# 622 W. State Hwy. 46

**Spencer, IN 47460**

**P: (812) 829-2266**

**F: (812) 829-6605**

**rmauder@socs.k12.in.us**

# *“Imagine the*

# *Possibilities”*

# “Imagine the

# Possibilities”

[Introductory Information 4](#_Toc393719932)

[Patriot Expo At Owen Valley High School 5](#_Toc393719933)

[Student Requirements For Successful Completion Of The Patriot Expo 7](#_Toc393719934)

[Patriot Expo Overview Of Due Dates 8](#_Toc393719935)

[Patriot Expo Work Day Request Form/ Goals And Accomplishment Sheet 9](#_Toc393719936)

[Patriot Expo Work Day Request Form 10](#_Toc393719937)

[Proposal 12](#_Toc393719938)

[Topic Selection 13](#_Toc393719939)

[Topic Selection Analysis – Part 1 15](#_Toc393719940)

[The Research Paper Focus – Part 2 18](#_Toc393719941)

[Final Selection Of The Physical Product 19](#_Toc393719942)

[Patriot Expo Proposal 20](#_Toc393719943)

[Controversial Topics 23](#_Toc393719944)

[Mentors 24](#_Toc393719945)

[Choosing A Mentor 25](#_Toc393719946)

[Letter Of Request – Getting A Patriot Expo Mentor 26](#_Toc393719947)

[Patriot Expo Mentor Acceptance 27](#_Toc393719948)

[Mentor Information Sheet 27](#_Toc393719949)

[Mentor Meeting Log 28](#_Toc393719950)

[Research Paper 30](#_Toc393719951)

[The Research Paper Process 31](#_Toc393719952)

[Conducting Research 33](#_Toc393719953)

[Research Paper Yes Test 34](#_Toc393719954)

[Interview Tips And Requirements 35](#_Toc393719955)

[Using Direct And Indirect Quotations 38](#_Toc393719956)

[Paraphrasing Hints 39](#_Toc393719957)

[Writing A Summary 40](#_Toc393719958)

[Patriot Expo Research Paper Rubric 42](#_Toc393719959)

[Sample Research Paper 44](#_Toc393719960)

[English 12 49](#_Toc393719961)

[Patriot Expo Parent Verification Form 51](#_Toc393719962)

[Patriot Expo Product Log 52](#_Toc393719963)

[Patriot Expo Product Self-Evaluation 53](#_Toc393719964)

[Product Rubric 55](#_Toc393719965)

[Sign Of Commitment 57](#_Toc393719966)

[RÉsumÉ Right 58](#_Toc393719968)

[Portfolio 59](#_Toc393719969)

[Patriot Expo Portfolio Checklist 60](#_Toc393719970)

[Letter To The Judges 61](#_Toc393719971)

[Portfolio Grading Rubric 62](#_Toc393719972)

[Presentation 63](#_Toc393719973)

[Preparing Your Oral Presentation 64](#_Toc393719974)

[Patriot Expo Speeches Before The Board 65](#_Toc393719975)

[Presentation Planner 67](#_Toc393719976)

[Audio-Visual Component 68](#_Toc393719977)

[Audio-Visual Equipment Request Form 69](#_Toc393719978)

[Selecting Proper Attire For Your Patriot Expo Oral Boards 70](#_Toc393719979)

[How To Answer Like A Pro 71](#_Toc393719980)

[Follow-Up Questions For Student Presenters 72](#_Toc393719981)

[Presentation Scoring Guide 73](#_Toc393719982)

[Judges 74](#_Toc393719983)

[Patriot Expo Judges’ Job Description 75](#_Toc393719984)

# Introductory Information

## Patriot Expo At Owen Valley High School

### A Lasting Impression

Recent research has called for more cooperative efforts among students, staff members, parents, and the community and indicates that we must train students for life-long learning. ThePatriot Expo does all that and more. It requires students to begin making their own decisions and treats all students—from remedial to advanced—as capable of achieving something great on their own**.**

### What is Patriot Expo?

It is a five-phase program. Students are required to:

1. Submit a proposal
2. Write a research paper on a topic of interest
3. Create a product with the aid of a mentor
4. Create a portfolio of the entire process
5. Present the project to a board of teachers & community members for judging

**The Five P’s: The Five Phases of the Patriot Expo are as follows:**

**#1 The Proposal**

* Includes detailed explanation of the research paper topic and plans for the product
* Must be approved by the Senior Project Coordinator before work may begin
* All topics related to any illegal substance or practice, and anything inappropriate for a school setting will be rejected.
* If any topic is deemed by the Senior Project Coordinator to potentially cause controversy or upheaval for other students, faculty members, family, or members of the community, the parents must grant written permission.
* All decisions are made by the Senior Project Coordinator on an individual basis and based on the applicant’s explanation of all phases of the project.

**#2 The Paper**

* 1000-word research paper
* Completed in English 12 starting with the 2015-16 academic year
* A minimum of five valid sources must be used in the paper
* Final copy with Works Cited

**#3 The Product**

* Create a tangible project or experience an event
* Internship is one option
* Must be approved by the Senior Project Coordinator

**#4 The Portfolio**

Contains a record of the work on the Patriot Expo including (but not limited to)

* All documentation
* Research paper
* Record of mentorship
* Evaluation of product
* Self-evaluation materials
* Resume
* Available to board during evaluation

**#5 The Presentation**

* Eight-to-fourteen minute presentation
* Relate key findings about subject
* Elaborate on experiences
* Use visual aid to enhance presentation
* Respond to questions
* Community members evaluate speakers and portfolios

**Patriot Expo Addresses the Following Skills**

* Research
* Writing
* Organization
* Creativity
* Public Speaking
* Printing & Publishing
* Technology
* Time Management

**Patriot Expo**

* Is student-centered
* Creates a useful product outside of school
* Allows student to create contacts in the business world
* Involves community in the education of its citizens
* Embodies the Mission Statement of OVHS: Owen Valley High School educates and empowers all students to meet high standards of learning.

**Benefits of Patriot Expo**

* Moves curriculum beyond the text
* Provides experiential education
* Reviews research skills in last year of high school
* Polishes technical-writing skills
* Provides students with a stake in their own education
* Allows students to choose topics of interest to them
* Involves many curriculum areas
* Creates a perfect résumé

**Why was Patriot Expo developed?**

* To emphasize skills graduates need soon after graduation
* Written and oral communication skills
* Problem-solving skills
* Public-speaking skills
* To provide opportunity for community involvement
* Serving as a mentor
* Serving on an evaluative board

**How Can Faculty Members and Parents Help?**

* Be aware of all Patriot Expo components and requirements
* Show interest in student topics
* Provide good publicity and suggestions
* Volunteer to be a judge of the presentations

## Student Requirements For Successful Completion Of The Patriot Expo

### The Paper (completed in English 12)

1. 1000-words, typed, double-spaced in 12-point Times New Roman
2. Five sources minimum
3. MLA documentation
4. One-inch margins
5. Works Cited page
6. Mixture of writer's words, quotes, and paraphrases
7. Free from plagiarism (plagiarism = automatic failure on paper)
8. Turned in on or before due date
9. Two copies of final paper (one for grading, one for portfolio)

### The Product (completed prior to the end of the English 12 course)

1. Either a tangible project or an experience directly related to the approved topic
2. Minimum of six contacts with mentor
3. Time log required (30 hours minimum)
4. Photographic record of product progress with student in some pictures
5. Product related to topic
6. Product completed by student…NOT by mentor

### The Portfolio (completed in English 12)

1. Title page
2. Table of contents
3. Letter to Judges
4. Résumé
5. Proposal Form
6. Parent Verification Form
7. Research paper
8. Student logs indicating time spent and progress/challenges along the way
9. Mentor verification
10. Additional documentation of product (pictures)
11. Self-evaluation of product
12. Other

### The Presentation (given prior to the end of the English 12)

1. Eight-to-fourteen minute time limit
2. Audio and/or visual required
3. Class presentation prior to panel presentation
4. Presenter appropriately dressed
5. Portfolio available to panel
6. Judged on content and delivery

## Patriot Expo Overview Of Due Dates

The following schedule is tentative and may be modified periodically. These are general guidelines unless otherwise specified. It is important that all deadlines are met. Students may face disciplinary actions for missing deadlines. The time frames given in parentheses below are tentative.

**Sophomore Year:**

1. Proposals will be completed in English 10 classes.
2. Students may begin work on their product once a proposal has been accepted.

**Junior Year:**

1. Students will revisit their proposals and revise accordingly.
2. Students will begin or continue to work on their products.
3. Students may attend seniors’ presentations (with permission of the speakers) at the end of at least one semester.

**Senior Year:**

1. Students will complete all Patriot Expo work during English 12.
2. Students will write their research papers as a part of English 12, starting with the 2015-16 academic year.
3. Students will complete their products. This should be done before the senior year begins or at least before mid-term of the students’ English 12 course.
4. Students will finalize their portfolios for evaluation by the community judges as part of English 12.
5. Students will prepare and give a presentation to a panel of community members at a date set approximately one month before the end of English 12.

## Patriot Expo Work Day Request Form/ Goals And Accomplishment Sheet

Students are allowed to schedule two full days out of school for the purpose of working on their Patriot Expo. Regardless of when a student uses them, only two full days may be used. A student may choose to use them in one half day increments; however, he/she is not to miss any more than **two** of their morning (Blocks 1 and 2) or afternoon (Blocks 3 and 4) classes. Students may request their work dates all on one form or up to four separate forms.

The Work Day Request Form and must be completed before students request any signatures.

Permission forms are to be signed by a parent/guardian prior to receiving permission from teachers.

A teacher has the right to deny the request.

All permission forms must be turned in to the attendance secretary at least 3 school days prior to the requested date(s).

**If the student does not fill out this form and return it to the attendance secretary, he/she will be considered truant from school.**

## Patriot Expo Work Day Request Form

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student: |  | Academy Teacher: |  | Today’s Date: |  |

**I request to use the following date(s) to work out of school on my *(circle all that apply)*:**

|  |  |  |
| --- | --- | --- |
| research paper | physical product |  |

**Days Requested:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date: |  | Full Day | ½ Day Morning. | ½ Day Afternoon |
| Date: |  | Full Day | ½ Day Morning. | ½ Day Afternoon |
| Date: |  | Full Day | ½ Day Morning. | ½ Day Afternoon |
| Date: |  | Full Day | ½ Day Morning. | ½ Day Afternoon |

**Teacher Approval:**

|  |  |  |  |
| --- | --- | --- | --- |
| Block 1 Class: |  | Teacher Signature: |  |
| Block 2 Class: |  | Teacher Signature: |  |
| 55 min. Class: |  | Teacher Signature: |  |
| Block 3 Class: |  | Teacher Signature: |  |
| Block 4 Class: |  | Teacher Signature: |  |

**Place for research work time *(circle all that apply)*:**

|  |  |  |  |
| --- | --- | --- | --- |
| OVHS Media Center | Owen County  Public Library | IU Library | Other:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Location of work day other than a library:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Student’s Printed Name |  | Student’s Signature |  | Date |
|  |  |  |  |  |
|  |  |  |  |  |
| Guardian’s Printed Name |  | Guardian’s Signature |  | Date |

By signing above, I give my permission for my son/daughter to miss school on the above date(s) for the purpose of working on his/her Patriot Expo. I realize that he/she is providing his/her own transportation and I will not hold the school liable for any situations that might occur.

*Administrative Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

## 

# Proposal

## Topic Selection

Selecting an idea for a Patriot Expo topic can be a personal challenge. Because ***you get to decide***, not your teachers, not your parents, not your friends, ***but you***, the Patriot Expo offers a unique opportunity. It is important to find a topic which truly interests and even excites you. This page is designed to help you select a Patriot Expo topic focus. The best Patriot Expo Projects (those that are not only challenging but meaningful, engaging and fun) begin with a compelling, personal reason for topic selection. Think about words like *create, do, learn, change, improve, build, perform, design, explore.* A Patriot Expo Project involves you and represents active engagement. Become an explorer, an artist, a good warrior fighting for a cause; the opportunity is all yours.

1. Look over the questions below and select four to answer. Using another piece of paper, write your answers to the questions you have chosen. Answer carefully because you will use your responses to begin choosing a Patriot Expo topic. Once done, go to step 2
2. Within the next five years, what things do you hope to have accomplished?
3. What things would you like to be able to do better?
4. What do you wish you had more time for?
5. What things would you like to learn more about?
6. List experiences you wish you could have.
7. What controversial issues do you feel strongly about?
8. What is a profession you think about but have not seriously explored?
9. What is one thing you believe needs to be improved?
10. What classes have you taken that you liked?
11. What is one handcrafted item that you wish you could own?
12. What do you wish would happen in your life?
13. What goal have you avoided?
14. What do you complain about?
15. What would you like to get others to do?
16. What is unique or special about you?
17. What community group do you admire?
18. What can’t you do, but would like to do?
19. (A.) Read over your answers and select 3 specific key words you used.

(B.) Connect each of these key words to a topic listed on the next page.

(C.) The last step is to choose a focus word(s) to narrow and direct your thought process. Deciding upon a focus word(s) is like using a magnifying glass; it allows you to “see” and understand the connection between the key word(s) and the topic more clearly. Below three examples have been done for you.

|  |  |  |
| --- | --- | --- |
| **Key words** | **Topic** | **Focus words** |
| *Construction* | *Built environ.* | *Housing* |
| *Twin* | *Genetics* | *Nurture/nature* |
| *Homeless* | *Social services* | *Teenagers* |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

### Topics

Aeronautics

Agriculture

Anesthesiology

Animal Science

Anthropology

Archaeology

Architecture

Armed Forces

Art/crafts

Astronomy

Autism

Aviation

Biology

Botany

Built Environment

Business

Climatology

Clothing Construction

Communication

Controversial Issues

Culinary Arts

Drama

Drug Addiction

Economics

Education

Electronics

Energy

Engineering

English

Fashion

Film

Finance

Genetics

Geography

Geology

Government

Graphic Arts

Health

History

Homelessness

Industrial Arts

Insurance

Journalism

Languages

Law

Manufacturing

Marketing

Mathematics

Mechanical

Medical

Military

Music

Natural Resources

Nutrition

Oceanography

Performing Arts

Personal Services

Photography

Physics

Pottery

Psychology

Radio Recreation

Religion

Skydiving

Social Services

Sociology

Sports

Technology

Television

Theater

Tourism

Transportation

Visual Arts

#### Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Topic Selection Analysis – Part 1

Follow these steps to select a great Patriot Expo topic!

**Step 1:** Now that you have selected three topic areas to explore, it is time to begin evaluating which of the three will most suit you, your interests, abilities, resources, and skills.

1. Copy each of the topic options you previously listed (key word, topic, focus word) below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key word** | **Topic** | **Focus Word** |
| **Option 1:** |  |  |  |
| **Option 2:** |  |  |  |
| **Option 3:** |  |  |  |

1. Read each of the statements below. Then rate each statement for your topic options. Use the following rating system: 4=very high, 3=quite high, 2=a little bit, 1=very limited

### Statements of Variance

1. Degree of personal satisfaction completion of paper and project on this topic will provide…
2. Degree of societal merit or impact completion of the paper and project will have on others…
3. Personal value of information and experience attained related to completion of this topic…
4. Degree of difficulty, complexity when researching the paper and completing the project…
5. Level of personal interest, enthusiasm, curiosity about this topic…
6. Level of prior experience or knowledge you have related to this topic…

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Option 1** | **Option 2** | **Option 3** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
|  | **Total:** | **Total:** | **Total:** |

**Step 2:** Prioritize your three topic options according to the result totals above. Your number one topic is the one which, at this point in the evaluation process, appears to be the most appropriate. Your second choice is the runner up, and the third topic might still be considered. (Note: the results do not reflect your favorite, do not manipulate the totals.) Remember, this is only the beginning of the selection process.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 3:** This step allows you the opportunity to further narrow your Patriot Expo topic selection. After comparing your topics to the Statements of Variance, you were able to total points for each of your options and prioritize your choices. Now consider your topic options 1, 2, and 3 (prioritize on the bottom of the previous sheet) in terms of further questions. Simply rank each option according to how it answers the questions below. 4=very high, 3=quite high, 2=a little bit, 1=very limited. Then total the score for each option.

1. How closely is each option related to a career interest of yours?
2. Rank how the choices each reflect the potential for becoming a life long hobby of yours.
3. What is the resource availability of each topic choice?
4. Compare each option’s uniqueness to other Patriot Expos you have heard about.
5. How does each topic reflect a talent or skill you want to develop, practice, or refine?
6. Estimate the project’s positive impact on your school and/or community.
7. How does each topic reflect an interest you would really like to pursue?
8. Evaluate the topics according to the “fun quotient” each possesses.
9. How does each option align with your monetary budget?
10. How does each topic choice fit into your time management requirements?

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Option 1** | **Option 2** | **Option 3** |
| 1. |  |  |  |
| 2. |  |  |  |
| 3. |  |  |  |
| 4. |  |  |  |
| 5. |  |  |  |
| 6. |  |  |  |
| 7. |  |  |  |
| 8. |  |  |  |
| 9. |  |  |  |
| 10. |  |  |  |
|  | **Total:** | **Total:** | **Total:** |

Step 4-Rewrite the focus word descriptions you used on page 19 to identify each option and then add the step 1 totals for each option to the step 3 totals:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Option Description** |  | **Step 1** |  | **Step 3** |  | **Total** |
| **Option 1:** |  |  |  | + |  | = |  |
| **Option 2:** |  |  |  | + |  | = |  |
| **Option 3:** |  |  |  | + |  | = |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Has your first choice on page 22, step 2 remained the same? |  | yes |  | no |

If the topic of prioritization has shifted, explain why.

|  |
| --- |
|  |
|  |
|  |
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|  |

**Congratulations!** By completing these steps, you have carefully finished an analysis process which helped you choose an overall focus for your Patriot Expo.

Remember, you will be “living and breathing’’ this area of study for several months over the next few years. Hopefully you are satisfied with your decision. However, if you suspect, for any reason, your choice is not going to interest you over an extended period of time, will cost too much money, will be too hard to research, will be too difficult or too easy, begin steps one though five in the Topic Selection Analysis again. Once you are satisfied and, yes, even pleased with your Patriot Expo topic, write it below:

**My general, overall topic focus for Patriot Expo is:**

## The Research Paper Focus – Part 2

Establishing the central idea of your Patriot Expo allows you to begin thinking about each component. Consider your research paper. Writing a research paper can be a boring and tedious process, or it can be an interesting and engaging one. If the information needed to write the paper is of interest to you, you must have a particular idea you find intriguing.

*(Note: all research papers have a carefully written thesis directing the content. However, that aspect will be explored thoroughly and carefully later in the process. For now, all you need is a specific concept which will center your paper.)*

Selecting a general content direction for your paper is all about personal interest. For example, let’s say that you are very interested in a history project and decide to study President John F. Kennedy and his administration. That topic is too broad for a research paper. Entire books have been written about President Kennedy. So, you must limit or narrow your topic. Below you will see three examples of narrowed research ideas:

A. Investigate President Kennedy’s assassination and the various theories surrounding that tragedy.

B. Focus on the Bay of Pigs incident and whether or not that type of episode could ever occur again.

C. Evaluate what you think President Kennedy’s major contribution was and how that contribution has impacted our society today.

Complete the following steps:

1. Brainstorm three possible narrowed topics for your paper.
2. Write them below.

A. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Consider information availability by performing a mini information search on each. Search the internet to see how many articles you can find on a keyword search for each option. Write the number of articles/websites found for each option.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Option 1: |  | Option 2: |  | Option 3: |  |

Also, print the descriptions of the top five items found for each option.

1. Look over your options and write in the space below the one which you believe has the most possibilities.

## Final Selection Of The Physical Product

You are now ready to make the final selection of your physical product. You have applied some of the variables related to a long-term project to your three choices. To narrow your choices to the one which will require your best effort and use of quality time, evaluate your choices by matching them to the criteria of a successful physical product by giving designated points to each choice.

Give 3 points to each choice which most fully addresses and matches the criteria. Assign 2 points to each choice which sometimes matches the criteria. Give 1 point to the choice which rarely addresses the criteria. (Again: 3 = Matches; 2 = sometimes matches; 1 = rarely matches). For easy reference write your three project choices:

|  |  |
| --- | --- |
| Choice 1: |  |
| Choice 2: |  |
| Choice 3: |  |

### Criteria for selecting your physical product

1. Provides learning stretch and challenge
2. Affords opportunity to learn, refine, and practice skills
3. Offers available resources (materials, printed/online resources, people)
4. Meets budget
5. Fits into time schedule
6. Sustains interests and fun
7. Reflects career awareness
8. Benefits others; has societal value
9. Contributes to a life-long hobby or interest
10. Includes parental support

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Choice 1** | **Choice 2** | **Choice 3** |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |
| **4.** |  |  |  |
| **5.** |  |  |  |
| **6.** |  |  |  |
| **7.** |  |  |  |
| **8.** |  |  |  |
| **9.** |  |  |  |
| **10.** |  |  |  |
| **Total** |  |  |  |

Product choice with the most points \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Owen Valley High School**

622 W. State Hwy. 46

Spencer, Indiana 47460

Phone: (812) 829-2266

patriotexpo@socs.k12.in.us Fax: (812) 829-6605

## Patriot Expo Proposal

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name of Student: | |  | | Date Proposal Approved: |  |
| Graduation Year: | |  | |  |  |
| Name of Mentor: | |  | | Date Mentor Confirmed: |  |
|  | |  | |  |  |
| Academy Teacher: | | |  |  |  |
| Sophomore English Teacher: | | |  |  |  |
| Junior English Teacher: | | |  |  |  |
| Senior Seminar Teacher: | | |  |  |  |
|  | | |  |  |  |
| 1. | Describe your overall topic. This might be education, nursing, engineering, photography, cars, quilting, etc. Keep this short and include a BRIEF explanation of why you are interested in this topic. Maybe it is a career interest; maybe it is something you’ve always been interested in but have never taken the time to learn about. | | | | |
|  |  | | | | |
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|  |  | | | | |
| 2. | What is your essential question for the research paper? What issue will you investigate? This cannot be a career report or a factual report. Rather you must be able to pick a side of an issue or evaluate options related to the topic. The answer to this question will become your thesis statement. You should be asking questions that deal with “why” something is the way it is or “how” something has changed/improved. You cannot ask a yes/no question or a question that can be easily answered with a fact. | | | | |
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*(continued on next page)*

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| 3. | For the product, what do you want to do/make/create? This requires a minimum of 30 hours of work. This is not any type of visual aid (poster, video, PowerPoint presentation). You have to spend time DOING something that results in you learning something NEW. This can be an internship through the school’s program, you can volunteer, you can make something that you can show someone else, but the key is you have to DO something. You may NOT use hours where you are already getting paid to work. An athlete choosing to do a product that involves physical fitness alone is not learning something new. You need to stretch yourself and your abilities to take on a new challenge. |
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| 4. | Explain—clearly and exactly—what you will LEARN from doing this product (as described above). This is where you explain what is NEW about this product for you. Maybe you are learning a new sport or hobby or skill. If there is nothing NEW for you to learn, you need to think of a new product. |
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## Controversial Topics

Some students may choose topics that could be seen as controversial. In those cases, they will be given the following form to take home to their parents to complete. This simply shows that their parents are aware of their topic and don’t mind that they pursue it.

All topics related to any illegal substance or practice, and anything inappropriate for a school setting will be rejected. If any topic is deemed by the Senior Project Coordinator to potentially cause controversy or upheaval for other students, faculty members, family, or members of the community, the parents must grant written permission. All decisions are made on an individual basis and based on the applicant’s explanation of all phases of the project.

Due to the potential for controversy regarding your topic, you will need to have your parents sign this form before approval can be granted.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read my son’s/daughter’s Patriot

*(print parent’s name)*

Expo Proposal regarding the topic of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. After reading this proposal, I give my permission for him/her to continue with this topic.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(parent signature) (date signed)*

Return this permission slip and your proposal sheet to Mrs. Mauder immediately.

Mrs. Mauder can be contacted at OVHS (829-2266 or leave a voice mail) or at [rmauder@socs.k12.in.us](mailto:rmauder@socs.k12.in.us).

## 

# Mentors

## Choosing A Mentor

A mentor is someone you trust who knows about your Patriot Expo topic and will take a sincere interest in guiding you to complete it successfully. (This person may come from inside or outside the school.)

**What does the mentor do?**

* Provides expertise in the product area
* Gives suggestions and advice
* Supports your efforts
* Gives you feedback

**Before you choose a mentor:**

* Clearly define your topic.
* Be specific about what you expect from your mentor, including the time commitment.
* Be able to show how a mentorship will benefit the mentor.

**How do you choose a mentor?**

* Brainstorm possible experts within your chosen field of study.
* Talk with parents, teachers, and/or friends about people who would possibly agree to be your mentor.
* Look for someone who has the expertise and is interested in mentoring you through the completion of your Patriot Expo.

**Make the initial contact with your prospective mentor.**

* Introduce yourself on the phone (or in person) as a local high school student working on a school-assigned project.
* Say that you need a local person to provide guidance and expertise in a chosen area.
* Ask for a 15-minute appointment to explain the project.

## Letter Of Request – Getting A Patriot Expo Mentor

To make the appropriate arrangements to secure a mentor for your Patriot Expo, you might need to write a letter to the person you have chosen requesting that he or she participate. If you already have a personal relationship with this person, the letter may not be required. Instead, a personal conversation explaining the following may be all that is needed.

In a letter of request, you should include the following information:

* An opening that includes a brief (probably two-sentence long) explanation of what you want the mentor to do.
* A paragraph explaining your essential question, key aspects of the question, and your product ideas.
* A paragraph explaining the responsibilities the mentor will have:
  + Answering your questions
  + Giving some spoken/written feedback on your project
  + Advising you on your product and final presentation
  + Depending on your project, your mentor’s assistance may be more or less required.
* A paragraph explaining why you picked this person to be your mentor
* A concluding paragraph explaining what you hope will come of your mentor’s assistance

## Patriot Expo Mentor Acceptance

|  |  |  |  |
| --- | --- | --- | --- |
| Student: |  | Overall Expo Topic: |  |
| Mentor: |  | Hand’s-On Project: |  |

We agree to enter a mentoring relationship as part of the Patriot Expo research paper and product. The expectations for both the student and mentor are outlined below.

|  |  |
| --- | --- |
| **Student Responsibilities** | **Mentor** |
| * Explain the essential question for the paper * See mentor at least six times during the completion of the senior project * Keep a log of all meetings and contacts about the Patriot Expo * You may want to do some or all of the following: * Get advice on research * Take the first draft of the paper to mentor for   feedback   * Get advice on product * Send mentor a formal invitation to the final   presentation   * Write thank-you letter to mentor at end of product | * Meet with student at least six times during the process of completing the senior project * Answer student’s questions if possible * Give student encouragement and general support * You may be able to do some of the following, but your responsibilities depend on your level/field of knowledge and expertise * Give some spoken and written feedback on   student’s paper   * Advise student on his/her product and presentation |

Generally, the purpose is to have the student get help from someone outside of class who has some expertise in the area being studied. It is also to broaden the student’s network of support.

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|  |  |  |  |  |  |  |
| *(Student’s Signature)* |  | *(Date)* |  | *(Mentor’s Signature)* |  | *(Date)* |

## Mentor Information Sheet

|  |  |
| --- | --- |
| Mentor Name: |  |
| Address: |  |
|  |  |
| Home Phone: |  |
| Work Phone: |  |
| E-Mail Address: |  |

## Mentor Meeting Log

|  |  |
| --- | --- |
| Name of Student: |  |
| Name of Mentor: |  |
| Senior Seminar Teacher: |  |

The student is supposed to meet or contact the mentor at least six times while working on the Patriot Expo research paper and/or product. The purpose of this log is to verify when the meetings or contacts take place. Be sure to fill in all of the requested information every time there is contact. These contacts can include meetings, e-mails, telephone calls, and letters. The preferred method is meeting in person, but at times the other methods are necessary. Also be sure to include all contacts made for discussion about the Patriot Expo, even if the contact was very brief. This log will be included in the student’s portfolio.

**Required Six Contacts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** | **Beginning-Ending Times** | **Type of Contact** | **Topic of discussion or type of work** | **Mentor’s Signature** | **Student Initials** |
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**Additional Contacts**

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| --- | --- | --- | --- | --- | --- |
| **Date** | **Beginning-Ending Times** | **Type of Contact** | **Topic of discussion or type of work** | **Mentor’s Signature** | **Student**  **Initials** |
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# Research Paper

## The Research Paper Process

The Research Paper portion of the Patriot Expo will be completed in English 12 (beginning in the 2015-16 academic year). The following is a brief overview of the process that will be followed during that course.

|  |  |
| --- | --- |
| **Checklist for a research paper** | |
| ❑ | Get approval of essential question (focus) for the research paper from the Patriot Expo coordinator. |
| ❑ | Construct an annotated bibliography. |
| ❑ | Get your English 12 teacher to approve the bibliography. |
| ❑ | Make note cards. |
| ❑ | Organize the note cards and make an outline. |
| ❑ | Get your English 12 teacher to approve the note cards and outline. |
| ❑ | Write a rough draft. |
| ❑ | Get your English 12 teacher to evaluate the rough draft. |
| ❑ | Write the final paper. |
| ❑ | Get your English 12 teacher to evaluate the final paper. |

**Constructing an Annotated Bibliography**

An annotated bibliography is a collection of works cited entries with short paragraphs detailing each available source of information. For each source, bibliographic information is recorded in Modern Language Association (MLA) style. Additionally, a brief paragraph of only 3-5 sentences explains what kind of information the source contains (facts, maps, pictures, statistics, research studies, outdated material, etc.) as well as your opinion of whether the source would be beneficial to you for your paper. You may include books, magazine/newspaper articles, and/or information from various websites. Annotated bibliographies are not considered notes for your paper.

The benefit of an annotated bibliography is that you can compile a list of possible sources and then choose the very best ones to actually read and take notes from.

A minimum of 8 sources needs to be included in your annotated bibliography.

Making Note Cards

* Use a separate 3” x 5” note card for each main idea.
* Place a source number in the upper right corner of each card.
* Write a key word in the upper left corner of the card. Limit a list of the key words you use in order to not duplicate any sections. Keep the number of different key words you use to 6-10. (This is a general rule; some of you may need more depending on your topic and the information available. Think of these key words as the Roman numerals on your outline.)
* Write the page number from which you wrote the note at the bottom of each note card.
* Be sure to include only one fact per card
* Use only one side of the card.
* Be sure to indicate quoted or paraphrased material.
* Be sure all notes exist within context and are accurately recorded.
* Reread the notes to make sure you understand them.
* You need a minimum of 30 note cards.

Organizing Note Cards

* Use the key words to organize the note cards into separate piles. You may find that you need to re-label some cards.
* Decide which information needs to come first, second, etc. and organize the piles of cards into that order.
* Distinguish between main and subordinate ideas.
* Arrange the cards in each pile in the order they will appear in the paper.
* Write an outline that indicates the order.
* NOTE: You may decide that some cards just don’t seem to fit into any pile. Don’t throw these away! Simply put all of these cards into a separate pile called “Miscellaneous” for now.

Writing a Rough Draft

|  |  |  |
| --- | --- | --- |
| An introductory paragraph contains: |  | The conclusion may: |
| * A general statement of information; * A transition sentence using words directly related to the thesis; * A thesis statement and explanation that:   + Contains a one-sentence statement of the topic being examined;   + States an opinion;   + Narrows the topic so it may be supported adequately in the research. |  | * Restate the thesis; * Paraphrase or summarize ideas supporting the thesis; * Take the topic one step beyond and predict the future of the problem. |

The body of the paper contains:

* Relevant information that supports the thesis
* Depending on the topic, it may include possible, original solutions to the problem
* Examples, statistics, charts, graphs, illustrations, etc. that make the information clear and easy to understand
* Conclusions that you draw based on your research
* Proper documentation of sources (parenthetical citations)

The works cited page:

* Is an alphabetical list
* Contains all and only the sources used in the paper
* Follows MLA style

Writing the final paper

* Revise the evaluated rough draft.
* Be sure your paper meets all points outlined on the “Yes Test” which can be reviewed on page 48 of this handbook.
* Follow the guidelines given by your English 12 teacher for formatting the paper
* Keep a copy for yourself. You are responsible for the paper if it were to be lost or if your flashdrive or computer fails.
* Revise as needed until all standards are met.

## Conducting Research

There is no shortage of information in today’s society. The challenges are to decide what information is needed, how to get it, how to organize it, and how to use it. Six steps will help with this process.

**Step 1: Define the task**.

* What is my task?
* What do I want to do?
* What information do I need in order to complete my project?
* What do I already know?
* What do I want to know?
* What questions do I need to answer?

**Step 2: Determine information-seeking strategies.**

* What sources can I use?
* What resources are appropriate and available to use?
* What approaches can I use?
* What is reasonable?

**Step 3: Locate and access resources.**

* What skills do I need in order to use the resources?
* What strategies can I use?

**Step 4: Get the information.**

* Where can I find information? the library? experts? online?
* When will I read, view, and/or listen to my sources?
* Do I have enough information?
* Is it all accurate?
* Do I understand the information?
* Have I paraphrased, summarized, and quoted it correctly?

**Step 5: Synthesize the information.**

* How do I organize and share the information? (Make an outline, use word-processing equipment to write the report, use graphics and other visuals, and plan a multimedia presentation.)

**Step 6: Evaluate.**

* How did I do? (Self-evaluation)
* Did my research meet the needs of my project?

## Research Paper Yes Test

|  |  |  |  |
| --- | --- | --- | --- |
| Student: |  | English Teacher: |  |

This will be the YES test that will be worked on in your English class. (All answers must be YES; even one No renders this paper unacceptable, and the student will be required to make corrections and submit a new paper.)

|  |  |  |
| --- | --- | --- |
| 1. Typed the entire paper | Yes | No |
| 1. Used double-spacing throughout | Yes | No |
| 1. Composed a 4-6 page body—1000 words (does not include the Works Cited page) | Yes | No |
| 1. 1” margins on all pages or default margins | Yes | No |
| 1. Numbered pages correctly | Yes | No |
| 1. Set up 1st page of body correctly (project info to the left, title centered) | Yes | No |
| 1. Followed rules of indentation | Yes | No |
| 1. Used 12 point Times New Roman font throughout the paper | Yes | No |
| 1. Underlined thesis | Yes | No |
| 1. Used a minimum of 5 sources | Yes | No |
| 1. Used correct format on the Works Cited page | Yes | No |
| 1. Used proper parenthetical citation format throughout the paper | Yes | No |

|  |  |
| --- | --- |
| English Teacher’s Initials: |  |

*The English teacher’s initials indicate that the student’s paper has passed this YES test and is ready to be scored.*

Notes:

* You should always have a hard copy for your own protection. Ultimately, you are responsible for the paper if it is lost.
* You are also to keep a hard copy of all the sources you used. Whether you used the Internet, completed an interview (the questions you asked and the answers you received), used a page or two from a book or magazine, you must have a hard copy as documentation. You may be called on to produce these for the sake of checking your paraphrasing.

## Interview Tips And Requirements

Interviewing someone who has knowledge and expertise in your Patriot Expo topic is a great way to gather information for your research paper. Also, it is enjoyable to talk to someone who is interested in your subject area. The information you gain from this person is often more valuable than the material taken from written sources. Take full advantage of your time with this expert by properly preparing ahead of time. Use effective interviewing skills, and immediately afterwards carefully review your notes. Thoroughly study the following guidelines.

**Before the Interview**

* Ask teachers, parents, bosses, and fellow students who would be a good choice to interview regarding your topic.
* Keep both the questions and the answers.
* Call to make an appointment. Introduce yourself and state the purpose of the interview and how long it might take. Find an interviewee ASAP because you will have to work around his/her schedule. If you procrastinate, they may not have time for you.
* Jointly decide on a date, time, and place to meet. If you have scheduled an appointment during the school day, make certain that you have filled out the “Work Day Request Form” and have done so within the proper time guidelines.
* Call the day before the interview to confirm your appointment.
* Take a backup pen or pencil and other paper with you to the interview.
* Create a logical list of questions to ask of the interviewee. Take the thesis statement with you so that the interviewee knows the direction in which you are heading.
* If you are going to use a tape recorder (with the interviewee’s prior permission) make certain to have backup tapes.

**During the Interview**

* Dress appropriately.
* Be well groomed.
* Be punctual – 10 minutes early.
* Introduce yourself.
* Have a firm handshake; make eye contact.
* Review the purpose of the interview and thank the person for his/her time.
* Ask permission again if you wish to use a tape recorder.
* Be prepared – Follow the question list you have prepared.
* Ask for clarifications. Ask for repetitions if needed.
* Take detailed notes so that you are accurate.
* Read back any direct quotes to the interviewee you wish to use to make certain that they are accurate.
* Honor “off the record” remarks.
* Make certain that you have the correct spelling of the interviewee’s name.

### Basic Questions to Ask

* How long have you been involved with…?
* Where did you learn…?
* What did you enjoy about…?
* What is most challenging about…?
* If you could change one thing about…?
* What does this field look like in the future?
* Of course, you will come up with specific questions related to your topic/thesis.

#### **After the Interview**

* Review your notes ASAP to make certain you can read your writing.
* Be careful to note direct quotes and make sure they are accurately recorded. If in doubt, call the interviewee to review the quote.
* Write a thank you letter to the interviewee.

**Requirements Regarding the Interview**

* A copy of your interview questions and responses must be placed in your portfolio.
* A sample works cited entry is below:
  + Jones, Bill. Personal Interview. 23 Sep. 2002.

**Anti Plagiarism Tips**

**An important reminder:**

|  |  |  |
| --- | --- | --- |
| 1. | What is the required documentation style for the Patriot Expo at your school? | **MLA** |
|  |  | |
| 2. | What is the consequence of deliberately plagiarizing this research paper? | |
|  | A zero on the assignment until it is revised and free of plagiarism | |

**Why should you document?**

Somebody went to a lot of trouble to gather the information you are using. The author might have spent months at the bottom of an ocean risking life and limb observing sharks. He/she might have spent years traveling from city to city to gather data. Whatever the case, remember this person worked harder to find the information than you did. So, give credit where credit is due.

On the other hand, maybe the author’s information is erroneous, biased, or in some way untrue. You won’t, if due caution and adequate sources were used, be blamed for another author’s inaccuracies if you haven’t claimed them as your own by failing to document.

**Some tips!**

You must document all information you take from other sources, which includes direct quotations and paraphrases, as well as ideas you gained from these sources. If your information includes numbers, cite it. However, there is some information that is referred to as public domain, or common knowledge, which doesn’t need to be documented. Examples of public domain include well-known phrases or proverbs such as “What goes around comes around.” It also consists of common knowledge such as “George Washington was the first president of the United States.” However, caution should be followed. If you are in doubt about whether something is public domain or not, it is best to cite it.

Double check for accuracy. If in doubt, check with your teacher.

The pulp tabloids (i.e., *National Enquirer*, *Star*) demonstrate that just because a piece of information is in print, doesn’t mean it’s true. Also, be sure to check the validity of information you gain on the Internet. People can write anything and put it online. Double-check any questionable or controversial information.

The more sources you use, the less likely you are to use another author’s words. Using more sources provides you with enough information to:

* Realize that different sources give different data
* Make comparisons and contrasts
* Make connections between different pieces of information
* Draw your own conclusions

The less research information you have, the less you will be able to write about your research topic, and therefore, the more you’ll find yourself relying on another author which may lead you into plagiarism.

**Document all information you gain from primary and secondary sources!**

|  |  |  |
| --- | --- | --- |
| Primary sources include: |  | Secondary sources include: |
| * Interviews you conduct yourself (in person, on the phone, and online) * Surveys you have taken * A scientist’s actual notes * A work of literature * An autobiography |  | * Textbooks * Articles * Reference books * Literary criticism * Any writing discussing any primary source |

## Using Direct And Indirect Quotations

Sometimes you will want to quote an outside source directly. A quotation might be part of a summary or part of a longer paper or report. Quoting the words of others can add richness and authority to your writing. Use short quotations in these ways:

* Use a quotation to stress a key idea.
* Use a quotation to lend expert opinion to your argument.
* Use a quotation to provide a catchy introduction or conclusion.
* Use a quotation about your topic that is wonderfully written and “quotable” to add interest.

However, avoid using very long quotations or too may quotations. Both send the message that you are filling up space because you don’t have enough to say. Of course, to avoid plagiarism, you always must credit the original author or speaker.

Because you don’t want to include quotations without introducing them or explaining them, here are some methods for you to use:

* Mrs. Reynolds says, ….
* Mrs. Reynolds writes, …
* One expert notes that ….
* ….., one authority reports.
* In a recent *Times* article, Russell Baker observes….

The above methods will also help you to avoid stringing several quotations together without including your comments.

Following is a passage from a well-known book and two ways that students quoted the author:

Source:

Dr. Deborah Prothrow-Stith, Deadly Consequences (HarperPerennial 1991), p. 34.

On film or videotape, violence begins and ends in a moment. “Bang bang, you’re dead.” Then the death is over. This sense of action-without-consequences replicates and reinforces the dangerous “magical” way many children think. Do the twelve- and fourteen-year-olds who are shooting each other to death in Los Angeles, Chicago, or Washington, D. C., really understand that death is permanent, unalterable, final, tragic? Television certainly is not telling them so.

Two students who wrote about the effects of TV violence correctly quoted Dr. Prothrow-Stith as follows:

**Direct Quotation**

“This sense of action-without-consequences replicates and reinforces the dangerous ‘magical’ way many children think,” writes Dr. Deborah Prothrow-Stith in Deadly Consequences (34).

**Indirect Quotation**

In Deadly Consequences, Dr. Deborah Prothrow-Stith points out that TV and movie violence, which has no realistic consequences, harms children by reinforcing the magical way in which they think (34).

* The first sentence gives Dr. Prothrow-Stith’s exact words inside quotation marks. This is a direct quotation. Note the punctuation.
* The second sentence uses the word *that* and gives the *meaning* of Prothrow-Stith’s words without quotation marks. This is an indirect quotation. Note the punctuation.
* Both correctly quote the writer and credit the source.

## Paraphrasing Hints

### What is paraphrasing?

* Paraphrasing is writing the ideas of another **using your own words**.
* Paraphrasing is using the ideas of another while clearly acknowledging the source of that information via text citations and the works cited page.

This is a seven step process to proper paraphrasing:

* 1. Find a passage of information that you are able to absorb in a five to fifteen minute period of time. You might very well have a nine page article about your topic. This does not mean that you paraphrase it all at once.
  2. Turn off all distractions. All people are different. Some of us can concentrate with the radio and TV on and others need a very quiet area. Figure out the environment you need and go there.
  3. Take a page or two at a time and read it all very carefully. Use a highlighter or a pen/pencil to mark or circle important material. You might want to use a special color marker to note those passages that you want to quote. Since no more than 20% of your paper should be quoted, be very selective in the quotes you choose.
  4. When you have finished the article (or the passage within) do something else (other homework, get a snack, etc.). Whatever you do, leave the reading alone for 5-10 minutes. What is the rationale for this? Theory has it that while you will remember the basic information from the passage, you will forget the sentence structure and thus use your own. This is a very important ingredient to proper paraphrasing. Note: If you attempt to paraphrase as you read line by line, you are only asking for trouble. This step is very important.
  5. After 5-10 minutes, outline on a sheet of paper the main idea of the passage. DO NOT LOOK AT THE PASSAGE FOR HELP! The outline can be of the bubble type, Roman numeral type, or a list….whatever works for you.
  6. Upon finishing the outline, write in your own words the information you received from your outline. DO NOT LOOK AT THE PASSAGE FOR HELP while you are working in this stage.
  7. Only after you have finished with your writing, should you look at the original passage. You will definitely want to make sure that you haven’t overlooked any important information.

## Writing A Summary

A summary presents the main idea and supporting points of a longer work in much shorter form. It might be one sentence, one paragraph, or several paragraphs long, depending on the length of the original and the nature of your assignment.

Compare this short newspaper article—the source—with the summary that follows:

Source: Paul Recer, “Dogs Tamed 100,000 Years Ago,” *The Miami Herald*, June 13, 1997, p. 9A.

Fido may be cute, cuddly, and harmless. But in his genes, he’s a wolf.

Researchers tracing the genetic family tree of man’s best friend have confirmed that domestic dogs, from petite poodles to huge elkhounds, descended from wolves that were tamed 100,000 years ago.

“Our data show that the origin of dogs seems to be much more ancient than indicated in the archaeological record,” said Robert K. Wayne of UCLA, the leader of a team that tested the genes from 67 dog breeds and 62 wolves on four continents.

Wayne said the study showed so many DNA changes that dogs had to have diverged genetically from wolves 60,000 to more than 100,000 years ago.

The study suggests that primitive humans living in a hunting and gathering culture tamed wolves and then bred the animals to create the many different types of dogs that now exist.

**Summary:**

Dogs began evolving from wolves between 60,000 and 100,000 years ago, reports Paul Recer in *The Miami Herald*. Apparently, humans tamed wolves far earlier than was previously thought. Researchers at UCLA, led by Robert K. Wayne, came to these conclusions after studying the genes of sixty-seven breeds of dogs and sixty-two wolves on four continents.

* Notice that sentence 1 states the author, title, source, and date of the original article. Sentence 1 also states the main idea of the article.
* The original is short, so the summary is very short—just three sentences long.
* Note that the summary writer does not add her own opinions about dogs or evolution but simply states the main ideas of the source. Unlike many kinds of writing, a summary should not contain your personal opinions and feelings.

**Preparing to Write a Summary**

The secret of writing a good summary is clearly understanding the original.

Before you summarize a piece of writing, notice the title and subtitle, if there is one; these often state the main idea. Read quickly for meaning; then carefully read the work again, underlining or jotting down notes for yourself. What is the author’s thesis or main point? What points does he or she offer in support? Be careful to distinguish between the most and least important points; your summary should include only the most important ones.

To help you understand what the author thinks is most important, notice which ideas get the most coverage. Read with special care the topic sentence of each paragraph and the first and last paragraphs of the work. If you are summarizing a magazine article or a textbook chapter, the subheads (often in boldface type) point out important ideas.

Your written summary should include the following:

1. The author, title, and source of the original.
2. The main idea or thesis of the original, in your own words.
3. The most important supporting ideas or points of the original, in your own words.

Try to present the ideas in your summary in proportion to those in the original. For instance, if the author devotes one paragraph to each of four ideas, you might give one sentence to each idea. When you finish, compare your summary with the original, to avoid plagiarism; that is, make sure you have not just copied the phrasing and sentences of the original.

A summary differs from much other writing in that it should NOT contain your feelings or opinions—just the facts. Your job is to capture the essence of the original, with nothing added.

## Patriot Expo Research Paper Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**  **Quality** | **4 – Excellent** | **3 – Acceptable** | **2 – Needs Improvement** | **0-Failure** |
| **Focus**  **\_\_\_\_\_\_\_**  **X 3** | * Has clear, precise, and appropriate thesis * Establishes and maintains focus on thesis throughout the paper | * Has appropriate thesis, though it may be vague or imprecise * Establishes focus, but may occasionally include irrelevant information or be general | * Has thesis that may be vague, imprecise, or inappropriate * Generally lacks focus, but it still addresses the subject of the paper | * Has no thesis * Lacks focus and misses the point of the assignment altogether |
| **Effective Persuasive Techniques**  **\_\_\_\_\_\_\_**  **X 3** | * Takes a position and proves it | * Takes a position, but there is insufficient proof | * Position is unclear | * No position taken |
| **Introduction**  **\_\_\_\_\_\_\_**  **X 3** | * Has an introduction that relates the thesis to experiences, issues, and interests of the audience | * Has an introduction that tries to relate the thesis to experiences, issues, and interests of the audience | * Has an introduction that makes a general statement about the topic and states the thesis but there is virtually no connection made to the experiences, issues, and interests of the audience | * Has an introduction that only make general reference to the topic, or has no introduction at all |
| **Structure**  **\_\_\_\_\_\_\_**  **X 3** | * Has a structure that is logical and appropriate to the audience and purpose | * Has a structure that is appropriate to the audience and purpose | * Has significant flaws in logic and structure | * Has virtually no coherent structure |
| **Transitions**  **\_\_\_\_\_\_\_**  **X 3** | * Connects ideas smoothly with transitional devices | * Connects ideas with transitional devices | * Uses very few transitional devices | * Uses virtually no transitional devices |
| **Conclusion**  **\_\_\_\_\_\_\_**  **X 3** | * Concludes with a final reflection on the thesis and the development of the ideas | * Concludes with a final reflection on the thesis but may not make reference to the development of the ideas | * Concludes with a vague reflection that may or may not relate to the thesis | * Has virtually no conclusion |
| **Support**  **\_\_\_\_\_\_\_**  **x 1** | * Fully, accurately explains the thesis with relevant evidence and details from the texts * Interprets the evidence, draws own conclusions, and connects everything to the thesis * Uses summaries, paraphrases and quotations meaningfully and appropriately to explain information from texts | * Generally explains the thesis with some relevant evidence and details from the texts * Interprets the evidence, draws some conclusions, and attempts to connect everything to the thesis * Uses summaries, paragraphs and quotations appropriately to explain information from texts | * Explains the thesis with few details from the texts, relying mostly on generalizations * Often interprets the evidence inaccurately, or not at all, and draws virtually no original conclusions and makes virtually no connections to the thesis * Uses summaries, paragraphs and quotations but may do so inappropriately or inadequately at times | * Provides inaccurate or no evidence at all from the texts * Makes virtually no attempt to interpret * Uses summaries, paragraphs and quotations inappropriately and inadequately |
| **Interview**  **\_\_\_\_\_\_\_**  **x 1** | * Includes an interview with a knowledgeable source and the information is integrated with the other sources in a meaningful way | * Includes an interview with a knowledgeable source, but the information is not integrated well with the other sources | * Includes an interview, but the person’s expertise is not evident | * Does not include an interview |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**  **Quality** | **4 – Excellent** | **3 – Acceptable** | **2 – Needs Improvement** | **0-Failure** |
| **Voice**  **\_\_\_\_\_\_\_**  **x 2** | * Uses a formal academic register: 3rd person only and no contractions * Uses appropriately concrete language | * Mostly uses a formal academic register * Uses some appropriately concrete language | * Tends to use a formal register, but often slips into an informal or casual register * Uses little concrete language | * Uses an informal or casual register * Uses virtually no concrete language |
| **Documentation in the paper**  **\_\_\_\_\_\_\_**  **x 2** | * Documents all appropriate information and wording from sources using parenthetical citations * Has virtually no errors in MLA style | * Documents most appropriate information and wording from sources using parenthetical citations * Has some errors in MLA style | * Documents some appropriate information and wording from sources using parenthetical citations, but leaves most information undocumented * Has several errors in MLA style | * Documents virtually no information and wording from sources * Has many errors in MLA style |
| **Documentation on the Works Cited page**  **\_\_\_\_\_\_\_**  **x 2** | * Lists all documented sources on works cited page * Has no errors in MLA style | * Lists all documented sources on a works cited page plus some sources that were not referenced in the paper * Has few errors in MLA style | * Lists all documented sources on a works cited page but is short one or two of the required number of sources * Has several errors in MLA style | * Lists documented sources on a works cited page but is short more than two of the required number of sources * Has too many errors in MLA style |
| **Language Use**  **and Manuscript**  **\_\_\_\_\_\_\_**  **x 2** | Has no errors in:   * Spelling * Punctuation * Capitalization * Usage * Sentence Structure * Paragraphing * Typed Manuscript Form | Has 1-5 errors in:   * Spelling * Punctuation * Capitalization * Usage * Sentence Structure * Paragraphing * Typed Manuscript Form | Has 6-10 errors in:   * Spelling * Punctuation * Capitalization * Usage * Sentence Structure * Paragraphing * Typed Manuscript Form | Has 11 or more errors in:   * Spelling * Punctuation * Capitalization * Usage * Sentence Structure * Paragraphing * Typed Manuscript Form |
| **Length**  **\_\_\_\_\_\_\_**  **x 2** | The paper, minus the works cited page, is at least 1500 words in length. | The paper, minus the works cited page, is between 1200 and 1500 words in length. | The paper, minus the works cited page, is between 1000 and 1200 words in length. | The paper, minus the works cited page, is less than 1000 words in length. |

## Sample Research Paper

Wallace 1

Alex Wallace

Mrs. Mauder

Expository Writing

7 March 2003

Bluebird Trails and Their Inhabitants

There are more and more creatures added to the endangered species list every day. Most die off because of habitat depletion. Bluebirds have become rare due to their dwindling habitat and fierce competition for nest sites; however, many people have begun building “bluebird trails” to insure that future generations will know the joy of bluebirds.

Though the bluebird has become rare, most people would recognize one if they saw it. There are three types of bluebirds: eastern, western, and mountain. In the Midwest the focus is on the eastern bluebird. One of nature’s most vibrant creatures, the male eastern bluebird has a bright blue upper body, wings, and tail; the throat, breast, and flanks are soft orange; and the under parts are white. The female is nearly identical, although much duller overall. A white eye-ring also sets her apart (Heidcamp 9). Both sexes are generally 6 ½” to 7” in length (Forshaw 138). Young bluebirds are mainly a grayish brown color and spotted, with some adult coloration on the wings and tail (Heidcamp 11). A bluebird may become slightly unrecognizable in the late summer; this is when bluebirds molt, while there is still enough food to provide energy for feather re-growth (Troops 55). If their decline is not stopped, bluebirds could become just another name on a list.

One hundred years ago the eastern bluebird was as common as the robin. However, much of the population has been depleted by human encroachment on prime bluebird habitat (Toops 14). Other factors also play a major role. “Invader,” or non-native species such as European starlings and house sparrows are serious competitors for nesting sites. Sometimes these invaders will lay their eggs in bluebird nests. When the young hatch, they kill the bluebird nestlings, or eggs, and are then raised by unknowing bluebird parents. Predators are a more natural threat, but when compounded with other factors they can do serious

Wallace 2

harm to bluebird populations. Squirrels and chipmunks will gnaw their way into nest boxes and nesting cavities to eat and nestlings (Toops 71). Rat snakes and other constrictors can climb up nest box posts and

even into trees to get to the nestlings and eggs (Toops 71). Cooper’s, sharp-shinned, and other hawks will often prey upon adult, often parent, bluebirds, but they cannot get into the nesting cavities (Scriven 108). Another problem, which comes from bringing nesting sites closer to humans, in attracting cats and raccoons to the nests (Scriven 114). It is very important to remember that most bluebirds die within their first year of life, from mainly natural causes (Toops 43). All of these things, natural and human imposed, have and are still contributing to the major decline of bluebirds.

The first step to attracting bluebirds is having a habitat to accommodate them. Habitat preservation is the key to bluebird conservation. The major components of a good bluebird habitat include the site, available food and water, and the nest boxes. An ideal eastern bluebird habitat has grasslands and/or meadows adjacent to open woodlands. Next is the issue of food. Bluebirds will travel up to one mile from their nest site to find food, but this should not be the case. Food should be made available nearby (Scriven 67). The eastern bluebird’s diet consists of mainly insects, supplemented with fruit (Toops 110). There are certain trees, shrubs, and vines that can be planted to attract and/or sustain bluebirds in your area. Black gum, black cherry, flowering dogwood, and red mulberry trees, as well as blackberry, blueberry, and pokeberry bushes can supply needed food in the summer and fall. In winter, hackberry, red cedar, and sumac trees, and multiflora rose and bittersweet shrubs will provide what may be a bluebird’s only source of food (Toops 116). If planting the food is impractical for someone, an artificial feeder filled with fruits, berries or even insects, such as meal worms, that bluebirds would naturally eat can suffice (Toops 111). It is important to have areas with short grasses within your bluebird habitat. This is where a bluebird will hunt its natural prey: insects (Toops 14). Water is another factor to consider. Bluebirds will frequently drink and bathe in the summer, and they need water to drink during the winter too. If a birdbath is provided, it should be 1” deep and large enough for the whole family of birds to bathe together (Toops 112). The final important factor to consider is the nest boxes and their placement. The nest boxes on a bluebird trail are possibly the most important part. The ideal site for a nest box is a sunny, open area with short grasses and low vegetation. The boxes should be mounted at least 100 feet from dense woods or brush (Toops 110).

Wallace 3

These boxes should also be at least 100-150 yards from each other (“Getting”). Sometimes, however, nothing can be done to attract bluebirds. It is very rare for bluebirds to be found in cities. Generally they prefer rural areas (“Getting”). There are many factors in creating a habitat for bluebirds, but even if it takes the birds a while to find your trail, the small things may help the environment most.

As mentioned previously, the boxes that are mounted are an essential part of any bluebird trail. There are many nest box designs that will work well, but whichever one is chosen, there are some important guidelines to follow. These guidelines will keep out invader species, protect the bluebirds from the elements and predators, and further insure their health. For starters, the box should have a 1 ½” entrance hole (“Getting”). This way, the box will admit bluebirds but not larger invader species, like starlings. Another way of keeping unwelcome visitors away is leaving a perch off the box. This makes it more difficult for non-native birds to enter the box (Toops 110). To be sure that the bluebirds aren’t poisoned by chemicals, the interior of the box should not be painted, coated, or stained in any way (Toops 110). To protect the bluebirds from harsh weather, the roof of the box should overhang at least 2”. This keeps out most rain, wind, and snow (Toops 110). Also, to prevent the eggs from smothering in the summer, small gaps between the sides, floor, and roof of the box can be left to provide ventilation (Toops 110). To keep out predators, such as snakes, raccoons, and cats, the boxes can be mounted on greases or waxed metal poles (Toops 110). This prevents most predators from climbing into the boxes. Another thing to consider when the boxes are being built is how they will open. This really depends on the objective of the particular trail. If they are simply there to provide habitat, and will not be closely monitored, the boxes should open from the side. This makes for the easiest cleaning at the end of each season. However, if monitoring and observing is a priority for the trail, the boxes should open from the top. This allows one to view the eggs and nestlings with a lesser risk of them falling out (Toops 110). Whichever design is chosen, the boxes should be in place by mid-March when eastern bluebirds begin looking for nest sites (“Getting”). Once the boxes are in place, they should be checked at least once a week, especially during nesting season (“Getting”). However, the boxes should not be opened after the nestlings within are 12-14 days old. This could allow them to leave the nest before they are ready (“Getting”). As soon as the chicks fledge, the nest should be cleaned out of the box, and more importantly, the nests of house sparrows and other invading

Wallace 4

species should be removed immediately (“Getting”). If the boxes are maintained and monitored closely, there will be no trouble in housing bluebirds.

Bluebirds are known as “cavity nesters.” They will build their nests in fence posts, trees, and most commonly these days, man-made boxes. Inside the cavity they will build a cup-shaped nest entirely of grasses (“Getting”). The courtship ritual of the bluebird is centered around the selection of the nest site. When the male finds a potential site, he sings to the female while flying in and out of the cavity (Heidcamp 31). Most successful bluebird pairs will mate for life (Heidcamp 29). One-third of these pairs will return to their same territories year after year (Toops 22). Once the eggs are laid in the nest, the female must be on them around the clock; because of this, the male will hunt for enough food for himself as well as his mate (Toops 39). The eggs must be kept at a temperature of approximately ninety-five degrees until they hatch (Scriven 14). This usually occurs within 13-14 days (Toops 39). Often bluebirds will lay second, and in some areas, even third clutches of eggs (Toops 43). The survival rate, however, drops with additional clutches, from a 75-95% survival rate with the first clutch to a 55% for the second one (Toops 43). Many times the first broods will help with raising the younger ones (Harrison 83). Bluebirds very rarely abandon their nestlings. Even if one parent dies, the remaining one can usually raise the brood alone (Scriven 81). Bluebird babies are helpless when they hatch. They are totally naked and very vulnerable during their first days of life (Scriven 16). On average they are confined to the nest for 18 days (Toops 42). The parents bring them beetles, crickets, grasshoppers, and cut worms, approximately once every 5 minutes (Toops 40). The nestlings can survive up to 24 hours without food, but this is a dangerous risk (Scriven 12). When the nestlings are old enough, the parents will lure them out of the nest with food. Flight is instinctive for them (Toops 42). The fledglings then must learn how to hunt and what to eat by watching their parents (Toops 42). This “learning by watching” is known as imprinting (Manley). After leaving the nest, the fledglings will stay together for a few days. They huddle together for warmth at night and during storms (Toops 42). Two weeks after fledging the juveniles are independent. They can hunt on their own and no longer beg for food from their parents (Toops 42). This new generation will, hopefully, be able to continue the cycle.

A misconception about bluebirds is that, each year, they migrate. This is, in fact, not true. Although some family groups of bluebirds move slightly south beginning in August and September, it is

Wallace 5

not, technically, considered migration (Scriven 19). Migration is based on a set path, while bluebirds will only move far enough south to find food (Heidcamp 28). “Bluebirds are a rare treat to see in Indiana during the winter months” (Manley). The weather in a given year can also play a role in how far away bluebirds will go during the winter (Heidcamp 28). Extremely harsh winters can cause bluebird populations to crash (Heidcamp 28). Meaning that during the following season, fewer pairs will have survived to return. So, even though bluebirds aren’t far away in the winter months, their cheery blue is missed.

Without help, the bluebird population will continue to shrink. A bluebird trail, when in the right setting, not only provides nest sites, but should also give prper habitat and food as well. The bluebirds need to be saved. If this is done, the rest of the environment may not be far behind.

Works Cited

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Harrison, George H. *Garden Birds of America*. Wisconsin: Willow Creek Press, 1996. Print.

Heidcamp, Arnette. *Bluebirds In My House*. New York: Crown Publishers Inc., 1997. Print.

Manley, Marquita. E-mail interview. 17 Mar. 2003.

Scriven, Dorene H. *Bluebirds in the Upper Midwest*. Minnesota: Audubon Chapt. Of Minneapolis, 1989. Print.

Toops, Connie. *Bluebirds Forever*. Minnesota: Voyageur Press Inc., 1994. Print.

## English 12During English 12

The Patriot Expo culminates in the required English 12 class. This is when the portfolio will be assembled and the presentation prepared for. Also, by mid-way in the course, the product must be finished. The product should be started, if not completed, before this course even begins.

Near the end of English 12, students will present the Patriot Expo projects to a panel of faculty and community members for evaluation.

Successful completion of English 12 is required for graduation.

During the course, various assignments will be given in order to complete and prepare the portfolio. In conjunction with this, students will have to write their research papers being sure that they meet the requirements for the portfolio. Students will have access to computers in order to type all portfolio materials, as well as to prepare visual aids for their presentations. Much time will be spent preparing and practicing for the final presentation. Students may opt to use a field trip day in order to complete their product or gather information necessary for the presentation (see Patriot Expo Work Day Request Form and Goals and Accomplishments Sheet for more details).

Of course, Patriot Expo is not the sole focus of English 12. Several works of World Literature, both long and short, fiction and non-fiction, will be studied as part of this course. Other essays, in addition to the Expo research paper will be written. Standards for this course are dictated by the State of Indiana Department of Education.

The Patriot Expo requirements comprise just one component of this course. All summative assessments, as outlined by the English Department’s criteria for Owen Valley High School, must be satisfactorily completed and an overall passing grade must be met to satisfy the graduation requirement of English 12.

## Patriot Expo Parent Verification Form

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| As the parent or guardian of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, who is enrolled at Owen Valley High School, I am aware that my son/daughter must pass all phases of the Patriot Expo in order to graduate. For the product component, my son/daughter has decided to: | | | |
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| Briefly describe what your son or daughter needs to do in order to complete the product described above: | | | |
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| I fully understand that the selection of the product component is a decision made independently of the staff and the administration of the high school. All consequences of the product choice, production, or experience—unless otherwise stated—rest solely with the student and parent. I also realize the product must in some way be related to the research paper and that my son/daughter must go beyond present knowledge to challenge himself/herself in some way. This product must be completed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to meet all established deadlines and receive no penalty for the work being completed late. | | | |
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| Parent/Guardian Signature: |  | Date: |  |
|  |  |  |  |
| Student Signature: |  | Date: |  |

## Patriot Expo Product Log

During the Patriot Expo you will want to keep an up-to-date record of the time, effort, problems and solutions, and results you have spent working on your product. This log is important for several reasons.

First, it keeps you on task and focused by requiring you to write down what you have accomplished so far and what you need to do next.

Secondly, it helps you keep a record of the time you have invested in the project.

Finally, the Patriot Expo log allows your teacher and senior board judges to realize the effort, thought, and learning stretch you have expended. It will give them a clearer idea of the scope of your product. This log will be a part of the portfolio the judges will review before senior boards; therefore, you will want it to be clearly, neatly, and accurately written.

**Each log entry should be dated and include the following when applicable:**

1. The tasks and the time spent doing them: writing, note taking, designing, constructing, planning, taking classes or lessons, interviewing, or contacting sources, volunteering, reading, purchasing materials. (Write in your log exactly what you accomplished, how much time was spent doing it, and how much money was spent.)
2. Any resources you have used: materials, people, printed or online sources
3. Any problems you may have encountered and possible solutions
4. A list of what you need to do next with an approximate date you plan to do it
5. Feelings or thoughts you have about the various stages of the project (Let this log be a thinking tool for you as you process any problems or successes you might be having. These log remarks will be especially helpful to you when you prepare for the Oral Boards.)
6. Any suggestions or responses others give you.

**Sample project log**

Research: Alternative building techniques

Project: Building a storage shed out of straw bales

By: Ramona Rivers

Feb 19, 1999

*Today I went to my first two-hour class at Riverview Community College on learning how to build structures using straw bales. I was overwhelmed with information but also very excited about building my shed. I found out that if the bales are protected from moisture during construction they make durable and environmentally safe building materials. They are easy to work with. You stack them like building blocks between wood frames. Then to make the walls you cover the bales with a variety of things such as stucco, or lime, or earth plaster.*

*Our class looked at a video of all kinds of buildings made from straw and hay bales ranging from small houses to a big beautiful church. I even saw a picture of a small workshop that looked like a design I could adapt for my shed. Mr. Roper, the instructor, said we will have a few more in class sessions before we go out to a site and practice some of the building techniques. I also need to start planning the dimensions of the shed.*

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## Patriot Expo Product Self-Evaluation

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| Student Name: | | |  | Date: | |  |
| Research Topic: | | |  | ACADEMY Teacher | |  |
|  | | |  |  | |  |
| Use the space provided to answer the following. If necessary, attach another piece of paper to finish your answers. | | | | | | |
| 1. | Describe your product in at least 25 words: | | | | | |
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| 2. | How many total hours did you spend on your product? | | | |  | |
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| 3. | What date did you start? | | | |  | |
|  |  | | | |  | |
| 4. | What date did you finish? | | | |  | |
|  |  | | | |  | |
| 5. | What materials did you use? | | | |  | |
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|  |  | | | | | |
| 6. | What are three things you learned from working on this product? | | | | | |
|  | a. |  | | | | |
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|  | b. |  | | | | |
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|  | c. |  | | | | |
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| 7. | What problems did you encounter? How did you overcome these problems? | | | | | |
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| 8. | Did your product turn out the way you planned? If not, why? | | | |
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| 9. | What would you do differently if you could start all over? | | | |
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| 10. | What did you learn about yourself? | | | |
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| 11. | a.) | What grade do you think you deserve? | *My Grade:* |  |
|  | b.) | Justify this grade in 50 words or more. | | |
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## Product Rubric

|  | **5 points-Exceptional** | **4 points-Capable** | **3 points-Functional** | **2 points-Unacceptable** |
| --- | --- | --- | --- | --- |
| **Use of Time** | Student far exceeds the minimum time requirements and demonstrates consistent, efficient, and thoughtful use of time. | Student meets or goes beyond the minimum time requirement and demonstrates a pattern of time management skills. | Student just meets the minimum time requirement with random use of time management skills. | Student does meet the minimum time requirement and lacks evidence of a serious time management effort. |
| **Risk Factor** | A risk/learning stretch challenge is exceedingly evident as the student explores a new area, demonstrates a new skill, or extensively expands on previous knowledge and skills. The learning stretch is relative to the individual student and can relate to emotional, spiritual, intellectual, or physical, or a combination. The student’s effort is inspiring. | A risk/stretch/challenge is clearly evident. | A moderate to limited risk/stretch/challenge is evident. | No learning stretch/risk/growth are evident. Student stayed entirely within a secure comfort zone. |
| **Application of Knowledge** | Obvious depth and complexity of knowledge is evident in completion of the Product. The student is able to apply the knowledge and expands and builds upon prior knowledge in creating and evaluating his/her Product. Obvious use of technical skills and comprehensive understanding the process beyond the beginner’s. | The use of general knowledge and some depth and degree of expertise is evident in the student application. | The use of superficial, surface information is evident in the student application. | The Product demonstrates rote learning, inaccurate application, and little or no real understanding of how content knowledge applies to Product. |
| **Problem Solving** | The student analyzes complex problems and uses sophisticated and appropriate problem solving skills (i.e., metaphorical thinking, brainstorming) to overcome such difficulties as insufficient and/or inadequate resources, time, materials, and procedures. He/she is persistent, flexible, and open to new solutions, advice, and processes. | The student uses moderate analysis in solving of problems (i.e., asks questions, makes phone calls.) He/she has an understanding of the difficulties and might try to solve the problem several times before quitting. He/she is self-directed for the most part. | The student has superficial or very surface understanding of the way to solve the problems. Operates with limited self-direction. Attempts to solve the problem but gives up easily and does not demonstrate consistent persistent effort. | Student is very easily frustrated with problems, lacks any self-direction, and quits immediately if a roadblock arises. |
| **Use of Sources** | The student independently uses a broad and diverse selection of resources such as a mentors, literature, media, computer generated information, forums, etc. | Acceptable use of sources of information. Student requires occasional guidance. | The student turns in most of the required verification items with clear teacher guidance. | No attempt to seriously verify the process. |
| **Verification Items** | The student is completely self-directed and turns in items on time. Additional items of verification are present. The student’s choices in verification are thorough, thoughtful, and organized. | The student turns in the required verification pieces with limited teacher direction. | The student turns in most of the required verification items with clear teacher guidance. | No attempt to seriously verify the process. |
| **Ethical Strand** | The student demonstrates an exceedingly high degree of ethical behavior: integrity, courteousness, timeliness, responsibility, etc. This behavior is self-directed. | The student demonstrates some ethical behavior: integrity, courteousness, timeliness, responsibility, etc. | The student demonstrates a random, but aware, application of ethical behavior. | The student does not demonstrate ethical behavior. |

## Sign Of Commitment

It’s time to design and make your **Sign of Commitment**, which will be displayed in the halls for all to see on the monitors that display the daily announcements.

**Please follow these guidelines:**

1. Create one PowerPoint slide
2. Include your research paper topic, but give major emphasis to what you are going to “**do**” for the physical product.
3. Start the description of your project with an active verb (see sample list of active verbs below).
4. Computer generated images or words may be used. Use any kind of creative design techniques, colors, and graphics you can access. Lettering or font styles are up to you. BE CREATIVE/VISUAL!
5. Make a real statement of your intentions.
6. Include your name on the front.

**Active Verbs to Use as First Word of “What You Are Doing”**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| arrange | contact | examine | install | persuade | sculpt |
| advertise | cook | exhibit | instruct | plan | set up |
| assemble | critique | experiment | invent | predict | sew |
| build | debate | explore | investigate | prepare | simulate |
| carve | design | facilitate | layout | present | sing |
| clean | develop | fix | market | produce | solve |
| coach | devise | form | mimic | prove | synthesize |
| collect | direct | gather | modify | publish | teach |
| communicate | draft | graph | organize | refinish | test |
| compose | draw | group | paint | repair | trace |
| compute | edit | illustrate | participate | reproduce | whittle |
| construct | enact | improvise | perform | revise | write |

## 

## RÉsumÉ Right

A résumé profile is an excellent document to place in your portfolio. It will be useful after graduation and provides the judges with information they may not know about you otherwise. In fact, you may be able to land a summer job with a solid résumé and good presentation. The information below can be used as a guide. Additionally, some word processing programs have templates you can use.

**ELI CHANGER**

*(Your name, address and phone number should be centered at the top)*

**12560 45th St. NE**

**Temple, CA 95430**

**(916) 893 – 4277**

**EDUCATION:** Challenger High School Temple, CA  
 High School Diploma: June 1999  
 Cumulative GPA: 3.0 (Optional)  
  
**SPECIAL SKILLS/TRAINING:** Keyboarding: 43 wpm  
 Computer Skills: WordPerfect 8.0, Windows 2000, & Quick Books  
 Classes: Advanced Marketing, Advanced Accounting, &  
 3 years Spanish

*(Marketable experiences/skills demonstrating your training and work responsibilities)*

*(Where and when you graduated. After you receive further training or degrees, place that information first.)*

**WORK EXPERIENCE:  
 Cashier/Customer Service** June 1997 – present  
 Larriat’s Fine Furniture Talent, CA 95430  
 ⬩ Responsible for customer assistance, delivery, setting up  
 appointments and working at the service counter

*(Work experience indicating your responsibility and actual skills)*

**Counter person** August 1996- May 1997

Taco Bell Temple, CA 95430

⬩ Prepared and served menu items, closing manager

⬩ Recognized for exceptional customer service

**ACTIVITIES/INTERESTS/SPECIAL ACHIEVEMENTS:**

*(Personal information giving a fuller description of who you are. With increased training and experience degrees this type of information may no longer be necessary)*

Varsity Soccer: 1998-1999

Mock Trial: Team Captain 1999

FBLA: 1997-1999

Art Club: 1998

**REFERENCES:**

**Mr. Ben Larriat** Employer

Larriat’s Fine Furniture 1450 Oak Street Talent, CA 95430

**Ms. Maria Chavez** FBLA Advisor

Challenger High School 158 Lanier St. Temple, CA 95430

*(Individuals who know you, are familiar with your abilities/skills, and are willing to be a reference for you.)*

# Portfolio

## Patriot Expo Portfolio Checklist

You must keep all of the important items for your portfolio in a safe place so that they can be assembled into an attractive binder or notebook prior to the judging boards. The contents of your portfolio must include the following:

1. **Title page** (including your name, date, and the name of your product or presentation)
2. **Letter to the judges**
3. **Table of contents** with each page numbered (Do not number the pages until you are ready to do a final assembly of the portfolio. Start the page numbering with item #4.)
4. **Résumé**
5. **Approved proposal form**
6. **Parent Verification Form**
7. Clean, unmarked copy of your **research paper with works cited page**
8. **Product logs**
9. **Mentor acceptance form**
10. **Mentor meeting log**
11. Additional **documentation including pictures** taken at various stages throughout your product
12. **Product self-evaluation form**
13. Other

## Letter To The Judges

One of the first impressions the judges will have of you comes from this letter. The purpose of this writing is to give the judges an introduction to you as a whole person, beyond the work you have done on the Patriot Expo. They will be able to see you as a young adult with goals, interests, and opinions. When they hear you speak at the presentation, they will most likely bring these insights into their understanding and consequent assessment of your presentation. This letter, therefore, must be in your best writing and must be a sincere expression of how you perceive certain aspects of yourself. Let the **YOU** shine through!

You might consider the following topics: family background, schooling, hobbies, goals, driving principles of beliefs, individual talents, handicaps, experiences with the Patriot Expo, reflections from your high school years, expressions of regret or gratitude, or views on any subject you think will give the judges useful information about you as a graduate. (This is only a list of suggestions.) Write your letter in correct business format, carefully proof its contents, and then type it.

Below is a letter written by a student from another school. We have replaced the school’s term “Senior Project” with “Patriot Expo.”

May 15, 2000

Judges, Patriot Expo

Wheeler High School

375 Holt Road

Marietta, GA 30068

Dear Patriot Expo Judges:

I will soon be graduating from Wheeler High School, and I would like to take this opportunity to tell you about the things I have learned this year. First, I have learned that if I procrastinate, I will pay dearly. At first I did not believe that this project was very significant. I thought that it would take only a little time and effort. I now know that anything I do well takes some time and thought.

Around the middle of this semester, I wasn’t sure that I was even going to be able to complete the project. I felt that I had wasted too much time and could not get it finished, but I decided to give it my best effort. I realized that this time I wasn’t going to get something for nothing.

I chose quiltmaking as my Patriot Expo topic because my grandmother made beautiful quilts. Unfortunately, she died before I could learn the craft from her. Although I won't ever make a living sewing quilts, I know that I can create something beautiful—something I can be proud of.

The wedding ring pattern I chose for my quilt turned out really well. I am anxious to give the quilt to my sister as her wedding gift. I hope it is special to her because I made it myself. I am proud of what I made, even though at first I spent a lot of time trying not to have to do it.

Thank you for taking the time to read my portfolio and to see my presentation. I hope that you will find them interesting and that you will see how much work I put into them.

Sincerely,

Ima Proud

WHS-Class of 2000

3268 Meadows Drive

Marietta, GA 30068

## Portfolio Grading Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Student:** |  | **Teacher:** |  |

|  |  |  |
| --- | --- | --- |
| **POINTS**  **POSSIBLE** | **SCORE** | **PORTFOLIO ITEMS (SHOULD BE IN ORDER AS LISTED)** |
| **5** |  | **Title page** (including your name, date, and the name of your overall topic) |
| **10** |  | **Letter to the judges** explaining why the student chose the topic, why it was a learning stretch, what the student learned from completing the work, problems and accomplishments, etc. It must be signed. |
| **5** |  | **Table of contents** with each page of the portfolio numbered for easy reference |
| **10** |  | **Résumé** giving the student’s accomplishments and achievements during high school |
| **10** |  | **Proposal form** APPROVED BY COORDINATOR. |
| **5** |  | **Parent consent form** (signed by a parent) |
| **5** |  | Clean, unmarked copy of **research paper with works cited page** |
| **20** |  | **Student log** of work done on product including **journal entries** done in class (Log should represent ongoing work done over time and not an “overnight” job.) |
| **20** |  | **Mentor meeting logs** plus **Mentor acceptance form** (10 points for each.) |
| **5** |  | **Product self-evaluation form** |
| **5** |  | Additional documentation, including pictures taken at various stages throughout the product, receipts for materials, etc. |
| **100** |  | **TOTAL (Possible Score = 100 points)** |

* Deduct 5 points if items are not in correct order.
* Put (—) in any score box in which item is missing.

**Comments:**

# Presentation

## Preparing Your Oral Presentation

The following is an overview of the presentation phase of the Patriot Expo. You can find more specific information on the following pages. Preparation and practice are the keys to a good presentation.

**Requirements**

An eight-to-ten minute speech before a panel of adult judges is required. You are to use a visual aid and show/demonstrate your physical product. You should wear appropriate dress clothes and conduct yourself with poise.

**Planning Your Speech**

You need to begin by making an outline of the points that should be covered. These include an overview of the topic you chose; elaboration on your personal connection with your topic (hobby, past experience, career choice, etc.); information you learned from your research; a description/demonstration of your product with information about how it relates to your topic; and the process you followed in constructing it.

**Writing Your Speech**

Although you do not want to stand before the judges and read, it is a good idea to commit most of your information to note cards and then familiarize yourself with this material so that you only need to refer to the cards periodically. If you do not have your information in writing, you run the risk of drawing a blank, confusing facts, or leaving out something important. Use the outline you have constructed to put your speech together; refer to your research paper for the necessary facts and information. Work to create an interesting beginning and closing for your speech.

**Beginning Your Speech**

Avoid beginning with "My name is..." or "My topic is..." Consider using a fact, a quotation, a question, or a personal anecdote to begin. See the Presentation Planner for ideas.

**Ending Your Speech**

Try for a "clincher" sentence--one that sums up in an interesting way. Your closing should answer the question, "So what?" After this sentence, say, "Are there any questions?" This lets the judges know that you are finished and acts as a transition to the five-minute question-and-answer period following your speech.

**Your Delivery**

Practice your speech so that you know your material thoroughly. Have someone time you (or time yourself) so that you know your time limit is acceptable. As you practice speaking, make certain that you project your voice and speak slowly and clearly. Be familiar with your material so that you can make frequent eye contact with your judges. DO NOT READ!

## Patriot Expo Speeches Before The Board

**Speech Content**

* Content of the speech should describe what you learned from doing the research, writing the paper, and completing the product. Discuss a bit about your research paper, but focus more on the product itself (what you DID). Also, discuss what worked, what did not work, and what you did to solve problems.
* Explain your “learning stretch” (physical, emotional, intellectual, etc.). How did this project take you beyond what you could already do?
* Explain the connection between your research paper and your product. Be sure to point out this connection to the judges.
* Discuss your personal growth. What did you learn about yourself? Let your personal qualities come through.
* Discuss what you learned from the total Patriot Expo experience and what skills you will take with you as you graduate from high school.
* Be personal. Say, “I learned…”, “I made these mistakes…”, “If I had this to do over again, I would…,” etc.

**Speech Delivery**

* Use correct/formal speech; try to sound intelligent. Show insight and depth of thought.
* You MUST rehearse! Practice in front of an audience (family, friends, etc.). Use your English 12 class as an audience the week before your Boards.
* Use 3 x 5 index cards to prompt you, rather than a sheet of paper that will make noise; but, do not read your speech. (Be sure not to tap the cards nervously if you are standing behind a podium.)
* Make eye contact with the judges. Be aware of distracting gestures and mannerisms. Do not say “uh,” “ummm,” “you know,” “like,” or other fillers.
* Be aware of the rate of your speech and volume of your voice. If you can have your practice videotaped, that would be most helpful!
* DO NOT put gum in your mouth.
* Dress to impress! Consider this a dignified, important occasion (like you would a wedding, church, or a job interview) and wear appropriate clothing. No jeans, no T-shirts, no sandals.

**Visual—a requirement**

* Make sure your PowerPoint presentation, which is required, is appealing, legible, appropriate, correct, and colorful.
* Make sure the visual is large enough for your audience to see well and to read.
* If you plan to play an instrument, dance, or do a demonstration, be sure to practice. This is NOT your presentation, but an added feature.
* Be sure that you make arrangements in advance for any special needs you may have. For example, if you plan to tap dance, you will have to be scheduled into a room with a hard floor. Be sure that the room has everything you need for your speech.

**Speech Evaluation**

* You will be evaluated on preparedness, ability to communicate clearly and to think on your feet, and the overall quality (content and delivery) of your speech.
* You will be judged on the ability to utilize acceptable speaking skills and to respond to the judges’ questions in an acceptable, fluent, and appropriate manner that shows your knowledge of the research paper and of the product.
* When responding to a judge’s question, you should rephrase the question in your response and answer. For example:

Judge: “W*hy did you decide to do your research on Frank Lloyd Wright?”*

Student: *“I decided to do my research on Wright because . . .”*

***OR***

Judge: *“What was the most difficult challenge in building this model?”*

Student: *“My most difficult challenge was . . .”*

* Check over the presentation rubric that will be used by the judges. (You were given a copy of this.) Compose and practice your speech with the judging rubric in mind.

**Board Format**

Presentations will be scheduled every 20-25 minutes. Your speech should be planned for 8-14 minutes. After you present, you will be asked a series of questions by the judges. After that you should pack up your belongings and leave the room so the next person can begin to set up and get organized for his/her presentation. The judges will finish scoring your presentation and take care of their paperwork.

## Presentation Planner

Now that you have read, thought, and learned about some of the key issues impacting the power of an oral presentation, you are ready to begin actually planning your presentation for your Senior Boards. **As you are using this sheet to plan your speech, review all prior work.** Your formal presentation can be broken into 3 stages: the introduction, the body of the speech, the conclusion.

**Stage 1:** The target in a solid opening is to catch the audience’s interest and curiosity by skillfully introducing your speech topic. A good beginning is essential. You have several choices about how you plan to begin your presentation:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | surprising fact |  | story |  | projecting into the future |
|  | dramatic reading |  | rhetorical question |  | looking into the past |
|  | humor |  | quotation |  | other |
|  | video |  | overhead |  |  |

Write out the first 5 sentences of your speech:

Some good transitional words to use: therefore, such as, secondly, after all, despite, on the other hand, yet, regarding. [see *Writer’s Inc*. pg. 104 for more]

**Stage 2:** The body of your speech is the center of your presentation. It is here that you intermix information from your research, your personal growth, and your project. As you plan your speech, ask yourself what things you want your audience to know. Select ideas and issues you have decided to cover in the body, and list them in the space below. On another piece of paper write out what you want to say about each item listed. Be informative, engaging, and articulate.

**Stage 3:** Your conclusion has many of the same attributes as your introduction. You want to leave them thinking about what you said. Again, you have several choices. Select how you plan to end:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | surprising fact |  | story |  | projecting into the future |
|  | dramatic reading |  | rhetorical question |  | looking into the past |
|  | humor |  | quotation |  | other |
|  | video |  | overhead |  |  |

**Now, write out the conclusion:**

## Audio-Visual Component

When you are preparing for your presentation before your Patriot Expo Boards, remember that the old adage, “seeing is believing,” does have a ring of truth to it. Remember, *you* are the expert when you present to your Board. Your job is to prepare a presentation that is articulate, informative, and interesting. To do this, you will be *required* to show your progress by using charts, posters, graphs, slides, photographs, CDs, computer programs, demonstration of performance. With the use for audiovisual equipment in your presentation comes the responsibility of being properly prepared. Use the list below as a responsibility check:

1. Notify your teacher you will need **audiovisual equipment**. Be specific about the type of equipment you will need. (Note, the school may not be able to provide this equipment, so be sure to check before you plan your presentation.)
   * **\_\_\_\_\_** Monitor/VCR
   * **\_\_\_\_\_** Slide Projector
   * **\_\_\_\_\_** CD Player
   * **\_\_\_\_\_** Other: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. If you are using a videotape, make sure the speed is compatible with the VCR you will be using, and that the tape is advanced to the exact place you plan to begin. Be careful about using home video equipment which requires transferring a videotape to another format. These may not work to show at school.
3. If you are planning a multimedia presentation, be certain your actual speaking time meets the requirement and is not “lost” in the media production. Also, practice making the transitions from speaking to your pictures, charts, graphs, videos, CDs, overheads, or slides smooth and polished.
4. If you are planning to use a chart or graph, be sure all spelling is correct, the visual is large enough for the audience to see, and the design is neatly done and visually engaging.
5. You may want to use a digital camera to transfer your pictures to other technology.
6. Check with school technology officials to be sure computer programs are compatible with school equipment.
7. When the master presentation schedule is posted, double check to confirm your request for audiovisual equipment has been arranged.

## Audio-Visual Equipment Request Form

If you will need the school to furnish any type of audio-visual equipment for your presentation, you have to plan ahead. We only have a limited supply of equipment to use, so we may have to borrow equipment from other schools. In order to do this, we have to know ahead of time what we need.

This form needs to be turned in no later than two weeks before your presentation date. If it is turned in any later than that, we cannot guarantee that the equipment will be available.

Please complete the form below completely and legibly.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name: | |  | | | Date: | | |  |
|  | |  | | |  | | |  |
| Please check the equipment needed: | | | | | | | | |
|  | CD Player | |  | DVD Player | |  | VCR/TV | |
|  |  | |  |  | |  |  | |

## Selecting Proper Attire For Your Patriot Expo Oral Boards

The final decision of what to wear when you present to your panel of judges ultimately rests with you. This decision, like numerous other decisions you’ve made since you started your project, should be decided with your success in mind; think carefully about how you plan to dress.

**To assist you in deciding what to wear for your presentation, keep in mind that you will be facing adults who have formed an image of you from reviewing your Patriot Expo portfolio. Already established is the amount of work and energy you’ve expended along the way. Next, remember, you are the expert as far as the nature of your project is concerned. Finally, your panel, no doubt, expects to listen to a polished, organized, and effective overview of your Patriot Expo journey in which you employ acceptable use of the English language, coupled with the effective use of your audiovisual aids.**

With the foregoing in mind, how you are dressed is just one more dimension or aspect of the presentation process. If you neglect to carefully consider what to wear, you run the risk of diminishing your overall effectiveness in front of your judges. Following are some suggestions for helping you decide what to wear for your presentation.

1. Impeccable grooming, including combed hair and clean clothes, is decidedly important. Consider your presentation like a first date or a job interview; first impressions are important. Disheveled or slovenly appearance does not make a positive first impression.
2. Skimpy or provocative attire won’t record many points for you, either. You must adhere to the school’s dress code. Failure to follow the dress code can result in you being sent home to change **BEFORE** presenting.
3. Gaudy, unusual, or inappropriate clothing, unless worn for a specific purpose, should be avoided. You don’t want your board to be distracted by something you wear.
4. If your project lends itself to a specific uniform or costume and you think that wearing it would aid in your presentation, feel free to be creative in dress. Wearing a firefighter’s uniform and assorted paraphernalia while you are explaining the dangers involved in fighting chemical fires would add visual interest to your speech. Also, if your project was to learn to be a professional clown, it would help the judges understand and visualize your work if you were to wear a clown’s costume while demonstrating how to apply clown’s make up. Be sure to practice wearing the specialized dress and/or equipment, however. It would greatly distract from your presentation if you were dressed in a wetsuit and scuba gear, and you tripped over your flippers.

## How To Answer Like A Pro

The last part of your presentation—the question and answer session—can literally make or break the entire presentation. For most students, the Q & A time is when they relax and realize that they are simply discussing their projects with interested members of the community.

All students, though, need to think about and prepare for how they will respond to the judges’ questions.

1. Give the person who asks you a question direct eye contact.
2. Don’t answer with short, “I dunno,” or “Oh yeah” responses. Instead restate the question into the context of your answer. For example: Question: “What did you gain from this experience, Todd?” Answer: “ I gained so much from the Patriot Expo experience, Mr. Brown (It’s impressive when you remember names.). One thing I learned was patience. I never knew it would take so long to rebuild the engine. Waiting for parts was one of my biggest frustrations. I also learned….”
3. Extend and expand on the information already shared in your speech.
4. Look around and smile occasionally.
5. If you do not know an answer, don’t try to fake it. Instead, you might reply, “That’s a good question. I did not cover that in my research but I would like to find out about it. Thank you.”
6. At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.

## Follow-Up Questions For Student Presenters

Each judge should ask at least one question of the student presenter following the 8-14 minute presentation time. **Questions should be about the process of the product rather than specific factual questions regarding details of the research**. Remember, the students are not experts on the subject. Here are some suggestions. Please keep questioning to a 5-minute limit.

* Why did you choose this particular topic rather than another? Did you consider any others before you chose this one?
* What did you learn about your research topic that you didn’t already know?
* How did doing your product “stretch” you beyond what you’d already done?
* What was the most difficult part of the entire process of the Patriot Expo?
* What improvements to the process might you suggest?
* If you could do it all over again, what would you do differently with regard to Patriot Expo?
* If you were to grade your overall effort on all of the work you did for the Patriot Expo, what would you give yourself?
* What skills do you think students should work on in earlier grades so that they can be better prepared to do a Patriot Expo?

## Presentation Scoring Guide

Circle a number the correlates with the performance or mastery of each skill shown by the presenter using the scale below:

4=excellent 3=strong 2=acceptable 1=needs improvement 0=did not attempt

Presentation

Presentation demonstrates a “stretch” for the student: 4 3 2 1 0

Student conduct, enthusiasm and ownership of project are

clearly demonstrated 4 3 2 1 0

Presentation establishes a clear purpose of what the

student learned or experienced and includes coverage of paper

and product in presentation 4 3 2 1 0

Student is successful in maintaining close audience interest

and answers questions easily and knowingly 4 3 2 1 0

Presentation flows easily with an introduction, body and

conclusion 4 3 2 1 0

**Delivery of presentation**

Presenter has effective eye contact, uses gestures, and

has facial expressions 4 3 2 1 0

Speaker uses correct grammar, fluctuates voice, and is

fluent in his/her delivery 4 3 2 1 0

Visual/Audio

Visual display is of excellent quality and demonstrates

original craftsmanship 4 3 2 1 0

Visual/audio is incorporated into the presentation and

Aids in explanation of the topic 4 3 2 1 0

Portfolio is comprehensive, free of errors, and has

professional appearance 4 3 2 1 0

Time: Please score time accordingly:

8-10 min (4 pts) 6-7 min (3 pts) 4-5 min (2 pts) 2-3 min (1 pt) 4 3 2 1 0

14-15 min (3 pts) 16-17 min (2 pts) 18-19 min (1 pt)

**Total:** \_\_\_\_\_/44

**Comments: A= 44-40 B= 39-35 C= 34-31**

**Below 31 means the presentation must be given again after some refinement.**

# 

# Judges

## Patriot Expo Judges’ Job Description

1. As you wait for the students to arrive, please take a few minutes to review their portfolios so that you will have some familiarity with the students’ work.
2. Please introduce yourself to each student.
3. Each student is required to speak on his/her project for 8-14 minutes. In the course of the presentation, the student should address the following:

* What was the subject of the research paper?
* What was the subject of the product prepared with the assistance of the mentor?
* What was the **connection** between the paper and the product?
* What was the **“learning stretch”** for the student? That is, what did the student learn or do that was not known or done before?
* What challenges did the student face in completing the Project?

4. At the end of each presentation, a 5-10-minute question-and-answer period will be conducted. Each judge should try to have at least one question for the presenter. Final scores should reflect an assessment of the student’s ability to answer questions. However, armed with only 30 or so hours of experience and a short research project, students are not experts and must be judged on the very limited knowledge they have. Questions about the “process” of the product as well as a few about the subject are appropriate. Questions should not challenge the student’s selection of topic, personal beliefs, or opinions. ***It is never appropriate for a judge to argue with a student, voice his/her own opinions about the topic, or pose personal questions.***

5. Please score the presentations using the provided scoring sheet. Discreet discussion of scores with other judges is permissible; however, be mindful of the 30-minute per presenter schedule. Check your math carefully and give your evaluation sheets to the Head Judge before the next presentation begins.

**Helpful hints to follow during the presentations:**

* Be aware of the message students receive from your facial expressions, level of attention, and body language.
* Please keep note taking to a minimum during the speech to help lessen the student’s anxiety level. Also, it is inappropriate to begin filling out the evaluation form before the student completes his/her speech.
* Save your questions/comments until the student has completed the presentation so as not to interrupt his/her train of thought.
* Please remember that these young people are seniors in high school; they are not professionals, nor experts in these fields.
* Make sure you have the correct name on the evaluation form. If in doubt, ask the Head Judge.

*We sincerely appreciate your help!*