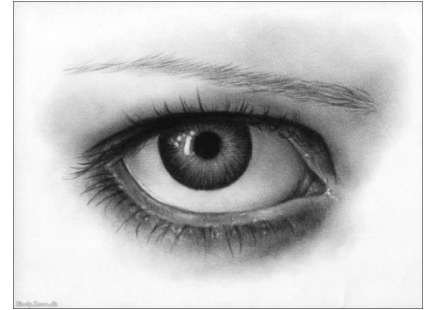


How to do a great presentation

1. **FACE your audience:** Eye contact with each member of the class. Don't just look at the teacher!



2. **Cue Cards...** sure, fine, but what about a sheet of paper on the desk with key words Hands free!

PS: You should share ice cream, BUT DON'T share scripts



3. **Move** your body and your hands. Staying in one spot? No! Move and use the room!

4. POWERPOINT RULES:

- No more than 3 – 4 lines. Bullets are okay!
- Visuals are also very important
- Know the words on your PowerPoint: Place and personal names? Know how to pronounce them: "Sarajevo?" The "J" is silent!
- Don't READ your slides...WE CAN !



5. **Get the Audience involved...How do you do this?**

- Get peers to read slides
- Re enactments
- Game shows...Jeopardy/Kahoots
- Debates

Name: _____



News Report: From World War 2!

Task: Stage 2- World War II (News Report)

Students are to form groups of 3-4, will demonstrate an understanding and give a critical analysis of a pivotal event from World War II in which you as a news reporter witnessed from the front line. The news report must be **presented** on ONE of the following topics:

- News Report describing major events (*ex., spying behind enemy lines at the beer hall putsch, Kristallnacht, Reichstag fire*). Or you can report on *women's efforts on the home front*. Make sure to include details and describe your reaction to the event and how it impacts/ influences the war.
OR
- Newspaper article describing a pivotal battle in which you as a news reporter witnessed (ie. D-Day, Italian Campaign, Battle of Britain, Liberation of the Netherlands). Include details that will describe your reaction to the key battle.

How to do an Effective News Report

1. **Presentation:** The Presentation should be between 7 – 10 minutes
2. **Historical Inquiry:** You must employ at least 2 of the 6 areas of historical thinking concepts effectively in your project.
3. **Include/ think about:** who, what, when, where, & why?
4. Use visuals, PowerPoint presentation etc.
5. Collect relevant evidence from a variety of primary or secondary sources
6. Interpret and Analyse evidence and information
7. Evaluate and draw conclusions
8. Formulate questions, to explore various events.



CHC WWII Presentation: Assessment and Evaluation _The first step in this process will be to assess the student. This will be during the first week of the new unit: **1929 – 1939**. Students will present to the class about the state of prewar Europe. The research will be brief and an article on each country will be given out. Groups will synthesize the article. They may also use their phones for extra information they wish to share. They will have only 15 minutes with their groups and they have to stand up and present based on the presentation rubric for the WWII presentation. Each group will present for 2 to 3 minutes. Therefore, each student will present for approximately 30 sec.

Name:

Criteria					
Grade	Insufficient 0-49%	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge (Importance, and Context)	- Presentation displayed insufficient knowledge and understanding of event.	- Presentation displayed limited knowledge and understanding of event.	- Displayed some understanding of knowledge and event.	- Demonstrates considerable knowledge and understanding of event.	- Demonstrates thorough understanding of knowledge and event.
Thinking/ Inquiry (Critical and creative thinking skills)	- Presentation displayed insufficient employment of critical and creative skills.	- Presentation displayed a limited amount of critical and creative skills with limited effectiveness.	- Presentation displayed some critical and creative skills with some effectiveness.	- Presentation displayed a considerable amount of critical and creative skills with a high degree of effectiveness.	- Presentation displayed a thorough amount of critical and creative skills with an outstanding degree of effectiveness.
Application (Use of Evidence)	-Insufficient use of evidence/ no evidence applied.	- Incorporates limited relevant evidence.	- Incorporates some relevant evidence.	- Incorporates a considerable amount of relevant evidence.	- Incorporates a thorough amount of evidence in a high degree of effectiveness.
Communication (Presentation)	- Presentation lacks any student engagement. Content is unclear and unprepared.	- Presentation lacks student engagement. Content is unclear and very little is prepared.	- Presentation has limited student engagement. Content is adequately clear, with some evidence of preparation.	- Presentation is engaging. Presentation is clear and prepared.	- Presentation is extremely engaging. Delivery of content is clear, and prepared with a high degree of effectiveness.

Comments:

Assessment Mark: _____

Comments:

Evaluation Mark: _____

