

## Audience Engagement Assignment

Expectations for the presentation assignment go beyond merely presenting. Students are expected to be respectful and engaged during their classmates' presentations as well. Each student will be expected to turn in the following at the end of the unit's presentations.

During each presentation students will be expected to take Cornell-style notes with their paper divided into two vertical columns. In the right column students will take notes on what is happening in the presentation. Students should be recording key people, places, events, and ideas from the presentation. In the left column the students will be writing down questions that they have in response to the presentation. These questions fall into two categories. The first category is questions about content. These are questions about information that the student may not understand in part or in whole. For example "What is direct democracy?". The second category is critical thinking questions. These are questions that attempt to draw conclusions about the information. For example "Is direct democracy a better form of government than representative democracy?". If these questions occur to the student during the presentation, they can certainly be written down in real time. Time will be provided after each presentation for students to think about and record their questions. Students must have a minimum of five questions written for each presentation with at least one question coming from the second category. Questions should be physically located across from the notes that inspired the question. See examples provided by the instructor.

After each presentation students will be asked to reflect on two other topics about that presentation and record their thoughts. The first topic is the quality of the presentation they just experienced. What worked? What were the best parts of the presentation? What do they want to incorporate into their next presentation? What didn't work? What do they want to avoid in their next presentation? The second item for reflection is how this topic fits into the theme of the unit. How does it connect to other presentations from this unit? What conclusions can we draw as historians about this theme?

These notes and reflections will be collected at the end of the unit and be worth 5 points per presentation in that unit. So if there are 8 presentations, student engagement work will be worth 35 points (you don't take notes on your own presentation).