World History

Unit 1: Ancient Civilization

Skill: Public Speaking

**Ancient Laws & Systems of Justice:**

**“Which ancient laws code best promotes a just society?”**

*Overview*

To wrap up our first unit, we will end with a team public speaking assignment. You and your team members will need to reach a consensus about the question above, choosing from either Hammurabi’s Code or the Egyptian Book of the Dead.

*Public Speaking*

All team members will have a role in this presentation. The goal is to persuade the class with a clear presentation based on evidence. You’ll need to review **historical argumentation**, since the opening of your presentation needs to state your argument, or thesis. This will also help us review **source evaluation** as we make claims supported by source evidence.

Here are the requirements for your presentation:

1. All team members have equally contributed to the presentation
2. The presentation must clearly define “justice”
3. The presentation presents a clear thesis to address the above question
4. The presentation uses supportive claims, backed by evidence from the primary sources
5. The presentation uses *rhetorical tools* that enhance the argument
6. The presentation must be 3-5 minutes

*Equal Participation! Team Roles*

All members of your team will have a specific role, outlined below

|  |  |
| --- | --- |
| **Teams of Four** | **Teams of Three** |
| * Person 1: Begins by defining justice and presenting the team’s thesis * Person 2: Makes one supportive claim backed with evidence * Person 3: Makes a second supportive claim backed with evidence * Person 4: Makes a third supportive claim backed with evidence * Person 1: Restates the thesis and makes a concluding statement * Everyone: Uses *rhetorical tools* you will learn to enhance the argument (see page 5) | * Person 1: Begins by defining justice and presenting the team’s thesis * Person 2: Makes 2 supportive claims backed with evidence * Person 3: Makes 1 supportive claim backed with evidence & a concluding statement * Everyone: Uses *rhetorical tools* you will learn to enhance an argument |

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*Team Planning Form*

**Step 1: Defining “Justice”**

You are required to begin your presentation by defining “justice.” Your team must come up with its own definition (no dictionary definitions). Your goal will be to show how the law code you support aligns with this definition.

Team Definition of “Justice”

**Step 2: Choosing the Law Code**

Your team must reach a consensus on which law code best supports a just society. Some team members might need to compromise in order for the team to present a unified opinion.

The Law Code we support is:

Once consensus is reached, the team needs to begin to turn your argument into a thesis. It will be the job of person 1 to write the thesis and present it to the class.

**Step 3: Brainstorm Supportive Claims**

All teams need to present three supportive claims that back your thesis. It will be the job of persons 2, 3, and 4 to present those supportive claims and include evidence from the law code for each point.

|  |  |
| --- | --- |
| Supportive Claim One |  |
| Supportive Claim Two |  |
| Supportive Claim Three |  |

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**Thesis**

Remember that a *proficient* thesis must 1) define justice, 2) state your team’s opinion, and 3) preview the major points that you will make in your presentation. A thesis that *exceeds proficient* will also rank order, connect to bigger historical ideas, and add relevance.

**Supportive Claims**

Each additional team member should be assigned to one of the supportive claims brainstormed in class today. Your job is to present that claim and use evidence from the law code to support it. You may quote, but it should be *very brief*.

|  |  |  |
| --- | --- | --- |
| Supportive Claim One |  | Evidence |
| Supportive Claim Two |  | Evidence |
| Supportive Claim Three |  | Evidence |

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*Rhetorical Tools*

In addition to great content, a persuasive speech also uses tools to enhance the argument and engage the audience. Below are examples of rhetorical tools you should incorporate into your team’s presentation.

**Rhetorical Questions**

Rhetorical questions are posed to the audience, but aren’t meant to be answered. Instead, they are supposed to provoke the audience to think, question, and agree with your argument.

**Quotes**

Quoting your evidence can be useful, but only if it is short and powerful. Quoting too much might convince your audience that you haven’t developed a personal opinion, or are unable to articulate it.

**Hypothetical Scenarios or Metaphors**

Posing a “what if” or metaphoric scenario will help your audience relate to your argument or understand it better in their own terms. These scenarios should be tailored to the demographic of your audience (so in your case, high school students or teenagers).

**Gestures**

Since your presentations will be a live performance, you need to engage your audience with more than just a strong voice. Hand movements or gestures at well-planned moments can help draw attention to specific points in your argument and create a lasting memory. Feel free to use the huddle boards to convey an important part of your presentation.

**Dramatic Pauses and Tone**

In addition to the quality of your chosen words, the way in which you express those words has an impact on their effectiveness. Your speech should match the message you are trying to convey. Try using pauses, changing your volume, or speeding up in order to provoke an emotional response in your audience.