Famous (and Infamous) People

A Unit Plan for Corel WordPerfect® Office (Presentations and WordPerfect)

Subject: History/Social Studies, Creative Writing
Grade Level Range: 6-12

Summary Description of the Lesson/Activity:
Students research famous or infamous people related to a topic of study (Black History Week, Presidents, Genetics, etc.) and produce a slide presentation answering the question "Why is he/she famous/infamous?". They determine categories of information to include, research a person, summarize their findings, and create a slide presentation using their summary. Each student then presents to a group or the entire class.

Activities:
1. Choose and research a famous (or infamous) person in history
2. Use Corel WordPerfect to create an outline for a presentation
3. Create a presentation using Corel Presentations software
4. Deliver the presentation to the class

Goal/Overview:
Create a presentation by summarizing and organizing information.

Objective/ Expected Outcomes:
Use an outline to organize information
Break information into logical segments
Create a summary presentation on a topic

Duration:
1 week

Preparation and Materials:
Choose a period in history or general topic/theme area to guide students in their choice of the subject(s) for their research.
Access to web or library to research the subjects.
Access to computers for each student to take notes and develop presentation (2-3 periods minimum).
For younger students, you may want to prepare a template presentation with a slide format, a specific number of slides, and the titles for each slide.

Materials Required:
Computer access, student notes & files, Corel WordPerfect Presentations software

Assessment:
Content: quality of content, match to categories
Summarization: appropriateness and accuracy of summary
Presentation: quality of presentation

Instructional Steps:
Introduce the topic
1) Ask students to brainstorm a list of what defines a "famous" or "infamous" person. Explain that they'll be doing an in-depth study of the person of their choice and presenting it to the class. Introduce the rules for choosing your featured subject.
2) Have students generate a list of names to be researched. Make sure you approve the names to ensure each has a unique name that fits your criteria.
Develop the questions to be researched
3) Generate a list of topics to be researched about each person. Discuss what information would be appropriate to find out about the person (why they're famous, how old were they when they did the thing for which they're famous/infamous, schooling, where they were born, etc.) If necessary, have students prioritize and use that to shorten the list to a length appropriate for the class. Each student should have a copy of the final list.
4) Describe the activity to students; they will pick a person, research, and use Corel Presentations to present to the class.
Research
5) Have students use appropriate resources to research the information for their person. (You might want to prepare a worksheet with the categories/questions for each student to use in doing the research.)
Organize and summarize the research
6) If appropriate, discuss summarizing, provide sample activities and do some together as a class until all students can successfully summarize information.
7) Have each student summarize their research into 1 or 2 short phrases for each category/question. (If you are used to having students work in groups, students can present their summaries to their group, explain why it's an appropriate summary, and get critique from the group.)
Enter summary into presentation
8) Provide access to the computer lab. Each student will take their written summary and enter it (either in outline form or directly onto each slide).
9) If time and resources permit, students can identify images that would enhance their slides, and obtain them from clipart or scanning or Internet sources.
Prepare and practice presentation
10) Divide the class into groups of 3 or 4, and have students practice their presentation to the other members of their group. If computers are not available, each student can print a copy of their slides and show the appropriate

slide to the group. The group can provide feedback on the presentation
attributes you are emphasizing in your class.

Presentation and evaluation

11) Each student gives his/her presentation to the class. Offer opportunities for
them to do both self- and group-evaluation of each presentation with feedback.

After the activity

12) Ask students to reflect on the presentations and suggest a working definition
of "famous" and "infamous" as applied to the people they studied. Ask students
if they would want to be famous someday and what are the positive and
negative aspects of fame.

Student Materials/Worksheets:

Presentation template (optional)

Presentation evaluation form (consider preparing this along with your students).