**World History Presentations**

Public speaking is an experience that most of you will have at some point in your professional career. This assignment is designed to provide you with that experience on a topic in which you are the expert. In order for your audience to buy into that fact, you need to make an impression on them through your preparedness, the confidence you exude in your delivery and your impeccable appearance. You can change your world if you have the skill to effectively deliver an idea to a party that you want to impress.

You and a partner will prepare a presentation on a pre-determined, randomly drawn topic that we will not cover in class. I will assign partners. We will use class time from Friday, January 5 through Friday, January 12 to prepare for the presentations. During those class periods, you will work with your partner and teachers to research and compile the information, assemble your electronic presentation and discuss the delivery of the lingual component. The presentations will take place Tuesday, January 16 through Friday, January 19.

Presentations will be 10 minutes in length.

The Components of the Assignment

1. Research
   1. You will have class time to work on research, but I would suggest that you work on it at home as well.
   2. Start by reading the sections within the text that are assigned to you. Take notes on important components that you feel could be part of the presentation, especially the required terms. It is better to take more notes than less as you can always cut some of this material from the presentation.
   3. Organization of Research: Here are some questions that you should consider when organizing your information. What is the context of what is happening in the region, country, continent, or world at the time your topic is set? How does your topic fit into this context? Define your topic, the countries/empires/peoples involved, their behaviors that cause your topic to become such a big deal in world history. Discuss the significance of the topic. How did it have an impact on world history? What did it help to influence in society either during the period or afterward? What were the unintended consequences? How did it help develop/destroy civilizations? These are the types of questions to consider when organizing your research and your presentation. This is not a checklist of things that you must answer, nor are you limited to only these questions. It’s simply a guide for you to follow.
   4. You will need to research some of the material in more depth from outside sources. I would like to see at least three examples of research outside of the text in your presentation.
   5. Keep in mind that you only have 10 minutes to present on a fairly large topic, so do not try and do too deep of a dive into the material.
   6. Make sure that you define and discuss the significance of the five required terms.
   7. Make sure that you use the teachers as a resource to help you in these steps. We’ll be walking around the room to help.
2. Visual Component
   1. You will create a visual display of your presentation. You will have class time to work on this, but I would suggest that you work on it at home as well.
   2. You will use Google Drive to create a Google Slides show. There is a template that you can use. I will send you the link. Editing it in Google Slides allows both partners to edit the presentation.
   3. Make sure that you share the presentation with me before making any updates to the presentation.
   4. Your presentation must follow this format…
      1. The first slide will be a title slide, including the names of the partners.
      2. The next 5-7 slides or so will be content slides. You can have more slides than this, particularly if you want to display pictures, but I’m guessing 5-7 should get you about 10 minutes.
      3. The final slide will contain a Works Cited. You will use MLA formatting.
   5. Tips for slide creation.
      1. You cannot add a lot of text. Each bullet point can have no more than 5 words.
      2. Add pictures, maps, animation to your presentation to provide a stronger visual.
      3. Make sure that you organize the slides logically and neatly.
      4. While presenting, you should think about spending, on average, no more than two minutes per slide.
3. Linguistic Component
   1. You and your partner will give a 10-minute presentation on the material from the text sections assigned to you.
   2. You must fairly evenly distribute the amount of time that each partner talks.
   3. Your PowerPoint will not have detailed information on it, so you will really need to know your material. You may have one notecard to reference during the presentation.
   4. The length of your presentation is officially ten minutes. You will have a 60 second tolerance for anything short of ten minutes. Anything short of that number or if I must cut you off at 10 minutes and you will be downgraded. That means you must practice your delivery.
   5. At the end of the presentation, you must ask the class a meaningful question to consider. Not one that has a simple, factual response but one that requires reflection and allows guys to form opinions. Audience members will have three minutes to respond to that question. Also, within that three-minute period, guys in the audience can ask questions of the presenters.
   6. Try to inspire. Really try to convey how this topic is important in a meaningful way. Enthusiasm in your presentation goes a long way in demonstrating that you have an interest in the topic.
   7. Make eye contact with the audience.
   8. Tip: When beginning the presentation, do not introduce yourself and your topic… this is a waste of time. E.g. “Hello, my name is Scooter O’Shannon and I am doing my presentation on Benito Mussolini.” This sounds like a grade school presentation. You want to come out swinging. E.g. “Benito Mussolini made a bad situation worse in interwar Italy through his expansionist policies and limitations of the peoples’ liberties.”
   9. Dress professionally.
      1. Upper body: Suit, sport coat, shirt and tie, nice sweater are all good.
      2. Pants: Dress pants or business casual are fine. No jeans.
      3. Don’t wear sneakers.
      4. Don’t have a sweatshirt over your outfit.
      5. If you wear a tie, don’t pull it off your neck.
      6. Shirts must be tucked.
4. Assessment
   1. You will be graded on your presentation based on the rubric below.
   2. Additionally, you will have a test on January 23 based on these presentations that will largely reflect the key terms listed for each presentation as well as some higher level ideas that the presenters discuss. Audience members will want to take notes on these presentations.

Presentation schedule: **See homework page for each day’s schedule**.

1. Feudalism and the Growth of European Kingdoms (Ch 9.1-9.3: Start reading at “The Role of the Church” (pg. 304). Stop reading at “Central and Eastern Europe” (pg. 320). (3rd: Preciado, Chappelle) (2nd: Ragonese, Vargas)
   * Five key terms: Organization of the church, Carolingian Empire, Feudalism, Eleanor of Aquitaine, Magna Carta
2. Christianity and the Middle Ages (Ch 10.2 and 10.4) (3rd: Milbrath, Buettner) (2nd: Barlow, Daczko)
   * Five key terms: Papacy, Inquisition, Black Death, The Great Schism, Joan of Arc
3. The Renaissance (Ch 12.1 and 12.2) (3rd: Campos, Chavez) (2nd: Martel, Leiker)
   * Five key terms: Leonardo da Vinci, Machiavelli, Humanism, Chaucer, Renaissance masters
4. The Reformation (Ch 12.3 and 12.4) (3rd: Anguiano, Gruss) (2nd: Bremer, Schwister)
   * Five key terms: Martin Luther, Peace of Augsburg, John Calvin, Henry VIII of England, Catholic Reformation
5. Crisis and Absolutism in Europe (Ch 14.1, 14.2, 14.3 Stop at “Absolutism in Central and Eastern Europe,” so read through pg 466) (3rd: Kahler, Koehler, Spadafora) (2nd: Hegemann, Carr)
   * Five key terms: Edict of Nantes, Thirty Years’ War, Oliver Cromwell, The Glorious Revolution, Louis XIV
6. The Muslim Empires (Ch 15.1 and 15.2) (3rd: Wagner, Hickey) (2nd: Allaqaband, Pacheco)
   * Five key terms: Mehmed II, Sultan Selim I, Suleyman I, Safavids, Riza-i-Abbasi
7. China at its Height (Ch 16.1 and 16.2) (3rd: Reno, Schramm) (2nd: Brandt, Marshall)
   * Five key terms: Ming Dynasty, Zheng He, Qing Dynasty, Europeans in China, Porcelain
8. The Scientific Revolution (Ch 17.1) (3rd: McKenna, Janisch) (2nd: Zagorac, Mikolajczak)
   * Five key terms: Ptolemy, Galileo Galilei, Sir Isaac Newton, Rene Decartes, Scientific Method
9. The Enlightenment (Ch 17.2) (3rd: Beauschamp, Carrig) (2nd: Hunter, Schubilske)
   * Five key terms: Enlightenment, Montesquieu, Adam Smith, The Social Contract, Mary Wollstoncraft
10. The French Revolution (Ch 18.1 and 18.2) (3rd: Lopez, Ochalek) (2nd: Roder, Lichucki)
    * Five key terms: The Three Estates, Louis XVI, Jacobins, The Reign of Terror, The Directory
11. Napoleon (Ch 18.3) (3rd: Doucette, Fregoso) (2nd: Astorga, Chavez)
    * Five key terms: Napoleon Bonaparte, Napoleonic Code, Continental System, Nationalism, Battle of Waterloo

Below is the rubric that I will use to grade your presentation.

Students Names: A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\* = what I would expect most guys with a solid performance to be rated as

1. Did he dress professionally?

A: Yes No

B: Yes No

1. The PowerPoint/Prezi
   1. Did he follow the design instructions: One title page, content slides formatted with little text, but include graphics, one sources slide? Yes No

* 1. How impressive was it/degree of professionalism (select one)
     1. Not much effort
     2. Good effort, solid \*\*\*
     3. Over and above: put significant effort into the slides

1. Communication Skills
   1. Did they share the communication responsibilities? A: \_\_\_\_\_\_\_\_\_\_\_ B: \_\_\_\_\_\_\_\_\_\_\_
   2. How much did he rely on notes to deliver the message?
      1. He pretty much read the entire presentation, very little eye contact with audience
      2. He used his notes as a crutch with some frequency, but appears to have tried to learn the material
      3. Referenced his notes, but largely delivered the speech from memory
      4. Used notes very little and was able to discuss his topic clearly \*\*\*
      5. Did not use any notes and was able to discuss his topic clearly
   3. Was he polished?
      1. He did not have a strong command of his topic, which made the presentation choppy.
      2. Decent presentation of the material
      3. Good presentation of the material \*\*\*
      4. Outstanding presentation of the material
   4. Enthusiasm: Was he enthusiastic about the topic?
      1. He appeared to not have much interest in the topic
      2. Somewhere between these two
      3. He demonstrated an interest in informing everyone about his topic \*\*\*
2. Content
   1. Did their narrative flow nicely so it was easily understood?
      1. No, it was a jumbled mess
      2. A bit disjointed at times, but overall pretty good
      3. They did a nice job organizing this project. It was mostly clear and concise \*\*\*
      4. Crystal clear clarity and organization
   2. Did they cover the five key terms sufficiently?
      1. They did not cover them all
      2. They covered them all, but poor detail on some or all
      3. They did a nice job covering the five key terms \*\*\*
      4. They provided exceptional detail that help further understanding of the unit.
3. Did their presentation land within the allowable tolerance of 9-10 minutes? Yes No
   1. How far short of 9:00 were they? \_\_\_\_\_\_\_\_\_\_
   2. Did you have to stop them at 10:00? Yes No