**WWII Oral Presentation**

**Unit 2: Canada, 1929 – 1945**

**Instructions and Rubric**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher**: Mr. Volkers **Course**: Canadian History since World War I, Grade 10

**Expectations**: A1, C1, C2, C3

**INSTRUCTIONS**

**You are going to do a short oral presentation (10 - 15 minutes) about one of the topics you will choose in class.**

In your presentation you must:

* Briefly describe the most important facts of the event you are going to present.
* Mention the way in which Canada was involved in the event.
* Use visual support (Power Point, Canva, etc.)
* Include a short historical or ethical reflection on the topic at the end of your presentation. It can be:
  + your own conclusion (Example: “using atomic bombs might not be the most ethical way to force Japanese surrender. The bombs killed thousands of people and destroyed two cities.”), or
  + a question that invites your classmates to discuss (Example: “What are the consequences of using an atomic bomb in a city full of civilians?”).
* Include a final slide with references (APA format): two or more sources (do not forget to include the sources!). On the right you have examples of how to include the references from 1) a book, and 2) a website:

**Rubric WWII Oral Presentation**

**Unit 2: Canada, 1929 – 1945**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Level 1**  **4 pts.** | **Level 2**  **5 pts.** | **Level 3**  **6 - 7 pts.** | **Level 4**  **8 pts.** | **SCORE** |
| Historical knowledge of time period; choosing relevant facts to support description of the event.  (**Knowledge/**  **Understanding**) | Demonstrates  limited  knowledge of content. | Demonstrates  some knowledge  of content. | Demonstrates  considerable  knowledge of content. | Demonstrates  thorough  knowledge of  content. |  |
| Analysis of the event and its consequences; formulated clearly. Analytical/critical response to the event.  (**Thinking/Inquiry**) | Uses critical/  creative thinking  processes with  limited  effectiveness. | Uses critical/  creative thinking  processes with  some  effectiveness. | Uses critical/  creative thinking  processes with  considerable  effectiveness. | Uses critical/  creative thinking  processes with a high degree of  effectiveness. |  |
| Communicating ideas: format, grammar, spelling, and clarity of thought. Sentence structure  (**Communication**) | Expresses and  organizes ideas  and information  with limited  effectiveness. | Expresses and  organizes ideas  and information  with some  effectiveness. | Expresses and  organizes ideas  and information  with considerable  effectiveness. | Expresses and  organizes ideas  and information  with a high degree  of effectiveness. |  |
| Making connections within and between various  contexts  (**Application**) | Makes  connections  within and  between various  contexts with  limited  effectiveness. | Makes  connections  within and  between various  contexts with  some  effectiveness. | Makes  connections  within and  between various  contexts with  some  effectiveness. | Makes  connections  within and  between various  contexts with a  high degree of  effectiveness. |  |
| **FINAL SCORE** | | | | | **/ 32** |