**­­IB 20th Century History Final Project Option 1**

For your final project this year you will be taking the knowledge and research skills you have acquired and create a 55 minute lesson for a 10th grade Honors world history class. Your group of 2-4 will be assigned one class period for Mr. Doran or Ms. Maners. The topic covered will be one of the following:

* **Gorbachev:** inherited problems, Glasnost/perestroika and their consequences
* **Eastern Europe 1989 (choose one or two):** Poland, Hungary, East Germany, Czechoslovakia, Romania

Your lesson should not just be a presentation of information. It should be engaging, fun, and include class participation. Remember, you are their teacher that day and are responsible for their learning. The project will include the following:

* **15 points - 2-4 essential questions and corresponding thesis statements** for your topic; basic but very significant. These questions will guide your presentation and the students’ note taking. You should use these questions in combination with a thesis statement throughout your lesson.
  + **DUE: May 23rd**
* **15 points – Lesson Plan** During class your group will meet with Ms. Gregory for approval of a written lesson plan including what you plan to do beyond lecture. You will need to present a rough draft of your power point as well as a word document with your detailed plan (include time estimates and who will lead which sections).
  + **DUE:** **No later than June 3rd**—sign-up sheets for in-class meetings will be posted May 28th.
* **50 points - Lesson** as driven by your questions to a block class. If you attempt to lecture 10th graders for 55 minutes (or even 30 consecutive minutes) with a PowerPoint, they will revolt and your score will suffer. Break up your lesson with discussion, interactive analysis, group activity, or other creative ideas.
  + You are welcome to include a homework assignment to be handed out the day before your presentation. **If you do**, I will need it **2 days** before your presentation in order to prep it for the teacher.
  + **DUE: Send your final PP to Ms. Gregory the day before your lesson.**
* **5 points - Partner Evaluation:** Evaluate your partner’s participation in research, preparation, and actual presenting.
  + **DUE:** the day after you present.

Calendar

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| --- | --- | --- | --- | --- |
| 20 | 21 | 22 | 23  **Questions/Thesis Due** | 24 |
| 27  NO SCHOOL | 28  STATE TESTING SCHEDULE | 29 | 30  STATE TESTING SCHEDULE  Group Meetings | 31  Group Meetings |
| June 3  Group Meetings | 4  STATE TESTING SCHEDULE | 5  PRESENTATIONS | 6  PRESENTATIONS | 7  PRESENTATIONS |

\*\***IF YOU MISS YOUR PRESENTATION DAY** you will be required to complete an alternative written assignment in order to receive a score for your final.

IB History Final Presentation  Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | Exceeds standard (10) | Meets standard (8.5) | Almost meets standard (6.5) | Approaches standard (4) | Does not meet standard (3) |
| **Professional-ism and presentation skills** | Presenter is knowledgeable, clear, comfortable, and energetic.. Presenter has good energy and volume and doesn’t just read notes but engages audience. Is able to answer any questions. | Presenter is knowledgeable and clear and engages the audience. Presenter mostly looks at audience and is mostly loud enough to be heard. Presenter understands the content enough to teach it but struggles with new questions. | Presenter somewhat understands topic and attempts to engage the audience. Presenter looks down a lot and cannot project well. Presenter has notes but does not understand the material well enough to teach it. | Presenter barely understands topic and does not convey information well, possibly using entertainment to cover up deficiency. Presenter does not engage the audience on the topic, does not project voice, and cannot teach the material. | Presenters are clearly unprepared, do not have classroom involvement, and just present basic information. |
| **Content** | Information shows excellent depth of research.  Information is very accurate, clear, relevant and easy for the audience to understand. All major topics are covered with appropriate detail. | Information shows good depth of research.  Information is accurate and clear but may be dry or hard to follow. There may be too much info for the listener to digest. | Information shows good research.  Information is mostly accurate and relatively clear, though there may be a misunderstanding or two. Not enough information presented to cover main topics. | Information has inaccuracies from poor sources. Volume of information difficult for the listener to learn from.  ***May remove 1-4 points for disconnection from topic questions.*** | Information is largely inaccurate and random or extremely hard to follow.   Misses important points entirely. |
| **Class Involvement** | Class activity engages all students. Supports and enhances lesson and provides opportunity for further learning. Involve students during content with questions and efficient note taking. | Engages all students. Supports lesson but may not further learning. Run well but perhaps slightly unorganized. Asks some questions during lesson but mostly presents. | Mostly engages class. Connects to lesson but is more for fun. May lack organization or preparations. Not much involvement during lesson or lacks efficient note taking time. | Lacks connection and is mostly fluff. Does not easily involve entire class. Lacks planning and organization.  Little to no involvement during lesson or unclear note time. | Activity is either nonexistent, completely unorganized or lacks connection to content. No involvement of students during lesson. |
| **Visual Aids** | Slides have good information but are not overloaded. Other visuals are present and enhance lesson appropriately. | Slides ***perhaps*** are overloaded but have good information. Other visuals are present but are either minimal or mostly for fun. | Slides have either too much or too little information without clarification from presenter. Visuals are few.. | Slides lack sufficient information. ***Visuals are nonexistent,*** do not apply, or are not explained. | ***Visuals are not used*** or do not enhance lesson at all. |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/40 Total from presentation rubric

\_\_\_\_\_\_\_/5 All group members equally participate

\_\_\_\_\_\_\_/5 Timing (50-55 min) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_/50 Total**