Night of the Notables

Excellence in Humanity

‘I would say the first thing is to deepen the sense that excellence has nothing to do with social, financial or professional success; it’s an excellence in humanity. It’s forming better human beings; people with a heart, with compassion, with understanding; people who can understand our society without bias, without ideological impositions; people who can be attentive, responsible, understanding, etcetera.’

Father General Adolfo Nicolas SJ

The theme for Night of the Notables is aligned with one of Xavier College’s Guiding Principles – The pursuit of excellence in humanity.

Students therefore, in choosing a notable, must ensure that they meet certain criteria which include...

- **Having a life lived well in the service of others.**
  
  Have they worked for the good of others, that is, for the good of humanity? This means to work to create the social, environmental or political conditions for many different people to thrive. For example, it may mean working for clean water and affordable health care; it may mean resisting unjust laws that create economic disadvantages for certain groups within society; it may mean helping other groups to preserve their culture and identity. The common good concerns the life of all: it is common because it applies to everyone by virtue of what we share in common - our humanity.

- **Having a successful life lived well.**
  
  A person, who through demonstrated excellence in their field, has changed lives and society for the better. Their challenges and triumphs are manifested in their life experience and personal journey, beyond their career achievements.

- **Being a cultivator of virtues**
  
  At Xavier College, our inspiration is Jesus Christ, the model of fulfilled human life. Therefore, we look for notables who display the Ignatian values in their work and life.

- **Having made positive choices or taken risks.**
  
  A person who has looked for opportunities to contribute to worthy causes and to improve society however possible, even when the benefits of this progress will go primarily to others.

**Night of the Notables presentations 2018**

Monday 27th August - 7DE, 7MI, 7EV
Monday 3rd September - 7RO, 7CO
Tuesday 4th September - 7SP, 7BE
**Learning Plan**

**Enduring Understanding:**
Individuals can strive to achieve things for the greater good of humanity.

**Essential Questions:**
What is humanity? What is the common good?
What qualities are necessary to form better individuals?
What are the factors that move individuals to excellence?
What are the consequences of excellence in humanity?
How is excellence measured?

**Concepts:**
Humanity
Change
Equity

<table>
<thead>
<tr>
<th>Task</th>
<th>Requirements</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Proposal   | 1. Choose a notable character  
2. Gather some information.  
3. Choose 6-10 qualities from the list below that your notable displays. Choose the top 3 qualities and write a proposal as to why you wish to research the notable referring to the criteria listed.  
4. Present this to your English teacher for approval. | ☑️       |

**A CULTIVATOR OF VIRTUE:**
QUALITIES THE NOTABLE MAY DISPLAY

- God-centred
- Spiritual
- Generous
- Compassionate
- Responsible
- Just
- Grateful
- Respectful
- Committed
- Helpful
- Loving
- Reflective
- Team member
- Principled
- Communicator
- Thinker
- Inquirer
- Risk-taker
### Research Essay

1. Gather further information about your notable.
2. Take notes from at least 3 different sources, referencing all sources to include in a bibliography.
3. Begin writing research essay according to structure in this booklet. It must be between 600—800 words.

**SUBMIT FINAL DRAFT OF ESSAY IN PLASTIC FOLDER IN THIS ORDER**

1. Front Page—Name of Notable, Name of Student, illustrations optional
2. Final draft of essay
3. Bibliography—in alphabetical order. See full format on SLASA.
4. First draft and any previous drafts of essay
5. Notes
6. Assessment criteria sheet for the essay—printed from this booklet

### Oral

The Oral Presentation is linked to one of the essential questions

“How is my excellence measured?” asks the Notable.

Students write and present a short brief about the impact their notable has had on humanity.

- Answer the above question as if they are their character and by researching their individual.

### TABLE

- Bring a tablecloth to cover the trestle table. Try to make it fit with the theme of your display.
- Strictly no food or lollies to be included.

### 20 Questions (TABLE)

Must be open ended - can’t be answered by ‘yes’, ‘no’ or any other short answers. These questions should be placed in a box/container to place on your table. 20 Questions and answers need to be checked by teacher before printing.

### Model (TABLE)

Create a model in any form using any medium of production that represents your understanding of how your notable has enhanced humanity today. Focus on one aspect of their work. Models are to be made at home. Do not buy a model and just put it on your table. It MUST be hand-made showing imagination, creativity and effort.

Students are encouraged to keep to a $20 budget.

### Costume (worn)

Costume is only required on the night of presentation. Students are encouraged to wear a handmade / op shop / borrowed costume. There is no need to hire a costume.
**LEARNING CENTRE BACKBOARD Measurement – 1.8m (wide) x 1.2m (high)**

- You will be required to buy **cardboard** and place all the information on the board at home.
- You will require **Velcro dots** to stick your images, etc. onto your board. Tape does not stick to the boards. Pins and staple guns are **NOT permitted**
- Roll up the cardboard, bring it to school on the day of presentation and stick it with Velcro dots on to your backboard.

<table>
<thead>
<tr>
<th>Name of Notable (BACKBOARD)</th>
<th>Must be clear and large.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote (BACKBOARD)</td>
<td>Print out a short quote in at least size 24 font, using inverted commas “….” that may have been said about your notable, or that your notable actually said him/herself.</td>
</tr>
<tr>
<td>Visuals (BACKBOARD)</td>
<td>Have a range of pictures, maps, etc. for your backboard. It’s easiest to stick these on a larger piece of board at home rather than just stick them up individually.</td>
</tr>
<tr>
<td>Map (BACKBOARD)</td>
<td>Hand drawn using BOLTSS</td>
</tr>
<tr>
<td>Timeline (BACKBOARD)</td>
<td>Create a timeline of your notable’s life. Include important biographical events and events that are connected to their excellence in humanity.</td>
</tr>
<tr>
<td>Abstract (BACKBOARD)</td>
<td>An overview in approximately 100 words of your notable’s main achievements. Starting sentence needs to state the notable’s main achievement, then follow on with further details.</td>
</tr>
</tbody>
</table>

**PRESENTATION ON THE NIGHT**

1. Students and parents are to arrive at 6:50pm and proceed straight to their allocated room for the oral presentations
2. Students will **NOT** be permitted to enter the hall between 3:20 and 7:30pm
3. Costume – handmade / op shop / borrowed. No need to hire.
4. 1-minute speech—palm cards
5. Then the boys move to the Studley side of the Garnet Hall and line up in class groups. Parents are to proceed to the foyer of the Garnet Hall and move towards the stage where the boys will be introduced one by one.
<table>
<thead>
<tr>
<th>Section</th>
<th>Information to include</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| Introduction                | • Includes an introduction to the notable and provides some background information.  
                                    • Defines the common good/humanity  
                                    • Has a clear statement of contention – The person has shown excellence in humanity.  
                                    • Outlines the points/reasons/evidence which will be explored in the essay                                                                                       | ✔️       |
| Body Paragraph 1            | Explain to the reader that the notable’s **excellence in their field** has enriched humanity.  
                                    • This paragraph examines the notable’s life and the way they have shown excellence in their field.  
                                    • It is not simply a biographical paragraph.  
                                    • Provide examples and evidence                                                                                                                                  |          |
| Body Paragraph 2            | Explain to the reader how the notable’s **choices or qualities** demonstrate their excellence in humanity.  
                                    What qualities are necessary to form better individuals?  
                                    What are the factors that move individuals to excellence?  
                                    • This paragraph focuses on the opportunities / choices / risks / experiences that led them to follow a certain path.  
                                    • Provides examples and evidence of their qualities which help explain the choices they have made.   |          |
| Body Paragraph 3            | Explain to the reader the **difference made to society** or the **legacy** that demonstrates their excellence in humanity.  
                                    What are the consequences of excellence in humanity?  
                                    • This paragraph focuses on the impact the notable has had on humanity.  
                                    • Provides examples and evidence which help show the audience the impact the notable has in the world at a local/national/global level |          |
| Conclusion                  | • Sums up the main points outlined in the essay  
                                    • Restates the contention  
                                    • Finishes with a strong idea or point made to leave a lasting impact on the audience and convince them of your analysis of the notable. This could be in the form of a quote or a call to action. |          |
<table>
<thead>
<tr>
<th>N.o.N</th>
<th>Excellent 10 - 9</th>
<th>Good 8-7</th>
<th>Satisfactory 6-5</th>
<th>Needs Improvement 4-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>Introduction is very organised; has background explaining why the person is notable &amp; states a clear contention.</td>
<td>Introduction is organised; has background explaining why the person is notable &amp; contention is somewhat clear.</td>
<td>Introduction is quite organised; has background outlining why the person is notable, but contention is not clear.</td>
<td>Introduction outlines a little about the person, but does not introduce the contention.</td>
</tr>
<tr>
<td><strong>Organization of Content</strong></td>
<td>Very well-constructed TEEL paragraphs. Excellent use of at least 1 specific example using details, or quote accurately used which clearly supports the main idea.</td>
<td>Well-constructed TEEL paragraphs. Some good examples support the main idea.</td>
<td>Paragraphs are not clearly constructed; examples/quotes are not used or unclear.</td>
<td>Paragraphs are disorganised. Little evidence of examples/quotes. Does not really discuss issues.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Powerfully restates the contention. Very interesting analysis of the notable.</td>
<td>Restates the contention rather well. Rather interesting analysis of the notable.</td>
<td>Restates the contention. Limited/no analysis of the notable.</td>
<td>Contention is not restated. Almost no analysis of the notable.</td>
</tr>
<tr>
<td><strong>Knowledge of the Notable</strong></td>
<td>Shines through. The student knows the notable. There is an understanding and analysis of the notable and their positive contribution to humanity.</td>
<td>The student knows the notable. There is an understanding of the notable and their positive contribution to humanity.</td>
<td>The student is mainly regurgitating facts about the notable. There is a limited understanding of the notable and only a little about their positive contribution to humanity.</td>
<td>The student is regurgitating facts about the notable. There is little understanding of the notable and minimal about their positive contribution to humanity.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No (one) grammatical, spelling or punctuation error/s. A range of precise vocabulary is used. Sentence structure excellent.</td>
<td>A few grammatical, spelling or punctuation errors. A number of precise words are used. Sentence structure sound.</td>
<td>More than a few grammatical, spelling or punctuation errors. Some precise words are used. Sentence structure adequate.</td>
<td>Many grammatical, spelling or punctuation errors. Few (if any) precise words are used. Sentence structure still needs to improve.</td>
</tr>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>Uses more than five relevant and varied sources. Follows required format and is correctly annotated. Is in alphabetical order.</td>
<td>Uses 3-5 relevant and varied sources. Follows required format and is correctly annotated. In alphabetical order. May contain some spelling or grammar errors.</td>
<td>Uses 3-5 relevant resources. Sources are not varied. Contains some problems with format, annotation, or alphabetical order. Numerous spelling or grammar errors.</td>
<td>Uses less than 3 relevant resources OR sources are not varied. Contains major problems with format, annotation, or alphabetical order. 10+ spelling or grammar errors.</td>
</tr>
</tbody>
</table>

**Mark /70**
### Oral Presentation Rubric

#### 1. Voice projection: Expression, tone, volume

<table>
<thead>
<tr>
<th>Mark</th>
<th>2 mark</th>
<th>4 marks</th>
<th>6 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaker rarely varied their expression, pronunciation, pace, tone and volume. The speaker’s voice had little effect in conveying the message.</td>
<td>Speaker attempted to speak with clear expression, clear pronunciation, pace, tone and volume. The speaker’s voice was not used as effectively as it could have been to convey the message.</td>
<td>Speaker’s voice varied effectively with clear expression, clear pronunciation, pace, tone and volume. The speaker’s voice was used as effectively as it could have been to convey the message.</td>
</tr>
</tbody>
</table>

#### 2. Eye contact

<table>
<thead>
<tr>
<th>Mark</th>
<th>1 mark</th>
<th>2 marks</th>
<th>3 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some or no eye contact.</td>
<td>Eye contact most of the time and attempted to scan the audience.</td>
<td>Maintained excellent eye contact and scanned the audience.</td>
</tr>
</tbody>
</table>

#### 3. Posture

<table>
<thead>
<tr>
<th>Mark</th>
<th>1 mark</th>
<th>2 marks</th>
<th>3 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some movements or gestures were used to convey message. Some movements distracted from this speech.</td>
<td>At times used gestures and movement to convey the message. Good posture.</td>
<td>Confidently used gestures and movement to convey message throughout the speech. Excellent posture.</td>
</tr>
</tbody>
</table>

#### 4. Content

<table>
<thead>
<tr>
<th>Mark</th>
<th>4 marks</th>
<th>6 marks</th>
<th>8 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purpose and topic of speech unclear.</td>
<td>Although topic is clear, speech could be more clearly organised.</td>
<td>Purpose and topic of speech is very clear.</td>
</tr>
<tr>
<td></td>
<td>Speech includes minimal details and evidence of research.</td>
<td>Speech includes good details and evidence of research.</td>
<td>Speech includes excellent details and evidence of wider research.</td>
</tr>
<tr>
<td></td>
<td>Entire speech written on palm cards.</td>
<td>Palm cards include a combination of key words, phrases and sentences.</td>
<td>Palm cards include excellent key words.</td>
</tr>
</tbody>
</table>

**Mark /20**