

Presenting a Literary Movement: The Harlem Renaissance

My Notes

Assignment

Your assignment is to work in pairs or a small group to create an interactive multimedia research presentation about a topic related to the Harlem Renaissance. This presentation to your classmates should include a variety of media and must also include an annotated bibliography. Your presentation should focus on some aspect of the era that represents the values and ideas of the Harlem Renaissance, such as historical context, philosophy and beliefs, the arts, or daily life.

Planning: Make a plan to conduct research to gather relevant and engaging resources.

- Is the research that you have done sufficient for your presentation? What questions still need to be answered?
- Which types of media will you use to present your research (e.g., trifold display, mock-up of social networking page, presentation slide, online blog, video, or performance)?
- How will you divide the tasks that remain? Consider both the preparation and the delivery of each section of your group's presentation.
- What resource will you provide your audience so they can take notes that emphasize the main idea and the evidence of your presentation?

Drafting: Be sure you organize and showcase a variety of multimedia.

- How will you ensure that your presentation has an engaging introduction and a reflective conclusion?
- How can group members who are working on separate elements check in to make sure you avoid repetition and redundancy of ideas?
- How can you take advantage of the different media types you are using so that the presentation is engaging to the audience?

Evaluating and Revising: Create time to review and reflect upon and revise drafts.

- Do all of your details and commentary support your thesis?
- Do you provide transitions that allow a smooth transition from one element to the next?
- Are all sources correctly referenced and/or cited?

Rehearsal and Presentation: Take time to rehearse so the presentation moves smoothly and creates clear connections for the listeners.

- How can you use the speaking and performing guidelines from Unit 2 as a resource?
- How can group members provide each other with helpful and constructive feedback?
- How can you use the Scoring Guide as a resource before the final presentation?

Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this assignment, and respond to the following:

This assessment required incorporating multiple media types into one coherent presentation. How was that task challenging, and what advantages did it bring over a presentation that uses one media type?

SCORING GUIDE

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The presentation</p> <ul style="list-style-type: none"> provides an extensive, well-researched response to the topic includes substantial support for the ideas presented about the subject includes interaction by providing an appropriate note-taking tool for the audience. 	<p>The presentation</p> <ul style="list-style-type: none"> provides a researched response to the topic provides adequate support for the ideas presented about the subject includes interaction by providing a note-taking tool for the audience. 	<p>The presentation</p> <ul style="list-style-type: none"> attempts to respond to the topic with research, but has a weak or uneven focus provides partial support for the ideas presented about the subject provides a note-taking tool for the audience, but does not use it. 	<p>The presentation</p> <ul style="list-style-type: none"> does not address all aspects of the topic provides inadequate support for the ideas presented about the subject does not provide a note-taking tool for the audience.
Structure	<p>The presentation</p> <ul style="list-style-type: none"> provides an engaging thesis and sophisticated context uses appropriate and effective transitional devices to move from one point to the next concludes with an in-depth reflection that brings closure includes a complete annotated bibliography with correct citations, summaries, and source evaluations. 	<p>The presentation</p> <ul style="list-style-type: none"> introduces the topic, contains a thesis, and sets the context uses transitional devices to move the reader from one point to the next concludes with an adequate reflection and brings closure includes an annotated bibliography with citations, summaries, and source evaluations. 	<p>The presentation</p> <ul style="list-style-type: none"> introduces the topic, contains a thesis, and attempts to set the context attempts to use transitional devices to move the reader, with uneven results concludes with some reflection and attempts to bring closure includes an incomplete annotated bibliography. 	<p>The presentation</p> <ul style="list-style-type: none"> does not appropriately introduce the topic, contains an unclear thesis, and/or does not adequately explain the context does not use transitions does not provide sufficient reflection and/or bring closure lacks an annotated bibliography with citations, summaries, and source evaluations.
Use of Language	<p>The presentation</p> <ul style="list-style-type: none"> effectively addresses the intended audience seamlessly integrates research shows a command of grammar, punctuation, and conventions. 	<p>The presentation</p> <ul style="list-style-type: none"> accurately addresses the intended audience clearly integrates research shows an appropriate use of conventions; some minor errors are evident. 	<p>The presentation</p> <ul style="list-style-type: none"> does little to address the intended audience attempts to integrate research contains errors in conventions, many of which interfere with meaning. 	<p>The presentation</p> <ul style="list-style-type: none"> does not address the intended audience contains very little integration of research contains extensive errors in grammar, punctuation, and conventions.