

LITTLE BIG HISTORY OF AN ELEMENT

Purpose

This activity is a continuation of the previous activity, *Grading Silver Supernova*. This time, students will work on their own to further their understanding of the Big History Presentation Rubric. Understanding the importance of narrative in explaining complex ideas is often a challenge for students. The H2 *Big History* program helps to highlight this point, even if it is sometimes a little too focused on narrative and not enough on important concepts.

Process

In this activity, students will choose one of three episodes of H2's *Big History*.

- H2O
- Gold Fever
- The Superpower of Salt

Again, using the Big History Presentation Rubric, students will review the episode they've chosen. Students will need to take specific notes explaining what the episode did and did not do well in the categories of "Explanation of Ideas and Information" and "Organization."

Once students have completed their reviews, perhaps the next day, they should meet in small groups of three or four to discuss the episode. After about 5 to 10 minutes, each group should report their findings to the rest of the class.



LITTLE BIG HISTORY OF AN ELEMENT

Purpose

This activity is a continuation of the previous activity, *Grading Silver Supernova*. This time, you'll work on your own to get a better understanding of the Big History Presentation Rubric. Notice how each episode of H2's *Big History* doesn't just rattle off facts; it relates a story that ties together all the information.

Process

In this activity, you'll choose one of three episodes of *Big History*:

- H2O
- Gold Fever
- The Superpower of Salt

Again, using the Big History Presentation Rubric, you'll review the episode. You'll need to take specific notes explaining what the episode did and did not do well in the categories of "Explanation of Ideas and Information" and "Organization."

Once you've completed your review, meet in small groups of three or four to discuss your ratings with others who viewed the same episode. After about 5 to 10 minutes, each group should report their findings to the rest of the class.



PRESENTATION RUBRIC

Directions: Use this rubric to evaluate presentations. Mark scores and related comments in the scoring sheet that follows.

| Description | Below Standard (1) | Approaching Standard (2) | At Standard (3) | Above Standard (4) |
|---|--|--|---|---|
| Explanation of Ideas and Information | <p>Does not present information, arguments, ideas, or findings clearly, concisely, or logically.</p> <p>Argument lacks robust supporting evidence.</p> <p>It's difficult to follow the line of reasoning.</p> <p>Uses information that is not in line with the overall purpose.</p> <p>Does not consider opposing or alternative perspectives.</p> | <p>Presents information, arguments, ideas, or findings in ways that are not always clear, concise, or logical.</p> <p>Argument is supported by only some robust evidence.</p> <p>The line of reasoning is sometimes difficult to follow.</p> <p>Uses information that is only sometimes in line with the overall purpose.</p> <p>Attempts to consider and address opposing or alternative perspectives but does not do so clearly or completely.</p> | <p>Presents information, arguments, ideas, or findings clearly, concisely, or logically.</p> <p>Argument is well supported.</p> <p>The line of reasoning is logical and easy to follow and uses information that is appropriate for the purpose and audience.</p> <p>Clearly and completely addresses alternative or opposing perspectives.</p> | <p>Does an exceptional job presenting information, arguments, ideas, or findings clearly, concisely, and logically.</p> <p>Argument is well supported with robust, relevant, and interesting evidence.</p> <p>The line of reasoning is logical, easy to follow, well crafted, and uses information that is appropriate for the purpose and audience.</p> <p>Clearly and completely addresses relevant alternative or opposing perspectives.</p> |
| Organization | <p>Does not meet the presentation guidelines.</p> <p>Does not have a proper introduction or conclusion.</p> <p>Does not use time allotted (is too long or too short).</p> | <p>Meets most requirements for the presentation guidelines.</p> <p>Has a proper introduction and conclusion, but they are not clear or interesting.</p> <p>Uses the time allotted, but does not divide up that time logically (uses too little or too much time on a topic or idea).</p> | <p>Meets all presentation guidelines.</p> <p>Has a proper introduction that is clear and logical.</p> <p>Uses the time allotted well and organized the time appropriately.</p> | <p>Meets and exceeds all presentation guidelines; this presentation is particularly interesting, dynamic, and thoughtfully organized.</p> <p>Has an introduction that hooks the audience and a conclusion that incites questions and further interest.</p> <p>Organizes and uses times in what appears to be the best way possible.</p> |



PRESENTATION RUBRIC

| Description | Below Standard (1) | Approaching Standard (2) | At Standard (3) | Above Standard (4) |
|---------------------------------------|--|---|--|---|
| Eyes, Body, and Voice | <p>Does not look at the audience or make eye contact.</p> <p>Lacks poise (appears nervous, fidgety, slouchy).</p> <p>Speaks in a way that is hard to understand.</p> | <p>Makes infrequent eye contact with the audience.</p> <p>Shows some poise (limited fidgeting or nervousness).</p> <p>Speaks clearly most of the time, but may be difficult to understand or hear at times.</p> | <p>Keeps eye contact with the audience most of the time—only glances at notes or slides.</p> <p>Shows poise and confidence.</p> <p>Speaks clearly and is easy to understand.</p> | <p>Keeps eye contact with the audience throughout.</p> <p>Shows exceptional poise and confidence.</p> <p>Speaks clearly, and in an engaging way that is interesting to listen to.</p> |
| Response to Audience Questions | <p>Does not directly address audience questions; goes off topic.</p> | <p>Answers audience questions, but not always completely and clearly.</p> | <p>Answers audience questions clearly and completely.</p> <p>Freely admits not knowing the answer to a question.</p> | <p>Answers audience questions clearly and completely; provides additional, relevant information.</p> <p>Admits not knowing the answer to a question, and provides ideas for how one might find the answers.</p> |



PRESENTATION RUBRIC

Reviewer: Presenter:

Directions: Use this table to evaluate and comment on elements of a presentation. Put an X in the cell that denotes the grade. Use the other cells for comments.

| Description | Below Standard (1) | Approaching Standard (2) | At Standard (3) | Above Standard (4) | Score |
|--------------------------------------|--------------------|--------------------------|-----------------|--------------------|-------|
| Explanation of Ideas and Information | | | | | |
| Organization | | | | | |
| Eyes, Body, and Voice | | | | | |
| Response to Audience Questions | | | | | |
| Total Score | | | | | |

