

Influence of Great Lesson on Secondary English Language Arts Students' Oral Narrative

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Abstract

The Great Lessons are one of the most important Montessori topics that can be introduced to students. The fourth Great Lesson focuses on how humans invented writing and the relationships formed with language. Narrative writing focuses the student's attention on sequence of events and in many ways is very personal due to the nature of the writing. Students are losing more and more of this process due to a stronger focus on test taking rather than education of the whole child. One possible solution was for the students to combine knowledge of narrative writing and informative writing to create their own Great Lesson on a topic related to the history of writing. Through their research they began to see the impact that their topic has had on the past, present and future. The methodology implemented included writing samples, interviews with students, anecdotal observations and rubrics to ensure that the action research project meets state standards. The researcher also implemented a survey for the student participants to complete. The research showed that the student participants gained an understanding of narrative story telling through nonfiction research.

Great Lessons and Narrative Writing

The Great Lessons are one of the most important Montessori topics that can be introduced to students. They provide the inspiration for students to explore their world from the perspective of multiple disciplines. They are a way for students to interact and understand their world in a way they might have missed otherwise. There are a total of 5 stories. In Montessori Today Paula Polk Lillard explains that the first is the Birth of the Universe, often called “The God with No Hands”. This lesson shows students how the world was created. Students work to complete experiments “to aid the children’s imaginations as the teacher continues the stories” (p.60). The second Great Lesson is “The Coming of Life”. It tells the story about life on earth and really introduces biology to the students. The third Great Lesson is “The Coming of Human Beings” which asks students to imagine what life was like for early humans. The fifth and final Great Lesson is “The Story of Numbers”. It shows the students the not only the importance of the number system they use today but also “emphasizes how human beings needed a language for their inventions, so they could convey measurements and how things were made” (p.65).

The fourth Great Lesson, sometimes called “The Story of Communication in Signs” focuses on how humans invented writing and the relationships formed with language. Language became more and more vital to the human existence and students need to

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be able to grasp that concept and relate that to themselves. Narrative writing is one possible example of how they will be able to achieve this.

Narrative writing focuses the student's attention on sequence of events and in many ways is very personal due to the nature of the writing. One of the easiest and most difficult topics for a student to write about is themselves. Many want to share everything to the point there is no order to their thoughts. For others it can be likened to pulling teeth to get them to share about themselves.

Cosmic Education

The timeline of life is a topic covered very early in a students' elementary Montessori education. Many of the other Great Lessons are also introduced in E1 (6-9 years); these are revisited and a few additional stories added, such as the Timeline of Humans in E2 (9-12 years). The Great stories may also be applied to secondary curriculum. (Chattin-McNichols, 2002). This means that Great Lessons are often reintroduced to Montessori students at the middle school level and might be a brand new concept to those who have been educated in a traditional setting. It is the goal of the Montessori educator to ensure that their students have a working knowledge of the Great Lessons as well as Cosmic Education in general.

Through Cosmic Education students “develop gratitude for the universe and their lives within it” (Lillard, 1996, 75). They look at the wider world and begin to find their place in it, which is done through deliberate lessons called Great Lessons. The Great Lessons

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are not to be memorized or even led by the teacher. They are presented to the students and they are given time to explore and ask questions. The teacher should not prompt at this point, only listen and guide once the questions have been asked of them. There are many timelines involved in these lessons because they can show the whole picture yet can be broken up into smaller manageable parts.

Great Lessons in the Secondary Setting

“When young children are continuously offered opportunities to narrate their stories through many avenues, they are preparing to test the power of imagination critical to their futures as readers and writers” (Soundy, 2003, p.127). The Great Lesson on the History of Writing is a Montessori tool students to learn about the history and importance of the written word as well as sharing about their own histories. Stories are so much more than just spoken word or those written down on a page. They are a tool for students to discover the world around them as well as begin to develop into the person they will become. Our own past and future stories shape the person we are and who we will become (Kirby, Faulkner & Perrin, 2014). Students especially as the secondary level yearn for connections amongst family, friends and peers. Stories allow them to navigate through this time and listen to others stories about how others completed similar tasks and resolved possible ethical dilemmas.

As stated above, at the secondary level, Great Lessons should not be a new concept to the Montessori educated students. However, there are several ways to make them retain relevance and meaning for their lives. Students should be able to use prior knowledge

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and have knowledge of the text (story) structure. They should also be able to make deep inferences and look past surface information. If they are truly interacting with the text they might even generate deep thinking questions and possible answers to those questions. At the end of the Great Lesson the goal would be for them to be able to recall and summarize events and share the connection they have developed. (Mills, 2011).

Content Writing

“Children feel the same emotions as adults feel; they simply often lack the vocabulary to express these emotions” (Ohlhaber, 2001, p.37). Writing begins very early in a Montessori classroom and should continue to develop steadily over time. As teachers we can guide development by simply listening to our students stories. We prepare the environment and expose them to new types of writing. Middle school students are beginning to enter the age where they become self conscience about everything and they might be reluctant to share however if teachers are open to listening to them, they are more willing to share. Just as J.A. Chadwick (2012) writes in *Making Characters Come Alive: Using Characters for Identification and Engagement*, “literature should be a vehicle for self discovery and reflection” (p1). This is so important for middle school students to not only know, but to feel as well.

Due to the narrative nature of the Great Lessons found in their sequencing of events the History of Writing could be a precursor to autobiographical writing in the middle school years. Purposes of autobiographical writing include: relationships that build a sense of community within the group; communicating a sense of respect and care for the

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student's time, emphasizing self-knowledge and highlighting the importance of self knowledge and self reflection (Lysaker & Furuness, 2011).

The Great Lessons follow the narrative model of writing that middle school students are exposed to as a curriculum component, but they may also be a catalyst for creative writing as well. Creative writing opportunities important for our students; they need to feel comfortable writing and sharing with peers. Research shows that engaging children in creative writing on a weekly basis benefits the students as well as the teacher. Many teachers benefit when reading students' work because different personalities come through when students write versus how they are in class. Considerations include: is a risk taker? Who just wants to get it over with? Who has wit? Who can't express their thoughts onto paper and will just stare at a blank piece of paper for 20 minutes? Who enjoys extending and adding to their stories? (Johnstone, 2001).

"Good narrative can-and should- be a goal, even when the material comes from facts and data rather than from an author's imagination" (Robbins, 2013). A writer should not be afraid to let his/her voice shine though on the page even if it is just about giving facts and data. The author can then become a 'personable companion' to the reader, and bring some humanity to even the driest of data.

Picture books are another way to access prior knowledge of both narrative and informational text. According to M. C. McMackin, "as students read and write

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informational texts in which text patterns are apparent, they build an awareness of the organizational arrangements and unique conventions that expository writers use to communicate information and express ideas.” Students need to be able to successfully write expository texts, and using prior knowledge from narrative picture books in one such way for students to connect to the new information.

Across Content

The Great Lessons also promote cross content learning. While the focus in Language Arts would be on The History of Writing, Science classes might focus on the “God with No Hands” and “The Coming of Life”, History/Social Studies on the “The Coming of Human Beings” while Math focuses on “The Story of Numbers”. There can also be connections made to Great Lessons taught in other curriculum areas such as introducing the History of Writing in language arts, but incorporating more math into the writing diet (Journal of Adolescent, 2013). Other such connections across contents include listening to stories from other countries and looking at the origins of languages other than English, such as one from the students our family ancestry.

In *Teacher Librarian* D. Loertscher (2015) conducted research that shows students, especially those who are poor readers, make major improvements when reading expository texts rather than nonfiction. Students do better on standardized tests once they have been taught to recognize text structures like main heading, sub heading, charts, etc. This can also be a motivator for students who strongly connect

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with a topic to continue to read about it. This can and should be taught across curriculum so that students can make their own connections.

Conclusion of Literature Review

The Great Lessons contribute to the understanding of cosmic education and helps the student learn where their place in the universe is. The History of Writing can also influence the students writing diet by exposing them to narrative, autobiographical and creative writing. The Great Lessons are useful tools for teaching across content as well. They are an incredibly powerful Montessori tool that is vital to the education of the whole child. Through my research I hope to gain a practical understanding of how the Great Lessons influence secondary English language Arts students narrative writing.

Purpose

The purpose of my action research project was to see how the Great Lesson, specifically the History of Handwriting influences secondary English Language Arts students narrative writing. Students were expected to research a subsection of the Great Lesson: History of Handwriting and develop their own Great Lesson on their chosen topic. Essentially students performed nonfiction research in a narrative story telling format. My hope is that I would see an increase in understanding of narrative writing due to the influence of the Great Lesson: History of Writing.

Research Questions

Primary Research Question

How do the Great Lessons influence secondary English Language Arts students' narrative writing?

Subsidiary Questions

What Montessori materials are necessary in the secondary setting?

How do I introduce non-Montessori students to the Great Lessons?

How can we, as educators, better connect the Great Lessons to the curriculum?

Is there a balance between conventional and Montessori methods when introducing narrative writing to secondary ELA students?

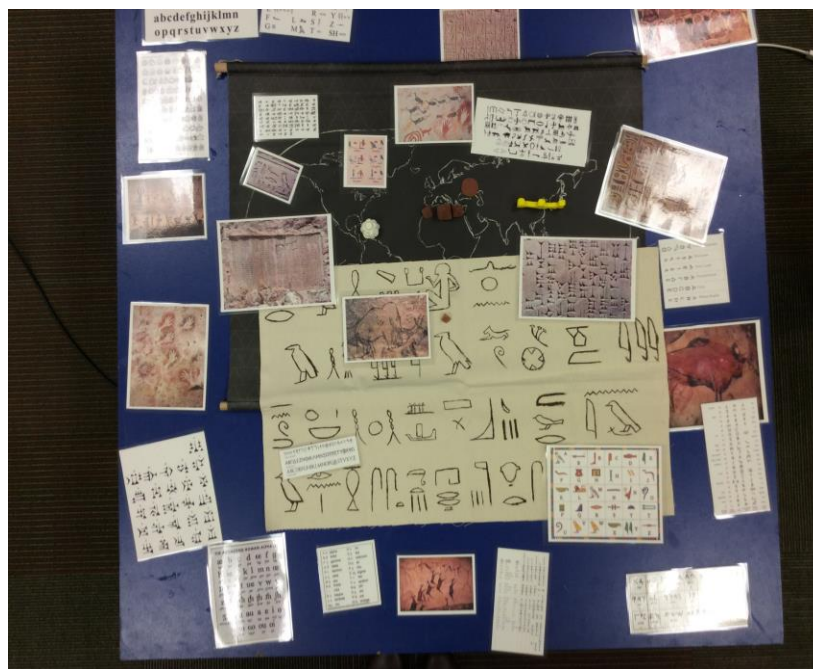
Research Design and Methodology

Participants

The participants of the action research project were the students of 4th block. The block runs from 12:40pm to 2:00pm. This is the last class of the day. There are nine Eighth graders, eight Seventh graders and eight Sixth graders. There are 10 males and 15 females totaling up Twenty-Five students. This study took place in a classroom at an urban Midwest Montessori middle school. There are 484 students currently enrolled at this school. 31.4% identify themselves as African American, 29.8% as Asian American, 23.1% as Caucasian American, 13.4 as Hispanic American, and 2.3% as American Indian. 74.6% of the students are eligible for Free and Reduced Lunch.

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Materials



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Figure 1. Materials

There were a variety of materials of used in the presentation of the Great Lesson: History of Handwriting. I used a copy of the written lesson as a guided script while telling the story and a world map to visually show students where the specific written language came from. There were also specific examples of Cuneiform, Egyptian Hieroglyphics, Mayan Hieroglyphics, Phoenician Alphabet, Greek Alphabet, Roman Alphabet and the Modern English Alphabet. Students took notes in their Writer's Notebook. The materials that were needed for the student project varied from student to student. Each needed to use their iPad to film themselves but they could use any material they wanted to present their information. Some students chose to print off pictures

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or writing, while others chose to hand draw them. Still others used clay or felt to present their information.

Procedure

Day 1	Gather “quick write” students writing sample, answering the question: How has the history of writing affected how we communicate today? Lesson: Presentation of the Great Lesson: History of Writing to the students. Explanation of Student Project See appendix A
Day 2	Lesson: Finding and evaluating appropriate sources Lesson Materials: Tree Octopus sheet, iPad
Day 3	Lesson: Order and Sequence Lesson Materials: Sequence for note sheet, Exit Ticket: The topic I am going to research is...
Day 4	Lesson: Problem and solution Lesson Materials: Problem and solution note sheet
Day 5	Lesson: No lesson, work day Exit Ticket: Two completed resource sheets See Appendix B
Day 6	Lesson: No lesson, additional work day Exit Ticket: additional completed resource, 3 in total
Day 7	Lesson: How to create a web See Appendix C Lesson Materials: iPad (my popplet) or blank piece of paper
Day 8	Lesson: No Lesson Work Day Exit Ticket: Completed web
Day 9	Lesson: How to turn your web into a script Lesson Materials: Script writing paper See Appendix D
Day 10	Lesson: No lesson work day Exit Ticket: Completed script
Day 11	MCA- Before testing today students received the final rubric, broken down by grade and content and presentation grades
Day 12	MCA-Work at home
Day 13	Work Day in Class: Possibly filming video, or putting finishing touches on material for video that will be filmed later at home. **This was a last minute change due to the State of Minnesota suspending the testing window
Day 14	MCA-Work at home **This was a last minute change due to the State of Minnesota suspending the testing window
Day 15	Final Video project at the beginning of the hour Administer student survey

Week 1

Week 2

Week 3

Figure 2. Schedule of implementation

Writing Sample

Students are asked to complete the following writing prompt before and after completing their own Great Lesson: How has the history of writing affected how we communicate today? This is done as a non-graded pre-assessment. I wanted to see how much of an understanding they had before even presenting the Great Lesson

Video Project

Students were given a copy of the Great Lesson Project, which included a step-by-step guide leading to the culminating project of video taping themselves performing their own Great Lesson. The video was to be between 2 and 5 minutes long and was to include the following information:

What is my topic?

Why is my topic important to me? To the world?

Why was my topic created? Did it fulfill a basic human need?

When did my topic begin?

How has my topic changed from its beginnings to modern times?

Name 3 countries that were important to the creation of your topic.

Name 3 dates in history that are important to the creation of your topic.

Rubrics

Students were given a copy of the final narrative rubric before starting as a structure to follow, which is the same rubric that I used in the final grading. Each grade will have a slightly different rubric to meet their grade specific standards. See appendix 1E-3E.

Survey

Students were given a copy of a survey at the end of the project with the following questions included:

1. Before this lesson have you ever participated in any Great Lesson before? Circle One.
YES NO
Where:
2. In your opinion was choosing your own research topic a positive, negative or neutral experience for you? Explain.
3. What grade do you feel you earned on this project? Explain.
4. What materials did you use? What materials would you have liked to have use instead? What stopped you from using them?
4 3 2 1 0
5. What suggestions do you have for students who will be working on this project in the future?
6. What suggestions do you have for me on how to improve this project for future students?
7. After participating in, and creating your own Great Lesson do you feel you have a better understanding on how the history of writing has affected how we communicate today? Explain.
8. What connection do you see between the Great Lesson you created and our cycle topic of Impact?

Findings and Discussion

from the source. See Appendix B.

Name: Karistien	
Period: 2	
Site URL:	
Purpose:	
What is the purpose of the site? Explain	To inform us about sex drawings
Author's Intent	
What is the domain? Who created the site and what purpose do they have? What contact information is given?	1. COMS via science "sexual intercourse people who know each other" None
Bias	
Does the content give only one side of an issue? If so, do they hide their bias?	Yes No
Does their bias impact the credibility of the information? Explain.	Yes because it helps shape their ideal image.
Content	
Is the site accurate complete, well-written and relevant? Explain.	Yes, it's very rel.
Is the site up-to-date? When was the site last updated?	10/2005
Do most of the links on the page lead to relevant information? Explain.	Yes
Are there mistakes in spelling or word usage?	NO
Design	
Is the information presented in a clear and organized fashion? Explain.	Yes
Do any graphics, video or audio add to the content or distract? Explain.	No
Do ads interfere with the content?	No
Final Evaluation	
Give your final evaluation of the site. Is the site a truthful and reliable source of information?	
Yes it is a good and reliable site	

Figure 3. Student source note sheets

their packet. These are three examples of student's webs.

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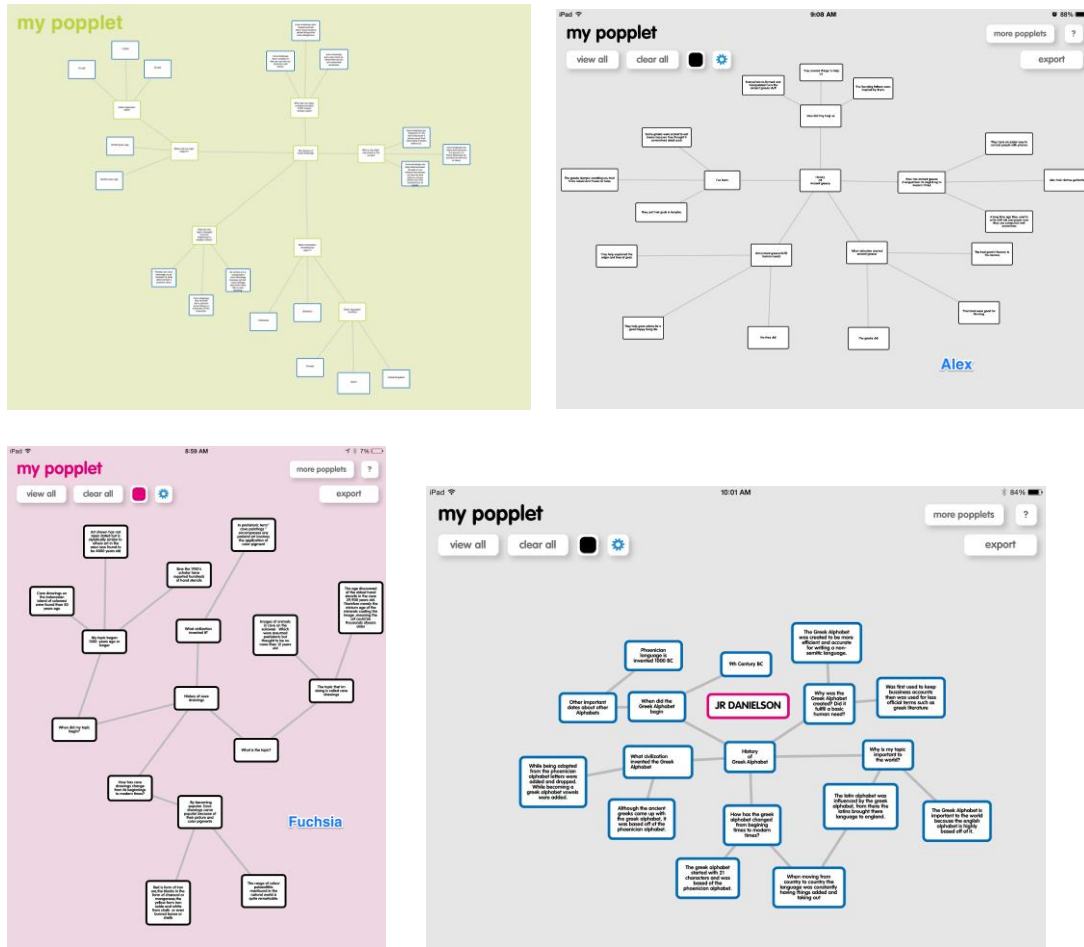


Figure 4. Student research webs

Student Script Outline

Students used their webs to create scripts, making sure that they were writing in complete

sentences. See Appendix D.

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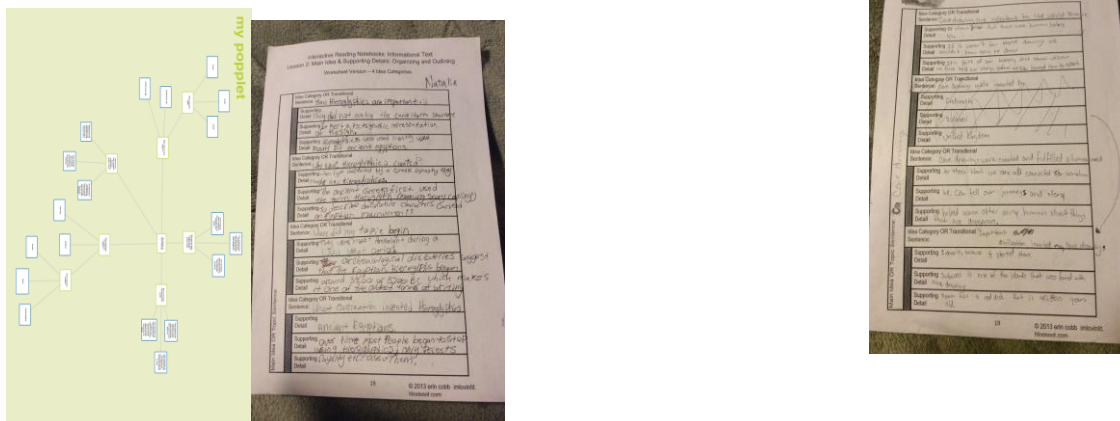


Figure 5. Student Script Outline

Survey Results

Question 1 Before this lesson have you ever participated in any Great Lesson before? Circle One.

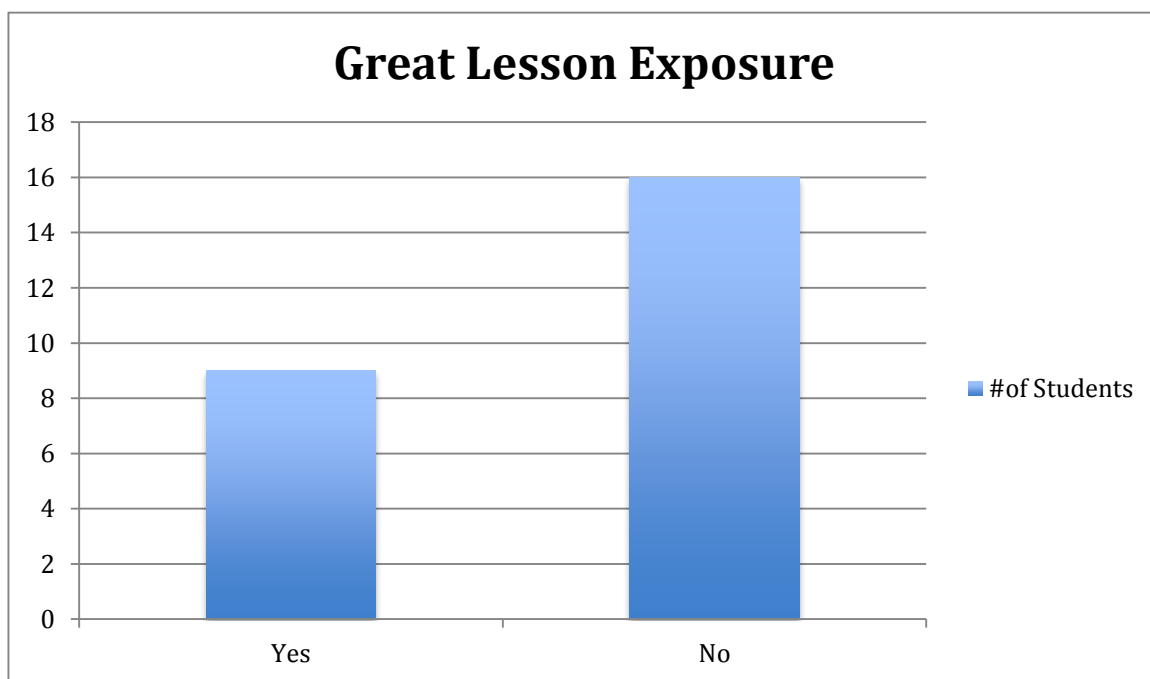


Figure 6: Previous Great Lesson Exposure

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Figure 6 represents who has and has not experienced any of the Great Lessons before. It was important to me, and to the action research project, to see how many the middle school students had previous exposure. Only nine of the twenty-five had. When asked to further explain where they had participated in the Great Lesson students responded with a variety of answers including “in elementary school”, “at my old school”, “in Science Class” and “in Social Studies”.

Question 2 In your opinion was choosing your own research topic a positive, negative or neutral experience for you? Explain.

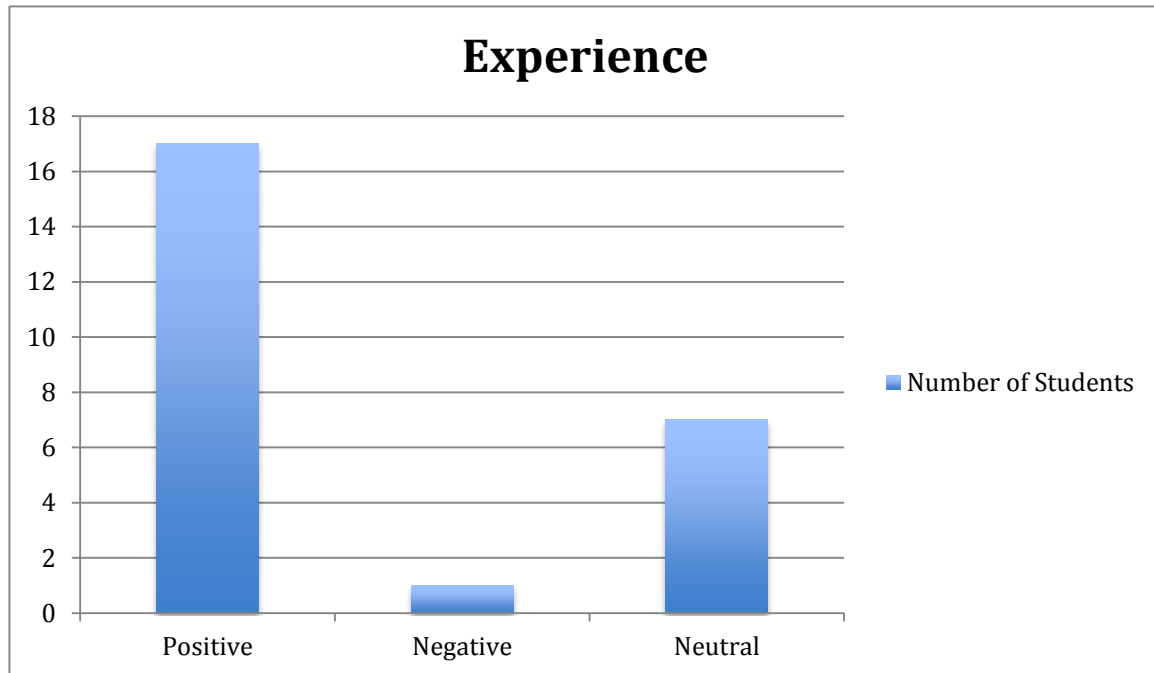


Figure 7: Experience choosing their own topic

Figure 7 answers the question how students felt about choosing their own research topics. This figure also answers one of my subsidiary questions of “How do I introduce non-Montessori students to the Great Lessons?” Voice and Choice are incredibly important to not only the Montessori Philosophy but to the middle school

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experience. Non-Montessori students need just as much choice in their education as Montessori students need.

The majority (17) said that it was a positive experience. They stated: “Positive because I like choosing what I want to do and not being told what I need to do.”, “Positive, having me choose my own topic kept me more engaged and it was nice to not have to research the same thing as everyone else”, and “Positive, because I got to choose what I liked or felt interested in” Some students stated it was a neutral experience. Some examples include: “Neutral because it didn’t matter if you picked or if I picked, I would still be researching something” and “Neutral, I would have done the same amount of work even if you had picked the topic”. There was only one negative experience: “Negative, because Braille was too hard”

Question 3 What grade do you feel you earned on this project? (Note 4 is high) Explain.

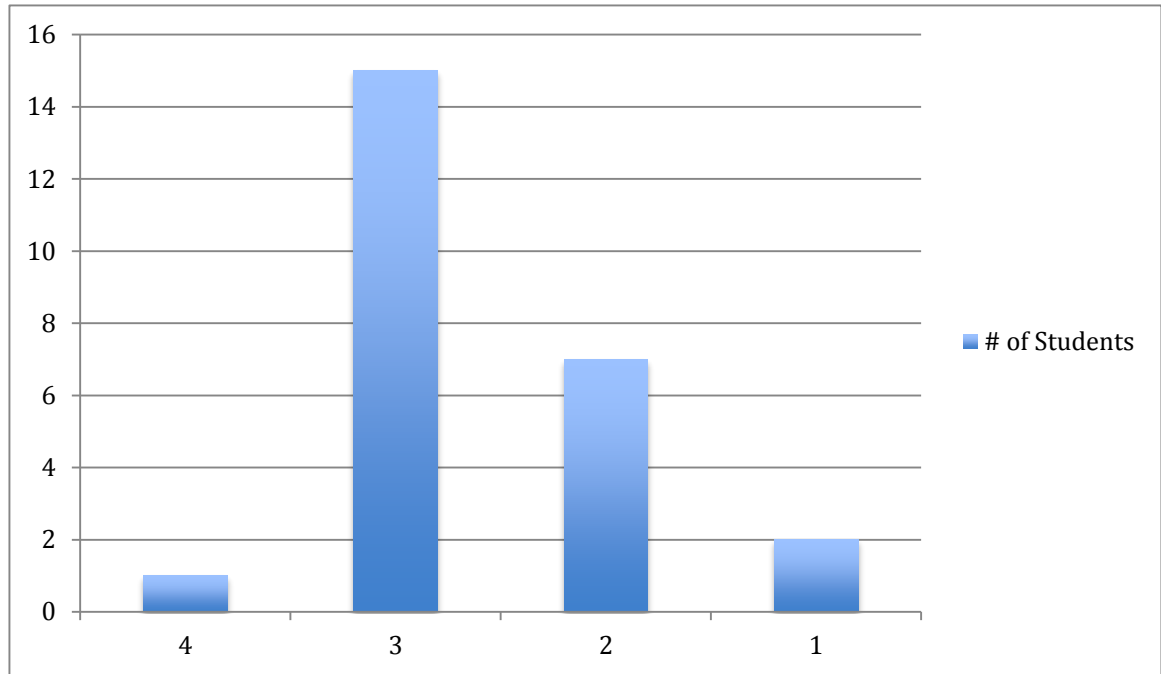


Figure 4: Students Self Grade

Students were asked what grade they felt they deserved for their project. There answers are as follows:

4: "I do feel like I should earn a 4, because I did great research and it took me hours and I did what was assigned".

3: "I did a two min. video and made my visuals by hand".

"Because I did good, but could have provided more information".

"I stuttered a few times in the video and I could have used more videos".

2: "I didn't do everything as neatly as I could have".

"I stuttered a lot in the video and didn't have enough eye contact".

1: "Because I didn't try enough".

Question 4 What materials did you use? What materials would you have liked to have use instead? What stopped you from using them?

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"I used lots of paper. I would like to be able to print next time. I couldn't print because I don't have a printer."

"I used paper, pencil and my iPad. I think these materials were just fine."

"I used paper. I would have liked to have used clay and other craft material, but I didn't have access to these materials."

"I used paper, pencils and markers. I honestly don't know what other materials I could have used."

"A handmade map, I would have liked to use a plastic model of Tokyo Tower, but I could not find one."

"I had hand drawn pictures, but I'd rather have used printed pictures for a cleaner look."

Question 5 What suggestions do you have for students who will be working on this project in the future?

"DO IT ON TIME."

"Relax and get a lot of background information."

"Get started right away. Don't procrastinate, and really check your sources."

"Make sure you plan time to do everything before the due date. Also use reliable sources with your project."

"Be here every week."

"Not slack off...to actually use all the time you have to work on the project because time goes by fast."

"Make sure you have everything you need. To know what you're going to say in the video. Be sure to speak up!"

"Don't be scared to do your video, it'll turn out fine."

Question 6 What suggestions do you have for me on how to improve this project for future students?

"Have students do a practice video to get comfortable in front of the camera."

"Tell them they should try to get it done sooner rather than later."

"Make the script process easier."

"Provide different material. Not all students have access to other things."

"Give other ways to record, like iMovie."

"Give more time after school to help students."

"More choice in topics"

"More time!"

Question 7 After participating in, and creating your own Great Lesson do you feel you have a better understanding on how the history of writing has affected how we communicate today? Explain.

"I know how the Greek Alphabet was adapted and changed into the alphabet that we know and use now."

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"I learned so much about Braille and how important it is to the written language."

"Yes, I feel I understand more about writing because I didn't just copy the information onto paper, I had to learn the info first then teach it in the Great Lesson."

"I do personally feel I have a better understanding about the history of writing. My project was on the very first language and because I was interested in it, I'll remember more information."

"Well I already knew PLENTY on Greek Mythology but being able to vocalize how I think it affects today's writing was really fun for me!"

"Yes because I would have learned how to write this or write anything if it weren't for cave drawings."

"I do feel like I know how writing began now. If it weren't for them we wouldn't be writing today. If affected how we communicate by writing faster instead of drawing pictures and such."

Question 8 What connection do you see between the Great Lesson you created and our cycle topic of Impact?

"The Great Lesson is to show how important communication is and how much it impacts us without us even realizing it."

"The Great Lesson process was how things from the past affect things of present time. So they both have to do with impact."

"Writing changed everything. It impacts the world today, just by me writing this is showing the impact those first cave drawing had."

"The history of writing had affected/impacted how I write now even after thousands and thousands of years of change."

"I learned how the Greek and Roman alphabets have impacted how we write today."

Limitations

There were several limiting factors to this project overall. Unfortunately due to curriculum needs the students did not start this project until 4th quarter, which put us right in the middle of MCA testing. The last week of the project was independent work at home because of this. The MCA schedule was also suspended right in the middle of my students testing window so I needed to shuffle the schedule around last minute to accommodate testing needs.

There were several students who also needed more time on the project due to a variety of reasons including: Individual Educational Plan mandated extended work time, prolonged absences, and by being a new student to my classroom.

Discussion and Conclusion

My overall goal was see how the Great Lesson influences English Language Arts students' narrative writing. I observed students making connections to past narrative lessons when telling their own research. I also noticed that students were able to complete their own nonfiction research project on a topic of their choice. They then used their understanding of the narrative form to complete that research topic in a multimedia summative assessment. The project that the students completed fit in very well with many of the Minnesota State Standards such as: 8.7.2.2 I can use literary and narrative techniques, such as pacing, description, and rhythm to develop experiences, events and/or characters. 8.5 I can use engaging multimedia and visual displays within my presentation to strengthen my claims and evidence. 8.9.4.4 I can present my claims and findings, while giving credit where due.

Through the survey results and observations in class students had a positive experience choosing their research topics. As answered by Question 4 from the survey there are several materials that are necessary for the Great Lesson in the secondary setting. The students indicated that they were stifled by the lack of

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provided materials such as felt, clay, and access to printers. However they were still able to create videos that not only showed that enjoyment but their understanding of my original research question. Research shows that there is a connection between nonfiction and narrative writing. Students benefit when teachers use those connections in the classroom.

As far as answering the question how to I introduce non-Montessori students to the Great Lesson, I found the best answer was to treat them like children's house students and jump in. I invited them to the lesson area, and explained that I would be telling them a story. After telling the story I invited them to ask questions about what they had observed, but I did not provide answers. I then connected the Great Lesson presentation to the curriculum and explained that they would be completing a research project. Throughout their research time I continued to implement Montessori shelf work.

Many of my students were very concerned that the videos that they would be creating would be shown to their classmates. After a lot of reassuring from me that I would be the only one to view them, I truly believe that it took some of the public speaking fear away and they were more free and open in their presentations. As this project was not about public speaking I was more than happy to take some of that perceived pressure from them. At the end of three weeks my students had created a narrative story about a topic of their choosing using nonfiction research.

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They were able to develop a better understanding of the narrative form through experiencing the Great Lesson: History of Handwriting.

Action Plan/Implications for Further Research

Through the videos, surveys and results I can see that this is a worthwhile project to continue in the future. My school is on a three-year cycle so this project will be continued and improved three years from now. One goal I have for next time would be to provide the students with more options when creating their final project. As each student has access to an iPad I need to complete further research on school appropriate apps. There are several apps such as puppet pals or iMovie that are viable options, but times and technology will certainly have changed the next time I introduce this project to my students so I will need to continue to research and use new apps.

This project has certainly impacted my teaching. I was excited to introduce this topic to my students and they certainly did not disappoint in terms of the quality of work they turned in. It was an incredible experience to not only design a project but to see it come to fruition. If I were to do this project again next year with some of the same students I would like connect it to with Social Studies or Science standards. It is a project that lends itself very well to cross curriculum teaching. The students would have more variety in topics yet still be completing nonfiction research to create a narrative history.

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Appendix A-Student Project Packet

HISTORY OF _____ PLANNING SHEET

As you move through this cycle of study you will experience the impact of many different aspects of life. In English we will be exploring the impact of the written language, different cultures and the community we are trying to create at Parkway Montessori. During this cycle: Impact, you will be conducting a week long research project, in which you discover the impact of a topic that you choose. You are going to be given the opportunity to guide your own research project.

Stage 1: Choosing a topic!

You are going to work through the process of choosing a research topic. The end goal is for you to discover the impact of your topic.

What interest me? *see board for ideas (at least 5 topics)

- 1.
- 2.
- 3.
- 4.
- 5.

Of the topics I listed above which 2 topics would I like to know more about? Why did you choose each topic?

- 1.

Why?

- 2.

Why?

Choosing between the two topics listed above, I would be most interested in researching this quarter:

Topic:

What more would I like to know about the impact of my topic?

Stage 2: Research

As you research your topic you will be required to use at least **3** sources.

Source 1:

Source 2:

Source 3:

Keep track of your sources because you will need to make works cited/bibliography page.

Stage 3: Planning:

What is my topic?

Why is my topic important to me? To the world?

Why was my topic created? Did it fulfill a basic human need?

When did my topic begin?

What civilization invented my topic?

How has my topic changed from its beginnings to modern times?

Stage 4: Final Product

Your final product will be a video of you performing your great lesson. Your final project must contain the following items:

____ Video is between 2-5 minutes long.

____ minimum three countries or region are used.

Country 1:_____

Country 2:_____

Country 3:_____

____ minimum 3 dates are used.

Date 1:_____

Date 2:_____

Date 3:_____

Appendix B-Student Resource Information sheet

Name

Block

Site URL:

Purpose

What is the purpose of the site?	
----------------------------------	--

Author's Intent (Purpose)

What is the domain?	.com .org .gov .net other
Who created the site?	
What knowledge do they have? (why are they an expert)	
What contact information is given?	

Bias

Does the content give only one side of an issue? If so, do they hide their bias?	
Does their bias impact the usefulness of the information?	Yes No Explain:

Content

Is the site accurate, complete, well-written, and relevant?	
Is the site up-to-date? When was site last updated?	
Do most of the links on the page work? Do most of the links lead to relevant information?	Yes No Explain:
Are there mistakes in spelling, word usage or grammar?	

Design

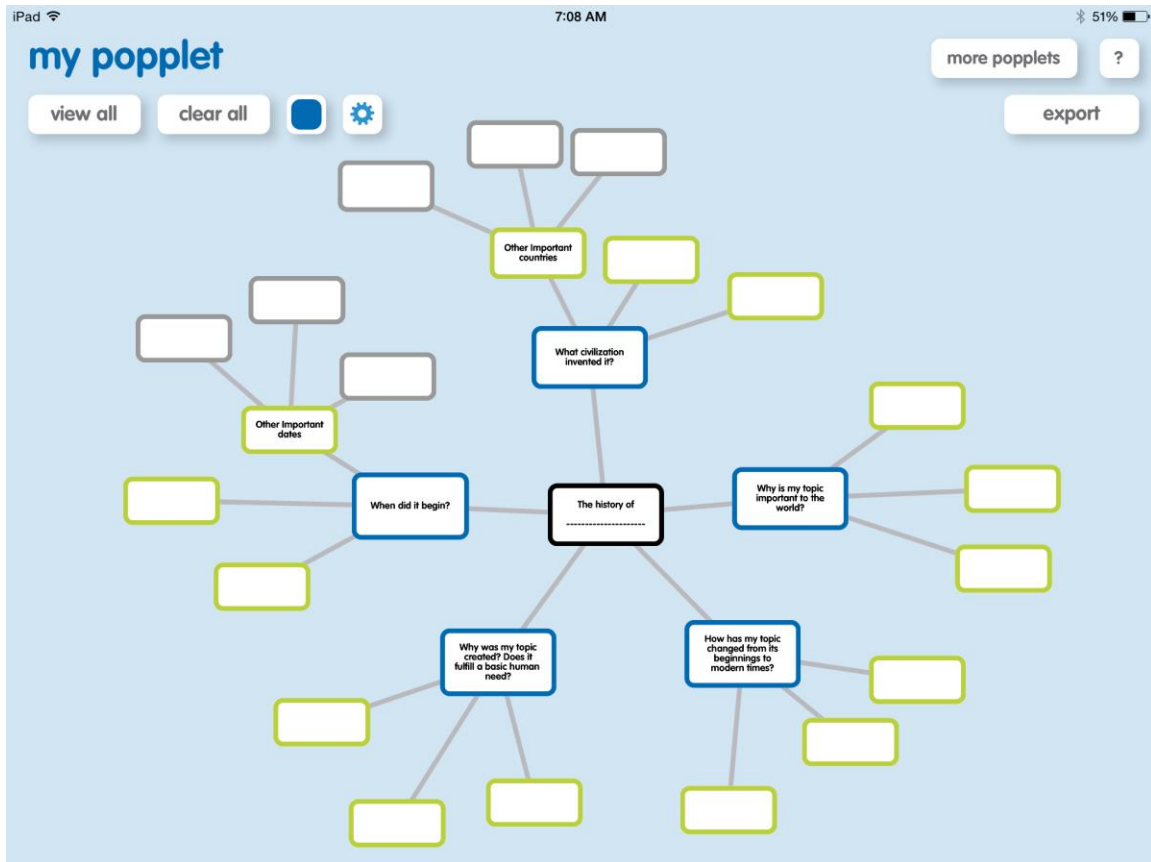
Is the information presented in a clear and organized fashion?	Explain:
Do any graphics, video, or audio add to the content or distract?	
Do ads interfere with the content?	

Final Evaluation

Based on your evaluation is this site a Truthful, and Reliable source of information?	
---	--

**Interesting and relevant information from this source:
(Please use the back for more writing space)**

Appendix C Script Web Outline



Appendix D- Student Outline for Script

Main Idea OR Topic Sentence:	Idea Category OR Transitional Sentence:
	Supporting Detail
	Supporting Detail
	Supporting Detail
	Idea Category OR Transitional Sentence:
	Supporting Detail
	Supporting Detail
	Supporting Detail
	Idea Category OR Transitional Sentence:
	Supporting Detail
	Supporting Detail
	Supporting Detail
	Idea Category OR Transitional Sentence:
	Supporting Detail
	Supporting Detail
	Supporting Detail

Influence of the Great Lesson

Appendix 1E 6th Grade Rubric

Name _____

History of Writing Great Lesson SCRIPT Rubric - 6th Grade

6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Content	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/Little Evidence</i>	0 - Far from Meeting Standards
a.1. Introduce a topic clearly, previewing what is to follow.	I have <u>skillfully</u> introduced my topic. I <u>effectively</u> preview what is to follow.	I have <u>adequately</u> introduced my topic. I <u>clearly</u> preview what is to follow.	I have introduced a topic. My subtopics are unclear.	I have attempted to introduce a topic. I have not previewed what is to follow.	No evidence.
b. Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples.	I have <u>skillfully</u> developed and <u>accurately</u> supported the topic using: - relevant facts - definitions - concrete details - quotations - other information/ examples.	I have <u>clearly</u> developed and supported the topic using: - relevant facts - definitions - concrete details - quotations - other information/ examples.	I have <u>partially</u> developed and supported the topic using some of the following: - facts - definitions - details - quotations - other information/ examples.	I have attempted to develop and support the topic using at least <u>one</u> of the following: - facts - definitions - details - quotations - other information/ examples.	No evidence.
6.9.4.4 I can present my claims and findings, while giving credit where due.	I correctly used in-text citations to give credit to <u>all</u> my sources. I provided a correctly formatted bibliography that includes <u>all</u> my sources.	I correctly used in-text citations to give credit to <u>most</u> of my sources. I provided a correctly formatted bibliography that includes <u>most</u> my sources.	I attempted to use in-text citations to give credit to <u>some</u> my sources. I provided a bibliography that includes <u>all</u> my sources <u>OR</u> a correct bibliography that is missing some sources.	I correctly used in-text citations to give credit to <u>all</u> my sources. I provided a list that includes <u>all</u> my sources.	No evidence
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	I have <u>skillfully</u> taken the information/ explanation and provided a compelling, logical and eloquently stated closing statement.	I have <u>clearly</u> taken the evidence and claims and provided a logical closing statement. My closing statement follows from and supports my information/ explanation	I have taken the information/ explanation and provided a mostly logical closing statement.	My closing statement does not connect to or follow from my information/explanation.	No evidence
Organization	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/Little Evidence</i>	0 - Far from Meeting Standards
(b) Use literary and narrative techniques, such as pacing, description, and rhythm, to develop experiences, events, and/or characters.	I effectively used literary and narrative techniques, such as pacing, description, rhythm, to develop experiences, events, and/or characters.	I used pacing, description, and rhythm to develop experiences, events, and/or characters.	I used pacing, description, <u>OR</u> rhythm to develop experiences, events, and/or characters.	I attempted to use pacing, description, <u>OR</u> rhythm to develop experiences, events, and/or characters	No evidence.

(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>	I skillfully used varied transitions, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>	I used transitions, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>	I used some transitions, phrases, <u>OR</u> clauses to convey sequence and signal shifts from one time frame or setting to another, but <u>did not show the relationships among experiences and events.</u>	I did not use transitions.	No evidence
(d) Use precise words and phrases, relevant descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I effectively used precise words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used precise words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used <u>2</u> of the following: appropriate words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used few appropriate words and phrases, <u>OR</u> relevant and descriptive details, <u>OR</u> figurative and sensory language to <u>capture the action</u> and convey experiences and events.	No evidence
PUNCTUATION 6.11.2.2 I can demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	My punctuation and spelling are <u>accurate</u> . I have occasional errors that rarely hinder communication.	My punctuation and spelling are <u>generally accurate</u> . I have occasional errors that sometimes hinder communication.	I have frequent errors in spelling and punctuation. My errors hinder communication.	I have very frequent errors in punctuation and spelling. My errors make it really hard for the reader to understand my paper.	No evidence

Averaged Score _____

Presentation of Great Lesson

Speaking	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/Little Evidence</i>	0 - Far from Meeting Standards
6.4. I can use appropriate eye contact, adequate volume and clear pronunciation.	While presenting, I used: • eye contact <u>most</u> of the time • <u>voice</u> level loud enough for <u>everyone</u> to hear • pronounced <u>all</u> words clearly	While presenting, I used: • eye contact <u>most</u> of the time • <u>voice</u> level loud enough for <u>most</u> people to hear • audience understood presentation	While presenting, I used: • eye contact <u>some</u> of the time • voice level <u>not quite</u> loud enough for everyone to hear • audience understood some of the presentation	While presenting, I used: • very little eye contact • very quiet voice • audience had trouble understanding the presentation	No evidence
6.5 I can use engaging multimedia and visual displays within my presentation to strengthen my claims and evidence.	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>whole</u> time • had something for <u>each</u> section of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>most</u> of the time • had something for <u>most</u> sections of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>same</u> of the time • had something for <u>half</u> the sections of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • <u>did not</u> hold the audience's attention • was missing many sections of my presentation	Did not have any display

Averaged Score _____

Influence of the Great Lesson

Appendix 2E 7th Grade Rubric

Name _____

History of Writing SCRIPT Rubric - 7th Grade

7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Content	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/ Little Evidence</i>	0 - Far from Meeting Standards
a.1. Introduce a topic clearly, previewing what is to follow.	I have <u>skillfully</u> introduced my topic. I <u>effectively</u> preview what is to follow.	I have <u>adequately</u> introduced my topic. I <u>clearly</u> preview what is to follow.	I have introduced a topic. My subtopics are unclear.	I have attempted to introduce a topic. I have not previewed what is to follow.	No evidence.
b. Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples.	I have <u>skillfully</u> developed and <u>accurately</u> supported the topic using: - relevant facts - definitions - concrete details - quotations - other information/ examples.	I have <u>clearly</u> developed and supported the topic using: - relevant facts - definitions - concrete details - quotations - other information/ examples.	I have <u>partially</u> developed and supported the topic using some of the following: - facts - definitions - details - quotations - other information/ examples.	I have attempted to develop and support the topic using at least <u>one</u> of the following: - facts - definitions - details - quotations - other information/ examples.	No evidence.
8.9.4.4 I can present my claims and findings, while giving credit where due.	I correctly used in-text citations to give credit to <u>all</u> my sources. I provided a correctly formatted bibliography that includes <u>all</u> my sources.	I correctly used in-text citations to give credit to <u>most</u> of my sources. I provided a correctly formatted bibliography that includes <u>most</u> my sources.	I attempted to use in-text citations to give credit to <u>some</u> of my sources. I provided a bibliography that includes <u>all</u> my sources <u>OR</u> a correct bibliography that is missing some sources.	I correctly used in-text citations to give credit to <u>all</u> my sources. I provided a list that includes <u>all</u> my sources.	No evidence
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	I have <u>skillfully</u> taken the information/ explanation and provided a compelling, logical and eloquently stated closing statement.	I have <u>clearly</u> taken the evidence and claims and provided a logical closing statement. My closing statement follows from and supports my information/ explanation	I have taken the information/ explanation and provided a mostly logical closing statement.	My closing statement does not connect to or follow from my information/explanation.	No evidence
Style & Organization	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/ Little Evidence</i>	0 - Far from Meeting Standards
(b) Use literary and narrative techniques, such as pacing and description to develop experiences, events, and/or characters.	I effectively used literary and narrative techniques, such as pacing, description, and rhythm and to develop experiences, events, and/or characters.	I used pacing, description, and rhythm to develop experiences, events, and/or characters.	I used pacing, description, <u>OR</u> rhythm to develop experiences, events, and/or characters.	I attempted to use pacing, <u>OR</u> rhythm to develop experiences, events, and/or characters.	No evidence.

(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I <u>skillfully</u> used varied transitions, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I used transitions, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	I used some transitions, phrases, <u>OR</u> clauses to convey sequence and signal shifts from one time frame or setting to another.	I used one or two transitions.	No evidence
(d) Use precise words and phrases, relevant descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I effectively used precise words and phrases, relevant descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used precise words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used <u>2</u> of the following: appropriate words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used few appropriate words and phrases, <u>OR</u> relevant and descriptive details, <u>OR</u> figurative and sensory language to <u>capture the action</u> and convey experiences and events.	No evidence
PUNCTUATION 8.11.3.2 I can demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	My punctuation and spelling are <u>accurate</u> . I have occasional errors that rarely hinder communication.	My punctuation and spelling are <u>generally accurate</u> . I have occasional errors that sometimes hinder communication.	I have frequent errors in spelling and punctuation. My errors hinder communication.	I have very frequent errors in punctuation and spelling. My errors make it really hard for the reader to understand my paper.	No evidence

Averaged Score _____

Presentation of Great Lesson

Speaking	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/ Little Evidence</i>	0 - Far from Meeting Standards
8.4. I can use appropriate eye contact, adequate volume and clear pronunciation.	While presenting, I used: • eye contact <u>most</u> of the time • voice level loud enough for <u>everyone</u> to hear • pronounced <u>all</u> words clearly	While presenting, I used: • eye contact <u>most</u> of the time • voice level loud enough for <u>most</u> people to hear • audience understood presentation	While presenting, I used: • eye contact <u>some</u> of the time • voice level <u>not quite</u> loud enough for everyone to hear • audience understood some of the presentation	While presenting, I used: • very little eye contact • very quiet voice • audience had trouble understanding the presentation	No evidence
8.5 I can use engaging multimedia and visual displays within my presentation to strengthen my claims and evidence.	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>whole</u> time • had something for <u>each</u> section of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>most</u> of the time • had something for <u>most</u> sections of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>some</u> of the time • had something for <u>half</u> the sections of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • <u>did not</u> hold the audience's attention • was missing many sections of my presentation	Did not have any display

Averaged Score _____

Influence of the Great Lesson

Appendix 3E 8th Grade Rubric

Name _____

History of Writing Great Lesson SCRIPT Rubric - 8th Grade

8.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Content	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/ Little Evidence</i>	0 - Far from Meeting Standards
a.1. Introduce a topic clearly, previewing what is to follow.	I have <u>skillfully</u> introduced my topic. I <u>effectively</u> preview what is to follow.	I have <u>adequately</u> introduced my topic. I <u>clearly</u> preview what is to follow.	I have introduced a topic. My subtopics are unclear.	I have attempted to introduce a topic. I have not previewed what is to follow.	No evidence.
b. Develop the topic with relevant, <u>well-chosen</u> facts, definitions, concrete details, quotations, or other information and examples.	I have <u>skillfully</u> developed and <u>accurately</u> supported the topic using: - relevant facts - definitions - concrete details - quotations - other information/ examples.	I have <u>clearly</u> developed and supported the topic using: - relevant facts - definitions - concrete details - quotations - other information/ examples.	I have <u>partially</u> developed and supported the topic using some of the following: - facts - definitions - details - quotations - other information/ examples.	I have attempted to develop and support the topic using at least <u>one</u> of the following: - facts - definitions - details - quotations - other information/ examples.	No evidence.
8.9.4.4 I can present my claims and findings, while giving credit where due.	I correctly used in-text citations to give credit to <u>all</u> my sources. I provided a correctly formatted bibliography that includes <u>all</u> my sources.	I correctly used in-text citations to give credit to <u>most</u> of my sources. I provided a correctly formatted bibliography that includes <u>most</u> my sources.	I attempted to use in-text citations to give credit to <u>some</u> my sources. I provided a bibliography that includes <u>all</u> my sources <u>OR</u> a correct bibliography that is missing some sources.	I correctly used in-text citations to give credit to <u>all</u> my sources. I provided a list that includes <u>all</u> my sources.	No evidence
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	I have <u>skillfully</u> taken the information/ explanation and provided a compelling, logical and eloquently stated closing statement.	I have <u>clearly</u> taken the evidence and claims and provided a logical closing statement. My closing statement follows from and supports my information/ explanation	I have taken the information/ explanation and provided a mostly logical closing statement.	My closing statement does not connect to or follow from my information/explanation.	No evidence
Organization	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/ Little Evidence</i>	0 - Far from Meeting Standards
(b) Use literary and narrative techniques, such as pacing, description, and rhythm, to develop experiences, events, and/or characters.	I effectively used literary and narrative techniques, such as pacing, description, rhythm, to develop experiences, events, and/or characters.	I used pacing, description, and rhythm to develop experiences, events, and/or characters.	I used pacing, description, <u>OR</u> rhythm to develop experiences, events, and/or characters.	I attempted to use pacing, description, <u>OR</u> rhythm to develop experiences, events, and/or characters	No evidence.

(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>	I skillfully used varied transitions, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>	I used transitions, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another, and <u>show the relationships among experiences and events.</u>	I used some transitions, phrases, <u>OR</u> clauses to convey sequence and signal shifts from one time frame or setting to another, but <u>did not show the relationships among experiences and events.</u>	I did not use transitions.	No evidence
(d) Use precise words and phrases, relevant descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I effectively used precise words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used precise words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used <u>2</u> of the following: appropriate words and phrases, relevant and descriptive details, figurative and sensory language to <u>capture the action</u> and convey experiences and events.	I used few appropriate words and phrases, <u>OR</u> relevant and descriptive details, <u>OR</u> figurative and sensory language to <u>capture the action</u> and convey experiences and events.	No evidence
PUNCTUATION 8.11.2.2 I can demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	My punctuation and spelling are <u>accurate</u> . I have occasional errors that rarely hinder communication.	My punctuation and spelling are <u>generally accurate</u> . I have occasional errors that sometimes hinder communication.	I have frequent errors in spelling and punctuation. My errors hinder communication.	I have very frequent errors in punctuation and spelling. My errors make it really hard for the reader to understand my paper.	No evidence

Averaged Score _____

Presentation of Great Lesson

Speaking	4 - Exceeds Standards <i>Skillful Proficiency/Effective</i>	3 - Meets Standards <i>Basic Proficiency/Adequate</i>	2 - Approaching Standards <i>Partially Proficient/Limited</i>	1 - Below Standards <i>Not Yet Proficient/ Little Evidence</i>	0 - Far from Meeting Standards
8.4. I can use appropriate eye contact, adequate volume and clear pronunciation.	While presenting, I used: • eye contact <u>most</u> of the time • <u>voice</u> level loud enough for <u>everyone</u> to hear • pronounced <u>all</u> words clearly	While presenting, I used: • eye contact <u>most</u> of the time • <u>voice</u> level loud enough for <u>most</u> people to hear • audience understood presentation	While presenting, I used: • eye contact <u>some</u> of the time • voice level <u>not quite</u> loud enough for everyone to hear • audience understood some of the presentation	While presenting, I used: • very little eye contact • very quiet voice • audience had trouble understanding the presentation	No evidence
8.5 I can use engaging multimedia and visual displays within my presentation to strengthen my claims and evidence.	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>whole</u> time • had something for <u>each</u> section of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>most</u> of the time • had something for <u>most</u> sections of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • held the audience's attention the <u>some</u> of the time • had something for <u>half</u> the sections of my presentation	I have included a <u>relevant</u> multimedia or visual display that: • <u>did not</u> hold the audience's attention • was missing many sections of my presentation	Did not have any display

Averaged Score _____