

## Assignment

Your assignment is to work collaboratively to investigate the historical, cultural, social, or geographical *context* of the novel *To Kill a Mockingbird*. You will make an oral presentation of your findings, with audio or visual support, and you will prepare a notetaking handout for your audience to use.

## Planning

1. Review your work on the skills and knowledge required of the investigation and presentation in order to identify key expectations for your presentation. Review your group proposal and, if necessary, revise how you will share the responsibilities of the investigation and presentation.

## Drafting and Creating

2. Draft your presentation outline or script covering the following:
  - ▶ Thesis regarding the significance of your topic and its importance in the historical, social, cultural, or geographical context of the 1930s or the 1960s.
  - ▶ Key questions that will guide the structure of your presentation
  - ▶ Transitions to link your points together.

Place your information on 3 x 5 note cards. Include the following with your outline:

- ▶ Audio-visual resources you will use and their placement in the presentation
  - ▶ A speaking plan for who will cover what during the presentation
3. Decide on an interactive way to present your research to the class (e.g., digital slides, a Web page, online blog, tri-fold presentation board). Update your group proposal to include a plan of what you will do in your presentation and the materials you need to be successful. If you create PowerPoint slides, consult a style manual such as that published by The Modern Language Association to help you format your presentation.
  4. Finalize a one-page graphic organizer handout of questions for your classmates to use to take notes on your presentation. The title of your organizer may be your guiding question. Choose a few other questions designed to help listeners identify information relevant to that question.

## Rehearsal and Performance

5. Review the guidelines for effective public speaking that you generated in Unit 1 and your self-evaluation as a speaker from Unit 4. Using these, determine your goals for improvement. Refine each group member's roles and responsibilities.
6. Plan the oral components of your presentation, and rehearse. Consult the Scoring Guide for specific criteria, and use peer feedback to refine your presentation.
7. Deliver your presentation to your class.

## Presentation Follow-up

As you read and study *To Kill A Mockingbird*, take notes on how your topic (or another that interests you more) surfaces in the novel. Record both textual evidence and personal commentary. After you have finished the novel, you will connect the information you have presented to your understanding of the novel.

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 **TECHNOLOGY TIP** If you have the appropriate resources, consider recording your rehearsals for use in reviewing your performance. You may also want to record your notes and commentary for later use.

**SCORING GUIDE**

<b>Scoring Criteria</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Emerging</b>
<b>Presentation: Analysis of the Subject</b>	The presentation is thoughtfully and effectively organized. It demonstrates a comprehensive understanding of significant aspects of the topic and its relevance to the novel.	The presentation is organized and displays a solid understanding of the topic. The connection between the topic and the novel as a whole is clear to the audience.	The presentation is somewhat organized. The information presented demonstrates a limited understanding of the topic and fails to make any connection to the novel as a whole.
<b>Presentation: Use of Media</b>	The presentation skillfully uses a variety of audio/visual resources to keep the audience engaged. The audio/visual selections are thoughtfully chosen and demonstrate critical thinking.	The presentation uses some audio/visual components to engage the audience. The selections are relevant and creative and serve the purpose of the presentation.	The presentation may or may not contain audio/visual components to supplement the information. The materials chosen are not relevant or are distracting and fail to serve the group's purpose.
<b>Presentation: Oral Delivery</b>	The presenters demonstrate effective oral communication skills. Each group member participates equally. The presentation actively engages audience members. It is well-planned and successfully coordinated.	The presenters display adequate oral communication skills. All members participate, but the balance may be unequal. The presentation is engaging. Adequate collaboration is evident.	The presenters lack adequate oral communication skills. Some group members participate little or not at all. The presentation lacks energy and enthusiasm and is unengaging.
<b>Audience Guide</b>	The graphic organizer is clearly organized with thoughtful questions to focus the information for viewers. The layout skillfully provides space for recording information and reflecting on its importance. It contains no errors.	The graphic organizer is adequately organized with questions to help focus information for viewers. The layout provides space for recording information and reflecting on its importance. It contains no errors.	The graphic organizer lacks clear organization or may confuse viewers. The layout is inadequate for following and recording information, or it provides no space for reflection. It may contain errors.
<b>Additional Criteria</b>			

Comments: