

CHAPTER SPICE PRESENTATION PROJECT

ASSIGNMENT: Your team is to read, take notes, discuss, and break down your assigned chapter into its primary SPICE components. You are then to create an educational presentation using Powerpoint, Prezi, or other media. You will present your project to your class; you will be expected to answer questions from your chapter and to relate your knowledge to other periods and regions of history we have previously studied. You will be graded by the Instructor as well as your classmates according to the presentation rubric attached to this assignment.

The following **MUST** be integrated into your presentation:

1. Region

- Identify the Region according to the WHAP map
- Identify the countries, empires, or states in your region
- Use a map to show the location of the Region and States you will be discussing.

2. Vocabulary

- List and define the essential vocabulary from your Chapter

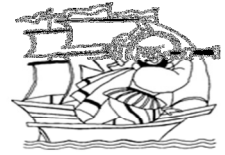
3. SPICE:

- Use **FACTS** from the chapter to clearly identify and explain the important aspects of each theme
- Use creative art, maps, illustrations, or animations to help clarify your points
- Explain similarities and differences between your states and regions and previously studied areas
- Be sure to answer the End of Chapter Questions for your classmates in the material in your presentation.
- Answer the Fundamental Question:

HOW DOES THIS REGION FIT IN WITH THE THEMES WE HAVE IDENTIFIED WITH THE MIDDLE AGES?

BE APPROPRIATE IN YOUR DISCUSSION AND DESIGN.

MOST OF ALL BE CLEAR, CREATIVE, AND CORRECT!



World History AP (WHAP)

Names: _____

Period: _____

Date of Presentation: _____

Chapter: _____

	Criteria				Points
	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	—
Visuals	Student used no visuals.	Student occasional used visuals that rarely support text and presentation.	Visuals related to text and presentation.	Student used visuals to reinforce screen text and presentation.	—
Mechanics	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	—
				Total-->	—

Comments: