Overview

For your 2nd Semester outside reading over a commonly-banned book, you will give a presentation to the class describing your book and its history of censorship. The purpose of this presentation is twofold: it will help to prepare you for future presentations in high school and beyond, and it will serve as a platform for your classmates to hear more about various books.

Assignment

- There are 3 categories you will be graded on during class presentation days:
  1. Topic / Content (200 points)
  2. Speaking / Presentation Skills (100 points)
  3. Visual Appeal (100 points)

See the rubric on the back for specific grading standards.

- The subjects you should address in your presentation are as follows:
  o Book title and author
  o Plot summary of book with part / moment you found most interesting; include at least 1 example to support this
  o Author’s overall style; 2 examples of literary devices and their purposes in the book must support this
  o Theme statement from book; 2 examples from book must show this theme’s development
  o Why book has traditionally been banned in schools and your justification of whether it should be banned; include at least 1 example to support this
  o Full MLA citations of your book and any other outside resources you used
  o ALL subjects addressed within presentation must include evidence from the book with quotations and internal citations!

- In addition to presenting, we will practice active listening, where you practice the following:
  o Being an active participant by asking a fellow classmate at least 1 higher-level question which promotes analytical discussion
  o Answering follow-up questions on a provided worksheet
  o Being respectful and engaged for the entirety of presentations

Due Dates:

- Fri., February 16th, Thurs., February 22nd, Thurs., March 1st: Banned book presentation work time (in class)
- Tues. March 6th: Written Work Due
- Thurs., March 8th and Fri., March 9th: Banned book presentations, moving backwards alphabetically through the class roster. (in class, 5-10 minutes)
<table>
<thead>
<tr>
<th>Topic/Content (X2)</th>
<th>100-90</th>
<th>80</th>
<th>70</th>
<th>60</th>
<th>50</th>
<th>40-0</th>
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<td>Speaking / Presentation Skills</td>
<td>-Student fully addresses the book summary and interest, author’s style, theme, and the book’s banned history. -All claims are supported with evidence from the book with quotations and page numbers. -Knowledge of the chosen book is clearly evidenced throughout entire presentation.</td>
<td>-Student addresses the book summary and interest, author’s style, theme, and the book’s banned history. -Most claims are supported with evidence from the book with quotations and page numbers. -Knowledge of the chosen book is evidenced throughout entire presentation.</td>
<td>-Student addresses the book summary and interest, author’s style, theme, and the book’s banned history, but there may be a few lapses in accuracy or support. -Some claims are supported with evidence from the book with quotations and page numbers. -Knowledge of the chosen book is evidenced within the presentation.</td>
<td>-Student addresses the book summary and interest, author’s style, theme, and the book’s banned history, but there are several lapses in accuracy or support or a few overgeneralizations. -Only around half of the claims are supported with evidence from the book with quotations and page numbers. -Knowledge of the chosen book is evidenced within the presentation.</td>
<td>-Student only addresses 1-2 of the required topics. May contain several inaccuracies or overgeneralizations. -Evidence is lacking throughout presentation. -It is too difficult to assess the student’s knowledge of this book due to lack of evidence or detail.</td>
<td>Student did not present or presentation is so minimal that it cannot be assessed.</td>
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<td>Visual Appeal</td>
<td>-Student is completely prepared and has obviously rehearsed. Slide timing is exceptional. -Student thoroughly explains text on the slide rather than just reading it. -Student maintains appropriate eye contact. -Student projects a clear, audible voice.</td>
<td>-Student seems prepared but might have needed additional rehearsal. Slide timing is mostly sequenced but may have 1 lapse. -Student explains text on the slide rather than just reading it a majority of the time. -Student usually maintains appropriate eye contact. -Student’s voice may have occasional lapses in clarity/audibility.</td>
<td>-Student is somewhat prepared, but it is clear that rehearsal was lacking. Slide timing is not sequenced and has more than 2 lapses. -Student sometimes explains text on the slide rather than just reading it. -Student usually does not maintain appropriate eye contact. -Student’s voice may have lapses in clarity/audibility.</td>
<td>-Student seems minimally prepared to present. Slide timing is not sequenced and has more than 5 lapses. -Student reads text off of the slide a majority of the time. -Student attempts eye contact and a clear/audible voice but does not achieve these.</td>
<td>-Student does not seem at all prepared to present. Slide timing is not sequenced and has more than 5 lapses OR slide timing is not present. -Student reads text off of the slide for the entirety of the presentation. -Student’s lack of eye contact and voice creates a distraction from the presentation.</td>
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Name: ______________________  Hour: _____________

Banned Book Ignite Talk

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<td>Visual Appeal</td>
<td>-Presentation font and style are conducive to the audience’s understanding. -Presentation uses visuals in creative ways to enhance meaning. -Presentation controls a wide range of the elements of effective writing / MLA but is not necessarily flawless. -Timing bars are not present on slides.</td>
<td>-Presentation font and style are mostly conducive to the audience’s understanding but may have 1-2 distractions. -Presentation has attractive formatting and well-organized graphics. -Presentation may contain lapses in word choice / sentence structure / MLA, but generally the writing is clear and it usually conveys the student’s ideas. -Timing bars are not present on slides.</td>
<td>-Presentation font and style are somewhat distracting/confusing to the audience’s understanding but may have some distractions. -The presentation has well-organized graphics. -Presentation contains some distracting errors in grammar / mechanics / MLA which detract from the overall stance and quality of the entries. -Timing bars are not present on slides.</td>
<td>-Presentation font and style are entirely distracting/confusing to the audience’s understanding. -The presentation’s formatting and organization of graphics are confusing to the audience. -There are many distracting errors in grammar / mechanics / MLA which detract from the overall stance and quality of the entries. -Timing bars are present on slides.</td>
<td>-Presentation font and style are mostly text and not many graphics. -Writing is attempted, but distracting errors in grammar / mechanics / MLA are so prevalent that the overall stance and quality of the entries is unclear. -Slide timing is not present at all.</td>
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Banned Book Presentation Progress Sheet

For your presentation, you need to have the answers to the following topics and questions. Use this sheet to keep up with your progress and to use to put together your presentation.

- The subjects you should address in your presentation are as follows:
  - Book title and author (If a series, list all titles that you read/were challenged or banned.)
  - Plot summary of book with part / moment you found most interesting; include at least 1 example to support this
  - Author’s overall style; 2 examples of literary devices and their purposes in the book must support this
Theme statement from book; 2 examples from book must show this theme’s development—in other words, what is the overall meaning or message of the book?

Why the book has traditionally been banned in schools and your justification of whether it should be banned; include at least 1 example to support this. You need to do some research over the place where your book has been challenged or banned and all of the circumstances surrounding the reasons it made the Banned Book List.

Full MLA citations of your book and any other outside resources you used

All subjects addressed within presentation must include evidence from the book with quotations and internal citations!