

Final Challenge

Part 1—**Invent!**

Unit 4 Lesson 9

Standards & Objectives

- **Writing** – I can write a detailed explanation of my invention, including an argument for its importance. [W.4.1b]
- **Speaking and Listening** – I can listen to classmates, pose questions, and offer constructive feedback on my peers' inventions. [SL 4.1c]
- – I can write, rehearse, and create illustrations or models for my final invention pitch. [SL.4.4]
- I can discuss and choose audio recordings to enhance my final presentation. [L.4.5]



Welcome to Eureka!





ROUND 2 INVENTION DRAFT

Draw a diagram of your draft and label as much of it as possible.

Specs:

1. What does your invention do?

2. Who uses your invention? Where?

3. How big is your invention?

PEER-FEEDBACK

1. What is unclear in my drawing?
2. What is your favorite part of my invention?
3. Do you have any suggestions for making my invention better?
4. What could I change about my invention?

Presentation C

Judges' Rubric for Final Pitches (20 points maximum)				
	Exemplary (4-5 pts.)	Strong (3 pts.)	Developing (2 pts.)	Beginning (0-1 pt.)
Content Organization	Pitch has a clear beginning, middle, and end, including a strong slogan. Content is well organized.	Pitch is fairly organized, but lacks a strong intro or concluding slogan.	Organization of content is unclear. Lacks intro and conclusion.	Content is relayed without any organization or preparation.
Content: Purpose and Function of Invention	Provides a detailed explanation of the invention, the problem it addresses, how it works, why it is important, and includes a clear example.	Clearly explains the invention, the problem it addresses, how it works, and why it is important, with light details or examples.	Introduces the invention, problem it addresses, and sense of importance. Lacks details and examples.	Does not fully explain invention, and/or the problem it addresses, and/or why it is important. No supporting details or examples.
Demonstration of Model or Diagram	Pitch is supported by a clear diagram or fully- developed model. Student describes the purpose of this illustration clearly.	Pitch includes a clear diagram or model. Some details are missing, or pitch does not fully describe all components of the model/diagram.	Diagram or model lacks detail or clarity. Pitch does not clearly explain the diagram or model.	Diagram/model is missing or incomplete. Student is unable to explain the diagram.
Presentation Skills	Voice is always audible and clear. Constant eye contact. Student maintains a sense of confidence and enthusiasm.	Voice is mostly audible /clear. Some eye contact. Student seems moderately confident and enthusiastic.	Voice varies from audible /clear to occasional mumbling or dropped words. Eye contact is inconsistent. Student is hesitant, shy, or lacks enthusiasm.	Voice is unclear, mumbling. Student rarely makes eye contact. Little confidence or enthusiasm on display.

Pitch

	Good Pitch	Bad Pitch
What You Say (Content)	<div>many facts</div> <div>well organized</div> <div>interesting</div> <div>surprising</div> <div>reasonably drawn conclusion based on facts</div>	<div>boring</div> <div>scattered</div> <div>Not based on facts</div>
How You Say It (Presentation)	<div>good eye contact</div> <div>easy to understand</div> <div>loud enough</div> <div>energy</div>	<div>monotone</div> <div>mumbling</div> <div>too quiet</div>

Introspective Inventors

1. How did the earlier challenges on Eureka! help you today?
2. What was the best advice you received from someone else about your invention?
3. What are you most excited about for tomorrow?
4. Which Judge do you think will like your invention the best, and why?

EXIT TICKET

Why did you choose the invention that you chose?