

“Press Conference”

Overview

Each team is assigned an important person from the history we’re studying. One team member plays the role of the historical person, the other plays his/her “aide”. On your team’s turn, you play the role of a leader doing a press conference. After a short speech and introduction from the aide, the person will answer questions from the “press corps”, played by the rest of the class.

Preparation

The “aide” writes the introduction and writes questions (3-5 is plenty) for the press corps to ask the historical person on index cards. The best questions relate to the historical importance of the person.

The historical person writes the speech and prepares to answer the questions the aide writes. The historical person will have to answer these questions without notes during the press conference.

Use your notes and textbook to incorporate a substantial amount of historical fact, setting, description.

Performance

On your team’s turn, the aide quickly passes the questions out to the class. The aide then gives a brief introduction. The historical person gives his/her little speech (45 seconds is plenty). The press corps asks the questions and the historical person, who answers.

Rubric

Unless otherwise requested, the team members will receive the same grade.

	4	3	2	1
Performance	Students were clear, audible; spoke with sufficient volume and at appropriate speed.	Students were somewhat clear, audible, etc...	Students were almost never clear, audible, etc...	Students were not clear, audible, etc...
Questions and introduction	Reflected relevant and significant historical details associated with the historical person.	Reflected some relevant and significant historical details...	Reflected little relevant and significant historical details...	Reflected no relevant and significant historical details...
Speech	Reflected relevant and significant historical details associated with the historical person.	Reflected some relevant and significant historical details...	Reflected little relevant and significant historical details...	Reflected no relevant and significant historical details...



Name _____

Date _____

Class _____

Name _____

	4	3	2	1
Performance	Students were clear, audible; spoke with sufficient volume and at appropriate speed.	Students were somewhat clear, audible, etc...	Students were almost never clear, audible, etc...	Students were not clear, audible, etc...
Questions and introduction	Reflected relevant and significant historical details associated with the historical person.	Reflected some relevant and significant historical details....	Reflected little relevant and significant historical details...	Reflected no relevant and significant historical details...
Speech	Reflected relevant and significant historical details associated with the historical person.	Reflected some relevant and significant historical details....	Reflected little relevant and significant historical details...	Reflected no relevant and significant historical details...



Name _____

Date _____

Class _____

Name _____

	4	3	2	1
Performance	Students were clear, audible; spoke with sufficient volume and at appropriate speed.	Students were somewhat clear, audible, etc...	Students were almost never clear, audible, etc...	Students were not clear, audible, etc...
Questions and introduction	Reflected relevant and significant historical details associated with the historical person.	Reflected some relevant and significant historical details....	Reflected little relevant and significant historical details...	Reflected no relevant and significant historical details...
Speech	Reflected relevant and significant historical details associated with the historical person.	Reflected some relevant and significant historical details....	Reflected little relevant and significant historical details...	Reflected no relevant and significant historical details...