**1920s & 1930s Group Presentations**

Due: December 16th & 22nd

Your task is to prepare and present in groups of three or four, a 10 minute presentation on your assigned topic.

It must include a PowerPoint presentation that features point form information, images, and possibly short video clips!

You must also make a hand-out to accompany your presentation that includes the most important information, so your classmates have notes on your topic.

**Checklist:**

1. Everyone in the group must have a speaking role and a research role. Workload must be even and appear even. You are being marked individually.
2. Use the textbooks, library and the internet to research the topic. At least 5 sources must be used. Take out books from the library to support internet research!
3. You must submit your research and a Bibliography that follows the assigned format (Chicago Style). WIKIPEDIA IS NOT A VALID ACADEMIC SOURCE.
4. You should be rehearsed and the performance should be fluid and practiced.

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| **Group 1**  **Governmental Control**  (Prohibition, Bootlegging and Gangsters) | **Group 2**  **Women’s Rights**  (Dominion Elections Act 1920, Emily Murphy, Person’s Case, Agnes Macphail) | **Group 3**  **Labour unrest & unemployment problems!**  (Winnipeg General Strike, Nova Scotia Coal Mining, On-to-Ottawa Trek) | **Group 4**  **Immigration**  (Immigration Act of 1919 & Chinese Exclusion Act) |
| **Group 5**  **Indian Act**  (displacement of traditional female leaders & mandatory residential schools) | **Group 6**  **Eugenics & Racism**  (Alberta Eugenics Board, the KKK in Canada, Anti-Semitism) | **Group 7**  **Culture**  (Jazz & Dancing, Fashion & Style, the rise of Hollywood and movie stars, Art!) | **Group 8**  **Autonomy**  (League of Nations, The Chanak affair, Imperial Conference, Balfour Declaration, Statute of Westminster) |
| **Group 9**  **Technology & Innovation**  -Insulin, Pablum, Mass production and the Ford Model T, telephones, washing machines, radios |  |  |  |

**Presentation Rubric**

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|  | **Level 1**  (50-59%) | **Level 2**  (60-69%) | **Level 3**  (70-79%) | **Level 4**  (80-100%) |
| **Knowledge** | A limited understanding of the topic was demonstrated, minimal research was conducted. | A fair understanding of the topic was demonstrated, some research was conducted. | A good understanding of the topic was demonstrated, research was conducted. | A very thorough understanding of the topic was demonstrated, superior research was conducted. |
| **Thinking** | Choice of Content, explanation of “Historical Significance” & Connecting Content to the “Bigger Historical Context” done to a limited degree | Choice of Content, explanation of “Historical Significance” & Connecting Content to the “Bigger Historical Context” done to an adequate degree | Choice of Content, explanation of “Historical Significance” & Connecting Content to the “Bigger Historical Context” well done | Choice of Content, explanation of “Historical Significance” & Connecting Content to the “Bigger Historical Context” very well done! |
| **Communication** | Limited planning and practice resulted in ideas being communicated with limited clarity and flow. | Adequate planning and some practice allowed ideas to be communicated with some clarity and flow. | Good planning and practice allowed ideas to be communicated with clarity and flow. | Sound planning and lots of practice allowed ideas to be communicated with a high degree of clarity and flow. You do not read all your information, but instead make plenty of eye-contact with your audience! |
| **Application** | Presentation shows limited effort | Presentation shows adequate effort | Presentation shows significant effort. PowerPoint has clear information and visuals that make it informative and engaging | Presentation shows excellent effort. PowerPoint has clear information and visuals that make it informative and engaging as well as “extras” that make it more interesting and entertaining |