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| **Slide #** | **Function** | **Talking Point** | **Supporting Image** |
| **1** | Hook |  |  |
| **2** | Introduction |  |  |
| **3** | Your approach & thesis |  |  |
| **4** | Point 1 |  |  |
| **5** | Example |  |  |
| **6** | Explain |  |  |
| **7** | Point 2 |  |  |
| **8** | Example |  |  |
| **9** | Explain |  |  |
| **10** | Point 3 |  |  |
| **11** | Example |  |  |
| **12** | Explain |  |  |
| **13** | Synthesis |  |  |
| **14** | Conclusion |  |  |
| **15** | Conclusion & “So What?” |  |  |

Notes:

* You **don’t** have to follow this 3-example structure! This is just one possible model for how you use your time.
* Be very clear about the structure of your presentation: “First, I look at….”
* Make your analysis of primary sources explicit! Make it clear how primary source analysis part of the evidence you’re presenting.
* Name drop to show your engagement with the historiography: “As historian Louis Pérez argues, first hand accounts by soldiers like Theodore Roosevelt either overlooked Cuban’s contributions to their independence struggle, or dismissed their courage drawing on racist stereotypes.”
* Make your engagement with class themes clear.