>	<p>explained. The importance and meaning of my Great Thinker's work is discussed. His/her path to success (obstacles, awards won, etc.) is explained.</p>	<p>explained. The importance and meaning of my Great Thinker's work is not very clearly discussed. His/her path to success (obstacles, awards won, etc.) is not clearly explained.</p>	<p>explained. The importance and meaning of my Great Thinker's work is not discussed. His/her path to success (obstacles, awards won, etc.) is not explained.</p>
<p>Historical Address the Essential and Content Questions: What does it take to change our world? Who did their work impact?</p>	<p>Significance of my Great Thinker and his/her impact on the world is clearly explained. My audience absolutely knows why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is clearly described and explained.</p>	<p>Significance of my Great Thinker and his/her impact on the world is explained. My audience has a good idea why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is mostly described and explained.</p>	<p>Significance of my Great Thinker and his/her impact on the world is partly explained. My audience has to guess as to why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is partly described or explained.</p>	<p>Significance of my Great Thinker and his/her impact on the world is not explained. My audience does not know why he/she is considered a Great Thinker. Time in which my Great Thinker lived and its impact on his/her life is not described or explained.</p>

Poem—Student B



I AM

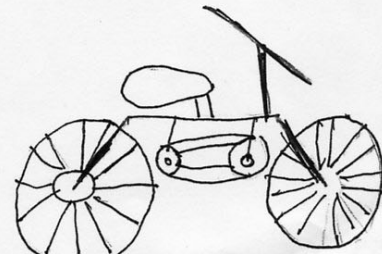
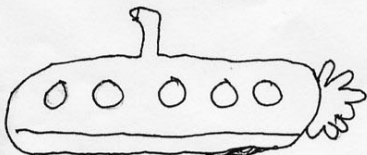
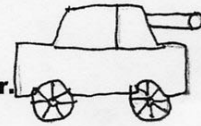


**I am a Renaissance workaholic.
I wonder if my autopsies on corpses will help my knowledge
of the human body.
I hear my bicycle invention clanking down the street.
I see a paintbrush moving across paper.
I want to replace my paralyzed right hand.
I am a Renaissance workaholic.**

**I pretend to be a bird soaring though the sky like the ones I
have studied.
I feel a roar under my feet by a tank built by my design.
I touch the mind of the artistic world.
I worry that my submarine sketch will fail.
I cry because I have no one to share my success with.
I am a Renaissance workaholic.**



**I understand that the circulation of blood causes blood to
touch every muscle in the body.
I say my development of the machine gun will be completed
some day.
I dream of my parachute creation slowing my descent.
I try to envision the Mona Lisa on a gallery wall.
I hope my helicopter innovation will glide through the air.
I am a Renaissance workaholic.**



Poem Writing Scoring Guide

Descriptor Points	Effective	Adequate	Somewhat	Little or None
	10-9	8-7	6-4	3-0
Ideas in Poem	My poem follows correct format. Each line speaks to a different part of my Great Thinker's life.	My poem follows correct format. Most lines provide insight into to a different part of my Great Thinker's life, though some ideas are repeated.	My poem follows correct format. Each line provides some insight into my Great Thinker's life, though many ideas are repeated.	My poem follows correct format. Most lines discuss the same ideas; very little variety in ideas. Poem offers very little insight into the life of my Great Thinker.
Word Choice	I use figurative language to create vivid mental images in all lines. Every line causes reader to ponder ideas presented.	I use figurative language to create mostly vivid mental images in most lines. Some lines are insightful whereas others are ordinary.	I attempt to use figurative language to create mental images in some lines. Most lines are ordinary.	I do not use figurative language to create mental images in lines. Poem is unimaginative reciting of basic facts.
Examples and Details	I use appropriate, vivid details and examples in my poem.	I use appropriate detail in my poem.	Some of my poem is too general and does not have enough detail.	I have very little detail in my poem.
Conventions	I am careful to check my poem for accuracy in spelling, capitalization, grammar, and punctuation, so I do not have any mistakes.	I check my poem for accuracy in spelling, capitalization, grammar, and punctuation, and I do not have any mistakes that would confuse people while they are reading.	I check my poem for accuracy in spelling, capitalization, grammar, and punctuation, but sometimes I have mistakes that confuse people while they are reading.	I do not check my poem for accuracy in spelling, capitalization, grammar, and punctuation, and I have several mistakes that confuse people while they are reading.