"Handout on Group Presentation for
Research Project on <u>To Kill a Mockingbird</u>"

<u>Length of Project</u> (approx.)—four days
<u>Purpose</u>:

These group presentations will be providing a backdrop for the novel, *To Kill a Mockingbird*: meaning that the information presented will help us understand the issues and events that arise throughout the novel.

In groups of four, students will study and research one topic related to *To Kill A Mockingbird*. There will be three different jobs for all students in the group. It is important that the groups work together towards the goal of presenting a thorough and organized project.

The following jobs will be:
1.<u>**Visual Aids**</u>:

<u>---</u>There **must be Google Slides developed containing visuals of all topics discussed**.

*Each picture on the slides should present **bulleted details**—an explanation of the picture that coincides with the content the student is presenting.

2. <u>**Researching/Reporting**</u>

<u>***Each***</u> student will gather data from library and internet resources related to their topic. Focus on important people during the time period (e.g. Fannie Lou Hamer was a powerful force during the Voting Rights Act).

<u>*</u>Discuss major events that helped shape the outcome of your topic (e.g. The "New Deal" was a major influence in helping to solve some of the instabilities during the Great Depression.).

<u>*</u>Students will take notes from the information they gather. <u>**Write down where the information was found (bibliography**</u>). There must be a list of resources used during the gathering of research. The project requires at least **four sources** (choose from online encyclopedias, internet, and Gale resource). There can certainly be more than one item for each type of resource; however<u>, remember, whichever is used, all research must be documented for the bibliography.</u>

3. <u>**Recording:**</u>

<u>*</u>This is an extremely important job (not that the other jobs are not important).

<u>*</u>All research needs to be organized and rewritten (**in the student's own words**)—from the information they gathered during the research process; it must be organized and coherent **on note cards and during delivery**.

<u>*</u>The **source** <u>(where you found the information during the research process) for every piece of information should be placed on the index cards.</u> Each student should provide their own **bibliography**, which contains the sources for the research they used for their portion of the presentation.

<div align="center">**Presentation Requirements**</div>

A note of importance about participation:
It is important that everyone participates, which means being in class and doing your work. Everyone **must be in class** the day of presentations. If for any reason you cannot be in class the day of presentations, **you must inform me of this immediately**; therefore, I can schedule your group for another day. If you do not show up on the day of presentations without warning me, **you and your group will lose points**, plus you will still have to present. **Do not forget any materials**, including note cards, bibliography, and visual aids. If any materials are missing the day of the presentations, **the group will lose points** (no matter whose fault it is).

Length of Presentation should not be more than seven minutes, but no less than five minutes (unless only 3 in the group). Make sure that there is enough material to fill the time frame. If the time is not being reached in practice, then there must not be enough information. **Time to gather more! Remember: Everyone in the group is presenting something. Researchers are reporting their findings. Visual Aids/Material Manager is presenting his/her poster with captions.**

Individual grades and group grades will be provided for each student. **Individual grades will be based upon** individual contributions to group presentation. **Group grades will be based upon** the collaboration in the group and the participation of each member.

> **Rubric for Presentation:**
> ***Visual Aid (Google Slides)**
> ***Note cards with sources for information (bibliography)**
> ***Notes on Research**
> ***Presentation itself**
>
> > **--knowledge of subject**
> > **--preparation (good use of class time)**
> > **--organization of presentation (know what you are   doing)**
> > **--time frame (5-7 minutes)**
> > **--eye contact with classmates**
> > **--projection (clear and loud speech)**
> > **--good stance**
> > **--do not chew gum or fiddle with anything**

Time Line

Day One:
     Collect all research, Visual Aids person begins brain storming ideas for poster board.

Day Two:
     Organize and begin to plan out presentation. Researchers should begin rewriting research into their own words onto note cards.

Day Three:
     Final touches. Polish off presentation. **Then Practice, Practice, Practice!!!!!!!**

Day Four:
               The Presentations!!!