



## Persuasive Oral Presentation

Your task is to deliver an oral presentation to the class of between 4 and 5 minutes. It will be filmed and kept for moderation. You must make a **cogent argument** supported by appropriate evidence. You have one week to prepare for this assessment.

You may select from one of the following topics or negotiate another with me.

- Why did the Shah leave Iran in 1979 rather than fight the revolutionaries?
- Why did the democratic nationalists fail to consolidate power after the departure of the Shah?
- Why did Iran so quickly move from a revolution into a civil and then an external war?
- What were the most short and long term important consequences of the breakdown in relations between the new Iranian government and that of the USA?
- Why did so many Iranians support Ayatollah Khomeini over secular rivals?

**You may opt to deliver the speech as a contemporary character (eg: as the American ambassador or member of the Kurdish resistance) or as a historian reflecting back upon the events of 30 years ago and using hindsight.**

You may use whatever props you require. These may include, but are not limited to, PowerPoint/KeyNote displays, costumes, maps, small film clips, sound files or posters.

Be very aware that this is an oral presentation and that **Communication is a key skill.**

- You may use notes but talk to the audience rather than read to them.
- Plan in advance (and ideally practice) where you will stand and how you will interact with your props.
- Do not present “death by PowerPoint”. Be highly selective of what you project and make sure it is engaging and relevant.

Knowledge and Understanding	Inquiry and Analysis	Reflection and Evaluation	Communication
Demonstrate knowledge and understanding of people, places, events and ideas in the history of societies in selected periods and places since c 1500.	Apply the skills of historical inquiry, including critical analysis.	Reflect on the short-term and long-term impacts of individuals, events, and phenomena.	Communicate relevant arguments using subject-specific language and conventions.
Formulate hypotheses and/or focusing questions and apply them to explain historical concepts.	Construct reasoned historical arguments based on a critical understanding of evidence from the sources.	Evaluate why individuals and groups acted in certain ways at particular times.	