Guess Who

Background: We have learned about many famous Americans and their accomplishments.

Design Challenge: Design and create something that you can put on your head to represent a famous American. You must have three clues as to who your famous person is and at least one moving part. You may not use his or her picture or name.

Criteria: Your project must

- ☐ have at least three clues to the identity of your person
- ☐ have at least one moving part that can successfully move five times
- ☐ stay on your head during your presentation without using your hands.

Materials: Select from the list below.		**Tools:** Select from the list below.
• balloons • cardboard • cardstock • construction paper • craft sticks • glue • masking tape (6-inch piece)	• paper clips • paper fasteners • paper scraps • pipe cleaners • straws • yarn	• heavy-duty hole punch • markers/crayons • push-pin paper drill • ruler • scissors; decorative scissors

Targeted Standard of Learning: History and Social Science 1.2
Supporting SOL: English 1.1, 1.2

Targeted Standard for Technological Literacy: 17
Supporting STL: 8, 9, 11

Tips for Teachers

Targeted Standard of Learning:

History and Social Science 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Supporting SOL: English 1.1, 1.2

Targeted Standard for Technological Literacy:

17 Students will develop an understanding of and be able to select and use information and communication technologies.

Supporting STL: 8, 9, 11

Prior Knowledge & Skill	Materials & Preparation	Safety Issues	Class Management	Materials Provided	Design Process
• Famous Americans and their accomplishments	• Check Design Brief for recommended materials.	• Use of scissors and paper drill	• Small groups or pairs	• Design Brief • Guided Portfolio (adapt as appropriate/ optional) • Rubric Assessments	Follow the Design Process: • Restate the problem. • Brainstorm solutions. • Create the best solution. • Test the solution. • Evaluate the solution.

Extension Idea: Write the three clues in complete sentences or paragraph form.

Guided Portfolio

Name _____

Group Members _____

1. What is the problem? State the problem in your own words.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Guided Portfolio, p2

Name _____

2. Brainstorm solutions. Sketch and/or describe some possible solutions.

Name _____

3. Create the solution you think is best.

Keep notes about your problems and how you solve them. Make sketches if they help.

_____

_____

_____

_____

Name _____

4. Test your solution.

Does your project represent your famous American?	YES	NO
Does your project have at least three clues?	YES	NO
Does your project have at least one moving part?	YES	NO
• Can it move five times?	YES	NO
• If not, how many times?		
Does your project stay on your head without using your hands?	YES	NO

Name _____

5. Evaluate your solution.

Was it the best solution? Why or why not?

_____

_____

_____

What would you have done differently? Why?

_____

_____

_____

Rubric for Guess Who

Name_____ Date _____

0—no evidence; 1—limited understanding; 2—some understanding with room for improvement; 3—good understanding with room for improvement; 4—substantial understanding

Student Evaluation	**0**	**1**	**2**	**3**	**4**
Oral Presentation: The student					
• used complete sentences					
• used descriptive words.					
Guided Portfolio: The student participated in					
• restating the problem					
• brainstorming solutions					
• creating a solution					
• testing the solution					
• evaluating the solution.					
Team Skills: The student					
• used appropriate voice					
• encouraged team members					
• listened to team members					
• was involved in all aspects of the project					
• respected team members.					

Tested Criteria	YES	NO
The project represents a famous American.		
The project has at least three clues.		
The project has one moving part that can work for five trials.		
The project stays on the head without the use of hands.		

Standards of Learning

English (2010)

Oral Language

1.1 The student will continue to demonstrate growth in the use of oral language.
- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- b) Tell and retell stories and events in logical order.
- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- d) Participate in creative dramatics.
- e) Express ideas orally in complete sentences.

1.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.
- c) Use common singular and plural nouns.
- d) Use vocabulary from other content areas.

History and Social Science (2008)

History

1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.

Standards for Technological Literacy

Standard 8: Students will develop an understanding of the attributes of design.

Standard 9: Students will develop an understanding of engineering design.

Standard 11: Students will develop the abilities to apply the design process.

Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.

Please give us some feedback.

Complete the form below to let us know how this design brief worked for you and your students. Please be specific so that we might use your suggestions to improve the activity. *You can fill this out on your computer, or you can print it, fill it out manually, and scan it.*

Teacher: _____

School: _____

School division: _____

Design brief title: _____

Background *Put an X in the appropriate column:*	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does it set the context for the activity?			
Is it age-appropriate in language, length, and complexity?			
Does it reference prior learning and/or research that the students did that will facilitate designing a solution to a problem?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Design Challenge	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Does the challenge support your curriculum?			
Is it age-appropriate in language, length, and complexity?			
Is it detailed enough that an adult will understand the purpose for the design brief?			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Criteria Criteria are part of the challenge. They set the limitations for the design. They are not directions.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Are the limitations age-appropriate?				
Do the limitations encourage critical thinking?				
Is the application of mathematic knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of science knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Is the application of social studies knowledge/skills integrated into the criteria? If not, should the skill area be addressed?				
Are language skills integrated into the criteria? If not, should the skill area be addressed?				
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*				

Materials Materials help set the limitations for the design. The list should include materials that might work.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use	N/A
Does the materials list encourage a variety of design solutions?				
Does the materials list include a variety of choices for joining items?				
Does the materials list include materials that force students to make decisions?				
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*				

Tools Tools can be used in the construction of the designed product. They are used to manipulate materials. They cannot become part of the product.	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the tools listed age appropriate?			
Are all tools needed for the activity included?			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Standards of Learning	Yes	No
Does the design brief reinforce the targeted Standard of Learning(s)?		
Are the supporting Standards of Learning appropriate?		
What Standards of Learning would you add or remove?		

Standards for Technological Literacy	Yes	No
Does the design brief reinforce the targeted Standard(s) for Technological Literacy?		
Are the supporting Standards for Technological Literacy appropriate?		
What Standards for Technological Literacy would you add or remove?		

Tips for Teachers	Yes	No
Are the tips listed in the chart helpful for a first-time teacher?		
What tips would you add?		

Guided Portfolio	Needs to be rewritten	Needs minor adjustment	Is ready for classroom use
Are the instructions and questions age appropriate and clear?			
In the "Test your solution" section, do the questions force students to thoroughly test their solutions?			
In the "Evaluate your solution" section, do the questions force students to honestly evaluate their solutions			
COMMENTS. *If any of the questions above are marked other than "ready for classroom use," please provide suggestions here.*			

Additional Comments Please use this area to provide general suggestions for improving this design brief.