**The BEST TED Talk Competition!**

You and your partner will select one TED Talk and present it to the class. You will explain in your presentation why your TED Talk follows the criteria laid out in class. This project will also practice your opinion/persuasive paragraph-writing skills.

**Step One: Research & Library Worksheet**

* You will view TED Talks on www.ted.com that are LESS THAN NINE (9) MINUTES LONG.
* Choose three talks that you think are effective and with your partner, evaluate them using the criteria we established in class.
* Once you’ve decided on your top TED Talk, sign up with your teacher. The TED Talks will be given out on a first come, first serve basis. You will not be allowed to do the same TED Talk as another group.

**Step Two: TED Presentation**

Organize your presentation around the following parts:

* The TED Talk – show it to the class
* Explanation – Share with the class why you think this TED Talk should be included in our top five list.
* Include a visual aid of some sort that is creative and is incorporated into your presentation.
* Remember that you should create a smoothly linked and well-planned presentation. Remember you’re trying to persuade your audience that your TED Talk ROCKS! Be persuasive and INTERESTING! This is a competition after all, and you want to WIN!

**Step Three: Opinion Paragraph**

* Review the top 5 TED Talks decided on by Mrs. Kokoski’s period C & D classes by visiting her weebly (http://kokoskisclasses.weebly.com). Decide which TED Talk has the bravest speaker.
* Write a well-organized opinion paragraph that analyzes three (3) reasons why you think this speaker should be considered brave.
* Remember you will be evaluated on your ability to complete the stages in the writing process: brainstorming, a rough draft, peer editing, and a final draft.
* Please hand your paragraph in through Edmodo.

**LIBRARY WORKSHEET**

Instructions:

* With your partner, choose your Top Three TED Talks!
* Remember each Talk must be less than NINE (9) MINUTES LONG!
* Provide a brief summary of each Talk. Evaluate each TED Talk based on the Rubric we created in class. Provide each Talk's overall rating.
* Highlight the Talk you'd like to present to the class and bring this sheet to your teacher to sign up for your Talk.

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| **TED Talk** | **DETAILS** | **RANK OUT OF 10** |
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**Evaluation – The Presentation**

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| **Criteria** | **Success Criteria** | **Level 4**  **80-100%** | **Level 3**  **79-79%** | **Level 2**  **60-69%** | **Level 1**  **50-59%** | **I**  **<50%** |
| **Knowledge & Understanding** | An effective presenter thoroughly explains their knowledge and understanding of their topic using facts, examples, and diction. | Demonstrates 3 of 3 elements and is just better. | Demonstrates considerable knowledge and understanding of the topic using facts, examples, and diction. | Demonstrates 2 of 3 criteria. | Demonstrates 1 of 3 criteria. | Presentation is incomplete. |
| **Thinking** | The presentation is well-planned. There is a beginning, a middle, and an end. | Demonstrates 3 of 3 elements and is just better. | Has thoughts in order; ideas are though out; clear beginning middle, and an end. | Demonstrates 2 of 3 criteria. | Demonstrates 1 of 3 criteria. | Presentation is incomplete. |
| **Communication** | A presenter uses enthusiasm, eye contact, hand gestures, and facial expressions while speaking. | Demonstrates 3 of 3 elements and is just better. | The presenter uses considerable enthusiasm, eye contact, hand gestures, and facial expressions. | Demonstrates 2 of 3 criteria. | Demonstrates 1 of 3 criteria. | Presentation is incomplete. |
| **Application** | A presenter uses audience interaction, personal anecdotes, and engaging images. | Demonstrates 3 of 3 elements and is just better. | The presenter uses considerable audience interaction, personal anecdotes, and engaging images. | Demonstrates 2 of 3 criteria. | Demonstrates 1 of 3 criteria. | Presentation is incomplete. |

**Comments:**

**Evaluation – The Paragraph**

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| **Criteria** | **Success Criteria** | **Level 4**  **80-100%** | **Level 3**  **79-79%** | **Level 2**  **60-69%** | **Level 1**  **50-59%** | **I**  **<50%** |
| **Knowledge & Understanding** | Demonstrates knowledge of the qualities of someone who is brave. (M 2.1) | An excellent knowledge of the elements of bravery is evident in the reasons for the selection | A clear understanding of the elements of bravery is evident in the reasons for the selection. | Reasons for the selection need to demonstrate a greater understanding of the elements of bravery | More reasons needed or a great focus on the effective elements of bravery. | Does not meet requirements. |
| **Thinking** | Evaluates the effectiveness of the TED Talk by explaining the speaker’s bravery (M1.3)  Explains personal reaction (M 1.4)  Has demonstrated all elements of the writing process (W 3.7) | Explanation of choice is extremely persuasive.  Identifies and effectively explains personal reactions to the Talk.  All process work is completed in full and in great detail- the evolution of the writing is clear. | Explanation of choice is persuasive.  Identifies and explains personal reaction to the Talk.  All process work is completed in full and in great detail | Explanation of choice is somewhat persuasive.  Identifies personal reaction to the Talk, but more explanation needed.  More than ½ of the required process work is completed | Explanation of choice needs to be more persuasive.  Personal reaction is unclear.  ½ the required process work is completed | Explanation of choice is not persuasive.  No personal reaction included.  Less than ½ the process work if completed |
| **Communication** | Paragraph structure is clear and concise  (W 1.4)  Has used effective word choices to convey opinion. (W 2.3) | Excellent organization of paragraph structure.  Excellent use of persuasive language and transition words. | A clear organization is evident.  Diction is very persuasive.   Well-chosen transitions | Paragraph needs better organizational structure.  Diction is somewhat persuasive.  Some transitions used. | Paragraph lacks organization and structure.  Diction needs to be more persuasive. More transitions needed. | Not in paragraph form.  Diction is not persuasive. Transitions not used. |
| **Application** | Work is free from errors in spelling & grammar (W 2.4) | Free of spelling and grammar errors  Excellent use of varied sentence structure | A few minor errors in spelling and grammar  A clear use of varied sentence structure. | Several errors in spelling and grammar.  More variation in sentence structure needed. | Many errors in spelling and grammar.  Little variation in sentence structure. | Errors in spelling and grammar hinder the overall communication of the piece.  Only used one type of sentence. |

**Comments:**