**Objective:** The goal of this assignment is to deepen your skills of researching a topic/issue, taking a stand on the issue, expressing it in a presentation of your choice, supporting it in a way that is for a specific audience, communicating a strong sense of audience awareness, and using scholarly sources to support the presentation.

**Task**

1. **Choose a topic from Goal 8 – topic should have more than one perspective, this will make it easier to create your argument (or any modern history that interests you and get it approved).** ***Due Monday April 29***
	1. Submit through google classroom
	2. Mrs. Anderson must *approve* your topic*.*
	3. You must include the topic and the country or countries you will focus on (You cannot use the U.S. as your only country since this is world history)
	4. It will be first come first serve for approval – duplicates will be denied.
2. **Write an essential question and objective. *Due Thursday May 2***
	1. Submit through google classroom
	2. You will need to come up with an essential question (what question are you answering through research) and an objective to teach your classmates (what do you want your peers to learn or understand? You can use goal 8 wording to help you).
	3. Mrs. Anderson must approve your essential question and objective.
3. **Research your topic**
	1. Use different media such as the Internet, scholarly articles, books, etc.
	2. You will have to *read* at least 4 resources thoroughly.
	3. Use a minimum of 4 sources.
	4. You may come see me before/after school for help and printing.
4. **Write your introduction paragraph that includes an attention grabber and thesis**. ***Due Tuesday May 7***
	1. You will clearly state the purpose of the presentation topic you’ve chosen. Your research will help you understand the topic and since it will be controversial/argumentative you will need to provide a clear understanding of each side.
	2. *Sign up for your presentation date using sign up genius at 8pm*
5. **Construct an outline of your presentation.** ***Due Friday May 10***
	1. This should be a clear order of the main points you will use to meet your objective in the presentation*.* This is required to be *typed using the template* on my website, you can use the printed copy as a rough draft.
	2. Remember that you are teaching the class and you will want to provide background information for your peers.
	3. Claims: What argument are you making? Evidence: What can you use to support that point?
6. **Prepare a visual presentation for class.** This can be a poster, powerpoint, google slides, prezi, imovie, video, ect.
	1. Class sign ups will Tuesday May 7th online, I will send out the link through remind and post it to my website, it will be a first come first serve basis.
	2. The outline will help guide your thinking in creating the presentation.
	3. *Presentation should NOT be a copy of your outline.*
	4. *Presentations will be May 20-June 3*

**Project Guidelines**

* All parts except the presentation should be typed and submitted through google classroom. Use the template provided for the outline, it should be detailed and clear.
* Must include a **title** for your project
* Must include a **works cited page** – resources can be found on my website for assistance with this
* Must include at least 2 **visual aids** in your class presentation
* You should not write/present in 1st person or 2nd person voice. (Avoid pronouns)

**Ideas for Topics from Goal 8**

* Spanish American War
* WWI
* WWII
* Vietnam War
* Persian Gulf War
* Syrian Civil War
* Berlin Blockade
* Korean War
* Cuban Missile Crisis
* Hungarian Revolt
* OPEC Oil Crisis
* Iranian Revolt
* 9/11
* Terrorism/Terrorist groups
* Armenian Genocide
* Apartheid
* Darfur
* My Lai Massacre
* Genocide
* Deforestation
* Ozone depletion
* Habitat destruction
* Urbanization
* Industrialization
* Global Warming
* Weapons of Mass Destruction
* Modern Technology
* Social Media

These topics have been taken directly from Goal 8 in the NC World History Standards. You may chose from the list above OR pick any modern history issue of your interest. No matter what topic you choose, you must provide the country or countries of focus when submitting your topic choice. *Example: Weapons of Mass Destruction with a focus on North Korea.* These topics are the “big ideas” and you will have to narrow it down to something more specific that can be **argued**. *Example essential question that is argumentative: Should North Korea be allowed to have weapons of mass destruction?* Through research and viewing multiple perspectives the presentation will be able to provide peers with different views about the topic and the arguments.

**North Carolina Essential Standards- Goal 8**

**WH.H.8.1** Evaluate *global wars* in terms of how they *challenged political and economic power* structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).

**WH.H.8.2** Explain how *international crisis* has impacted *international politics* (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “911”, terrorism, etc.).

**WH.H.8.3** Analyze the *“new” balance of power* and the search for peace and stability in terms of how each has *influenced global interactions* since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, Global Achievements and Innovations).

**WH.H.8.4** Analyze *scientific, technological and medical innovations* of postwar decades in terms of their *impact on systems of production, global trade and standards of living* (e.g., satellites, computers, social networks, information highway).

**WH.H.8.5** Explain how *population growth, urbanization, industrialization, warfare and the global market economy* have contributed to *changes in the environment* (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).

**WH.H.8.6** Explain how *liberal democracy, private enterprise and human rights movements* have *reshaped political, economic and social life* in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).

**WH.H.8.7** Explain why terrorist groups and movements have proliferated (thrived) and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

**Project Outline – Due Friday May 10, 2017**

*The outline must be typed and submitted through google classroom by Friday May 10th.*

*Use this copy as a rough draft for the other parts of the project.*

**Topic:**

**Essential Question(s):**

**Objective:**

**Crucial Background information:**

**Introduction Paragraph (4-6 sentences)**

**Attention Grabber** (anecdote, a famous quote, or general facts about propriety)

**Thesis** (claim and reason): Focuses on the main ideas and should present the topic and the position you will focus on in the presentation. This is an introduction and it will provide a brief overview of what information you will be sharing.

**Claim #1**

**Claim*:***Begin with a topic sentence that supports your thesis statement.

**Evidence to support claim*:***

**Claim #2**

**Claim*:***Begin with a topic sentence that supports your thesis statement.

**Evidence to support claim*:***

**Claim #3 (optional, but may be necessary)**

**Claim*:***Begin with a topic sentence that supports your thesis statement.

**Evidence to support claim*:***

**Claim #4 (optional, but may be necessary)**

**Claim*:***Begin with a topic sentence that supports your thesis statement.

**Evidence to support claim*:***

**Conclusion** End with a conclusion that suggests the larger importance of this issue, and why your audience should support the topic and argument you’ve provided. Create a final statement that is powerful and memorable.

**Scoring Rubric**

**Task**

1. **Choose an argumentative or controversial topic from Goal 8 (or any modern history that interest you).**
* *10 points*
1. **Write an essential *question* and *objective*.**
* *20 points*
1. **Research your topic**
2. **Write introduction paragraph you will use in your presentation**.
* *40 points*
1. **Construct an outline of your presentation using the template and including all of the above information- typed.**
* *50 points*
1. **Prepare a visual presentation for class.**
* *Points will include how well research is presented to the class, citations, title, visuals, preparedness, voice volume, and overall argument of the topic.*
* *80 points*

***Total of 200 points for major assessment***

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|  | **ADVANCED / 10-8** | **PROFICIENT / 7-6** | **BASIC / 5-3** | **PRE-BASIC / 2-0** |
| **Opening to presentation (intro paragraph)** | You prepared an opening statement ahead of time (intro paragraph). The statement was clear, concise and emotionally moving or intriguing. | You prepared an opening statement (intro paragraph) in advance and read it from your notes/presentation. The statement was clear and concise. | You prepared an opening statement (intro paragraph) in advance but stumbled over it. The statement was clear, but a bit too long/short. | You did not prepare an opening statement (intro paragraph) in advance. |
| **Argument** | You included a title and explicitly delivered a clear argument. | You included a title and provided a clear argument. | You included a title but did not provide the argument OR you did not include a title but you provided the argument. | You did not include a title or the argument. |
| **Voice/Eye Contact** | Your voice was just right for the classroom—not too loud or too soft. Every word was heard. You didn’t mumble or blur words together. You had eye contact to engage with your audience. | Your voice was just right for the classroom. A couple of words were mumbled or blurred together. You had eye contact sometimes to engage with your audience. | You spoke a bit too softly or too loudly. Several times, your words were not clear. You had little eye contact to engage with your audience.  | The audience had a hard time hearing you. Many words were not understandable because of mumbling. You had little to no eye contact with your audience.  |
| **Main arguments/points** | You included 2 or more well developed arguments with clear supporting details based on the research. | You included 2 developed arguments with supporting details based on the research. | You included 1 argument with supporting details based on the research. | You included arguments based purely on your opinion. |
| **Use of sources/Citations** | Sources were used and smoothly integrated into you’re your presentation. Used at least 5 reliable sources and cited correctly. | Sources were used but presented in a choppy manner. Used 5 or 4 reliable sources and cited them correctly. | Sources were used but were difficult to understand. Used 3 reliable sources and cited most of them correctly. | Sources were used but not properly. Used 2 or less reliable sources and cited some of them correctly or not at all. |
| **Speed** | You were not too fast or too slow. You varied your speed—faster for exciting parts, slower to add emphasis. You used pauses to let main points sink in with the audience. | You were not too fast or too slow. Your presentation had one speed. You didn’t use pauses effectively. | You spoke a little too fast or too slow. | You spoke way too fast/way too slow. There was no change of pace. |
| **Visual presentation** | Presentation is visually appealing, easy to read, and includes at least 2 visuals (photos, graphs, primary sources)  | Presentation is visually interesting, pretty easy to read, and includes at least 2 visuals (photos, graphs, primary sources) | Presentation is acceptable, difficult to ready, and includes only 1 image (photos, graphs, primary sources) | Presentation is lacking requirements of including 2 images and not visually appealing. |
| **Conclusion** | The conclusion is strong and leaves the audience understanding your position. Leaves a strong impact on the audience. | The conclusion is average and leaves the audience understanding your position.  | The conclusion is weak and leaves the audience understanding your position. | There is not a conclusion and the audience is unclear about your position. |

TOTAL SCORE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ out of 80

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| --- | --- | --- | --- | --- |
|  | **ADVANCED / 10-8** | **PROFICIENT / 7-6** | **BASIC / 5-3** | **PRE-BASIC / 2-0** |

*Evaluator’s Comments*

Notes My favorite parts