G3 Culminating Project Choices

When scientists are ready to share what they have learned with others, they do this in many ways. Sometimes, they share their work with other scientists at science conferences and by publishing reports. Sometimes, they share their knowledge with people who are interested in their work. For example, scientists sometimes visit universities and schools to give talks. At other times, scientists create tools to help other people learn.

When they are sharing their work, scientists have to think about their audience. They ask themselves questions like: Who am I writing, speaking, or creating for? What do I want them to know about my work? Scientists also think about their purpose. They ask themselves things like: What do I want to do with my product? Do I want to tell other others about my work or do I want to teach others about my topic? Scientists create different products for different audiences and purposes. As a scientist with knowledge to share, you will choose one product to create. In making your choice, ask yourself: Who is my product for? What is the purpose of my product?

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| **Poster**  Scientists often share their knowledge with other scientists, sometimes during a poster session at a science conference. Each scientist or team of scientists creates a poster using images, captions, labels, and other text. During the poster session, other scientists can view the posters and ask the scientists questions about their work.  The purpose of the poster is to inform other scientists about what you did during your investigations and what you learned. You will share your product with the other scientists in your class. Your classmates will view your poster and ask you questions about your work. | Using pictures and text, create a poster that demonstrates your understanding of \_\_\_\_\_\_\_\_. You should include evidence from your text-based inquiry and your scientific investigations.  **Scientific posters usually have:**   * Title and subtitles * Multiple images * Labels and captions for images * Text that describes what the scientist did * Text that describes what the scientist learned |

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| **Scientific Report**  Scientists often share their knowledge with other scientists. Sometimes they write reports to tell other scientists what they have done as a scientist and what they have learned about a topic.  The purpose of the report is to inform other scientists about what you did during your investigations and what you learned. You will share your product with the other scientists in your class. | Write a scientific report that demonstrates your understanding of \_\_\_\_\_\_\_\_. You should include evidence from your text-based inquiry and your scientific investigations.  Reports usually have:   * A title * Literature Review: what the scientist learned from reading about the topic * Procedure: what the scientist did in their investigations * Findings: what the scientist learned from their investigations   \* This is a simplified version of what is included in a scientific report |
| **Science Talk**  Scientists often share their knowledge with other people who are interested in their work, including scientists and non-scientists. Sometimes scientists give talks that describe what they have done as a scientist, what they have learned about a topic, and what they would like the audience to know about their topic.  The purpose of the talk is to inform listeners about what you did during your investigations and what you learned. You will give your talk in class. Your classmates, teacher, and any invited guests will listen to what you have to say. You might invite them to ask your questions. | Write a script for what you will say during your science talk. Your script and your talk should demonstrate your understanding of \_\_\_\_\_\_\_\_. You should include evidence from your text-based inquiry and your scientific investigations.    **Science talks usually have:**   * An introduction where the scientist introduces themself * A description of what the scientist did * A description of what the scientist learned * A closing that includes what the scientist wants the audience to know about the topic * Time for the audience to ask questions |