

The PechaKucha Project (aka, “The Big One”)

Mr. Crane & Mrs. Lister

It’s no secret that this country has its problems, and, for the record, always has. It’s also no secret that most of the country—most of the world, perhaps—is looking to you, the young, to solve the problems the rest of us, well...if not started, at least perpetuated. To get you started on what (we hope in our heart of hearts) will be a lifelong project of saving this country (and, perhaps, the world), you’re going to pick one problem to investigate and offer your best solution.

Your presentation will take the form of a **problem-reduction** presentation, often referred to as a “problem-solving” or “problem-solution” presentation. While some writers use these terms interchangeably, others (including us) prefer the term “problem-reduction” since many problems cannot be *completely* solved, but can be *reduced* to affect fewer people and/or have a smaller impact on those affected. Thus, the goal of a problem-reducing venture isn’t to find the *perfect* solution for a particular problem, but rather its *best* solution.

To keep us sane you’ll be presenting your “solution” in a format called “[PechaKucha](#).” This format, based on the Japanese term for “chit chat,” originates in creative fields (e.g., architects presenting new design principles, or musicians sharing new studio techniques). Its biggest advantage is that it forces speakers to *get to the point*. At six minutes and forty seconds apiece, they’re much faster-paced, and thus much more distilled, than most presentation formats.

This distillation is part of the format’s beauty. It’s actually hard to “chit chat” about something that you don’t *really* understand. To be concise and convincing means that you have done your homework, that you understand what you are presenting, that you are, as much as one can be as a high school student, an expert.

In an effort to make this project manageable, we’ve detailed a list of required steps below. With each assignment, you’ll find explicit directions, grading criteria, at least one sample response, and submission guidelines with a due date. We will communicate any changes and amend this document as needed.

In the meantime, remember that as an upperclass(hu)man it is **your** responsibility to clarify expectations and make sure **you** are doing what **you** must to ensure whatever degree of success **you’ve** set for **yourself**. Work hard. Ask lots of questions. Be the best kind of nuisance.

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STEP 1: Research Proposal

Choose a social problem that demands a solution. To find ideas, you could...

- Develop your studies in other disciplines into a substantive presentation.
- Look at your college and/or career plans. *Many* students have used this project to prepare for the challenges their ambitions will require them to face. (Not sure *what* you want to do with your life? Many presenters have used this project to get a step closer to finding out.)
- Browse [this collection of resources](#) for topic ideas.
- Browse [this spreadsheet of general topic ideas](#) that you would need to refine.
- Explore our [library resources here](#).

Create a Research Web using [Mindmeister](#)

Mr. Crane will grade your proposal for completion. Use punctuation that works. Use a spell-checker. Read your proposal *aloud* in a one-foot voice before you submit. Be a person. MLA conventions apply. You can find a sample proposal [here](#).

AP LANG: This step is due to Schoology by the **end** of class on Friday, March 3.

CP ENGLISH 11: This step is due to Schoology by the **end** of class on Friday, March 3.

ENGLISH 11: This step is due to Schoology by the **end** of class on Friday, March 3.

N.B. The most important thing you can do to ensure a worthwhile proposal, content-wise, is **focus on the problem rather than the solution**. Too many of your predecessors have crafted overly confident proposals that assert a solution to a problem they do not yet fully understand. Meanwhile, researchers who clearly “get their hands dirty” with the complexities of the problem—that is, the people who dive down rabbit holes, forge connections (and admit contradictions) within and between their sources (which you needn’t cite for this step), embrace the ambiguities that lie beyond “good and bad” or “right and wrong”—these people often uncover creative solutions to their problems and deliver the strongest presentations. If they don’t do that, they’ll still find problems with their original solution (this is good), or, at the very least, develop a firmer grasp of their topic (also good).

STEP 2: Annotated Bibliography

A **bibliography** is an organized list of sources one has used for researching a topic, cited according to a certain style (MLA, APA, Chicago, etc.). An **annotation** is a summary, explanation, and/or evaluation of a text. Hence, an **annotated bibliography** is an organized list of sources accompanied by an annotation summarizing, explaining, and/or evaluating each entry in terms of quality, authority, and relevance to your inquiries. And you'll need one for this project.

So, research your subject. Curate great and divergent sources, including those from our [library resources](#), that address the causes of the problem, their effects, and **several** potential solutions. Then complete the following steps:

1. **Find and read** 10 substantive sources that you can use for your argument (AP students, you'll need 12 sources; English 11 students, you'll need 8).
 - **Students in AP Lang or CP English 11: TWO** of your sources **MUST** be [scholarly](#) (academic journals, etc.). The rest can be from any other reliable source (periodicals, websites, etc.).
 - **NEVER** shall you **EVER** cite [Wikipedia](#) (though you should *definitely* visit it early on and check out *its* bibliographies).
2. **Cite** your sources in MLA format, in a new project on [Noodletools](#) and **share** your project with "PechaKucha Pd [1, 2, 3, 4, 5] 2022."
3. Using [Noodletools](#)'s annotation feature, **summarize and evaluate** each source in a single paragraph of 120-150 words. [Here](#) is a helpful guide to help you write your annotations.
4. When you're done, watch this [video tutorial](#) that will show you how to export your citations and annotations from NoodleTools in order to submit them to Schoology, then submit.

Your job here is to develop a full scope of the issue, to become the expert you will need to be in subsequent steps. To succeed here, you'll need to dig deep. Plan to investigate more than the minimum number of sources. Part of research is getting giddy over great sources you'll never use. It's disheartening; it's infuriating; it's normal. **Deal with it.**

Mrs. Lister will assess your submission on the [Annotated Bibliography rubric](#). You can find a sample annotated bibliography [here](#).

Here is a [video tutorial](#) that will show you how to export your citations and annotations from NoodleTools in order to submit to Schoology.

AP LANG: This step is due to Schoology by **11:59 pm on Friday, March 18.**

CP ENGLISH 11 & ENGLISH 11: This step is due to Schoology by **11:59 PM on Monday, May 2.**

STEP 3: Research Note Cards

Procure a stack of lined index cards, then...

1. **Create** at least eight bibliographic cards from substantive, relevant sources, two of which must come from [scholarly sources](#) (peer-reviewed). Do **NOT** include URL's. (AP students, you're responsible for 10 bibliographic cards. English 11 students, you're responsible for six.)
2. **Create** at least 40 note cards with judiciously selected information from your sources (1 sentence per card). Most of your information should be summarized or paraphrased, though you may quote brief phrases (~5 words). (AP students, you're responsible for 50 note cards. English 11 students, you're responsible for 30.)

N.B. The quantity requirement is a **bare minimum** of what you will need to create a successful argument. It is by no means all you will need. We recommend having closer to 20 cards above your minimum, maybe even more.

We will use the [Note Cards Score Sheet](#) to evaluate your stack. You can find a slideshow about note cards, complete with examples, [here](#). You can find sample note cards from a Camp Hill student [here](#).

AP LANG: This step is due at the **beginning of class on Friday, March 25**. Plan to submit photos of your note cards.

CP ENGLISH 11: This step is due to Schoology by the **beginning of class on Friday, May 6**.

ENGLISH 11: This step is due to Schoology by the **beginning of class on Monday, May 9**.

STEP 4: Presentation Title & Slideshow

4A: Presentation Title

Your presentation's title (yes, you need a [title](#)) should be informative and focused. It's a common yet regrettable practice for academic papers and presentations to have titles that include catchy, jargony phrases—"post-colonial syncreticism" or "meta-discursive practices" or whatever drivel is circulating that semester—followed by a colon and an explanation of the title. While these titles may spark curiosity, what follows the colon is what sells the idea. For example, "Our Nation's Colors: Race-Conscious Casting in *Hamilton*" might catch the eye, but "Our Nation's Colors: Justifying *Hamilton*'s Historical Distortions" specifies what you promise to deliver, making the audience's job easier.

AP LANG: This sub-step is due to [this Google Form](#) by 11:59 PM on Friday, April 1.

CP ENGLISH 11: This sub-step is due to [this Google Form](#) by 11:59 PM on Friday, May 13.

ENGLISH 11: This sub-step is due to [this Google Form](#) by 11:59 PM on Friday, May 13.

4B: Slideshow

Create a **Google Slides presentation of at least 22 slides** that provides a visually appealing complement to your spoken remarks. Your first slide **MUST** be a title slide that delivers the title of your presentation and your name. Your 22nd slide, also untimed, will be an MLA-style Works Cited slide of your information, including images, which **MUST** be cited throughout the presentation in MLA format (i.e., "in-text" citations). For engaging **slideshow templates**, [explore this collection](#). If you're looking for compelling **images**, you can start with [this collection of sites](#). You may have more than one Works Cited slide. See this [guide](#), which is subject to change.

If you created your slides in Canva, you can "Share" your Canva presentation to Google Drive, thereby converting it to a Google Slides presentation. If you want a more time-intensive method, [watch this tutorial](#) on exporting slides from Canva into Google Slides.

Consider how your slides and your spoken remarks align. They are two parts of a whole, equally well-designed and well-spoken. Consider yourself a performer, one attempting to deliver a *compelling, moving* performance. In the notes box below each slide, include any explanations that will guide us through your transitions and help us make sense of your sequence. These notes **MAY** contain exact phrases you plan to use, though you should refrain from the oratorical dynamism you'll want to include in your presentation. For now, be concise. Give us **exactly** what we need to "get the picture"—no more.

Mr. Crane will use the [PechaKucha Slideshow Rubric](#) to evaluate your slideshow. Mrs. Lister will evaluate your citations. You can find a couple of effective (though not necessarily flawless) slideshows from past Camp Hill presenters [here](#), [here](#), and [here](#), and a less-than-effective one [here](#). You can also watch a model PechaKucha performance [here](#).

AP LANG: This sub-step is due to [this Google Form](#) by the **beginning of class on Tuesday, April 5**.

CP ENGLISH 11: This sub-step is due to [this Google Form](#) by the beginning of class on Tuesday, May 17.

ENGLISH 11: This sub-step is due to [this Google Form](#) by the beginning of class on Wednesday, May 18.

STEP 5: PechaKucha

Your PechaKucha, which should last **exactly 6:40**, **MUST** include...

1. An engaging opener that arrests our attention and funnels to your thesis, and a conclusion that comes full circle, offering your presentation coherence
2. Your revised slideshow ([Step 4](#))
3. Appropriate information to defend the thesis, organized in a coherent sequence
4. Your clear, controlled, and authoritative voice
5. Engaging and appropriate body language that supports your message

You must submit a link to a **FINAL VERSION** of your Google Slides presentation to [this form](#) by **11:59 pm on Wednesday, April 6** (AP Lang) **OR 11:59 PM on Wed., 5/18** (CP English 11 and English 11). The slideshow **MUST** be titled "Lastname, Firstname - PechaKucha 2022" (e.g., Schuyler, Margaret - PechaKucha 2022). While everyone in each course has the same slideshow deadline—*beyond which you **MAY NOT** change your slides or their sequence*—you *will* be able to edit your notes until 11:59 PM the day before your presentation.

You will present in Sutliff Auditorium as part of a panel with 3 to 4 of your peers who've researched similar topics. We have already invited the teachers, the secondary-level administrative team (including Mr. Serfass, our superintendent), and the School Board to attend.

Each period, after the panel has presented, we will have a brief Q&A session in which the audience is free to ask you and your fellow panelists about your topics and stances. You will be evaluated on your ability to respond to questions about, and rebuttals to, your presentations fully, intelligently, and respectfully. Be prepared for any possibility.

We will use [this rubric](#) to evaluate your presentation, which, for students in CP English 11 and English 11, **will count as part of your final exam**. Mrs. Lister will focus on your argument; Mr. Crane will focus on your presentation skills. Moreover, Mrs. Lister will grade your slideshow's citations, including in-text citations, image citations, and your Works Cited slide(s) on the PechaKucha Citations Rubric, **which will also count as part of your final exam**. You **MUST** submit the "PechaKucha Rehearsal and Revision Choice Board," which we will assign after Step 4, by the **beginning of class on your presentation date**.

We will have our PechaKucha presentations on the following dates:

AP Lang: Thursday, 4/7; Friday, 4/8; Monday, 4/11; and Tuesday, 4/12.

CP English 11: Thurs., 5/19; Fri., 5/20; Mon., 5/23; Tues., 5/24; and Wed., 5/25

English 11: Fri., 5/20; Mon., 5/23; Tues., 5/24; and Wed., 5/25

You will a model student presentation [here](#) and, eventually, a presentation schedule [here](#). We will deduct 50% from presentations rescheduled for unexcused absences.

N.B. Unless stated above, anyone who has failed to submit **ANY** step of this project two school days prior to their presentation **MAY NOT** present with their scheduled panel, and as such, will need to present for me, incurring a 50% penalty on Step 5 and any other step(s) they have not submitted.