



Preparing a PowerPoint Presentation Worksheet

Name _____ Date _____

I: Preparation

1. Before you begin, review the materials you've gathered.

___ Which photographs are most relevant?
___ What words of the interviewee are most important?
___ What conclusions have you drawn?
___ What has been revealed in the illustrations and mapping of the space?

2. Create a **Thesis Statement** to guide your presentation. What is the "heart of the story?" When you think about the interview, what seems to be most important? Here is an example:

The heart of our Interviewee's story was that she was helping to keep her family name alive by managing the family business.

Write your **Thesis Statement**: What is "the heart" of your Interviewee's story?

3. Write three Main Points that support your Thesis Statement.



II: Putting The Presentation Together

1. General Guidelines for Presentation

- ___ Each slide should have a photograph or illustration and text.
- ___ Get input from each group member and make use of each student's materials (audio recordings/transcripts, photographs, illustrations and maps, fieldnotes).
- ___ Make use of the Interviewee's direct words at least once.
- ___ Prepare a minimum of ten slides.

2. Slides: Use large text and clear photographs. They should contain:

- ___ Slide #1 Title Slide: A title for the presentation, the group members' names, and date of presentation.
- ___ Slide #2 Interview Slide: Title of fieldwork topic, name of Interviewee (and position if appropriate) date and location of interview.
- ___ Slide #3 Biographical information about interviewee. Where s/he was born, raised, ethnic background, family, occupation, and so on.
- ___ Slide #4 Thesis Statement and Background: The "heart of the story" plus background information about fieldwork that helps audience to understand it.
- ___ Slide #5 First main point (or event)
- ___ Slide #6 Second main point (or event)
- ___ Slide #7 Third main point (or event)
- ___ Slide #8 From this interview, we learned _____.
- ___ Slide #9 Conclusions: Group members' reactions: What did you find challenging? What pre-existing assumptions were overturned? Why was this work important?
- ___ Slide #10 Bibliography of outside sources.



III: The Presentation

- ___ 1. One student should introduce the group members.
- ___ 2. Each student should speak during the presentation.
- ___ 3. Each student should speak clearly and help the audience understand the value of the fieldwork.