10th Grade English Language Arts, TYWLS
Peter Compitello and Al Albergaria
Remember Me: Genocide, Holocaust, and Voices of the Oppressed
PowerPoint Final Projects: March 7-17

Please ***read these instructions carefully***. Ask questions if anything is unclear.

It's time to start working on this unit's research project

You will work in groups to prepare and deliver a PowerPoint presentation about a major genocide that has occurred in recent history. During this presentation, you will be considered the teachers. Below you will find:

1. A description of the process for preparing and delivering your presentation.
2. An outline of the requirements you have chosen for this project.
3. The rubrics by which you will be graded.

Remember: ask questions if anything is unclear.

Process

- Today (Friday, February 18, 2011), you will be put into groups, and your group will choose by lottery system the genocide you will work on, as well as the date on which your group will present.
- Over the break: Begin doing some basic research and reading about your genocide. You should *at least* answer the Overview Questions (see outline below).
- When we get back from break:
    - Al and Peter will present a model PowerPoint presentation based on the Cambodian genocide, which will follow the outline and will be an example of an A project.
    - You will work in class, individually and in groups, on your presentations.
- **Your PPT file, Outline, Worksheet Handouts, and Supplemental Reading/Visual Materials with Complete Works Cited are due at least 3 school days prior to your actual presentation date.**
    - **You will receive a HW grade for each of these items submitted.**
    - **Each day late results in 5 points off your total grade.**
- **Presentations will commence on Monday, March 7, 2011.**
- **When your presentation is complete, you will then grade you and your group using the Rubrics below.**

General Requirements

- PowerPoint file
- Outline of PowerPoint Presentation
- Worksheet for classmates with important dates, names, events, and questions.
    a. Peter and Al will make copies for you, but you need to bring an original copy at least 3 school days prior to the date of your presentation.
- Supplementary Reading/Visual Materials
    b. At least two works of: Poetry, Fiction, Non-Fiction Narratives, Artwork, Other Multimedia (film, music, etc). Your choice, as long as they document the genocide in some way. Think back to the various resources you've been exposed to in class.
- Works Cited
    c. This should include your Supplementary Reading/Visual Materials, PLUS all sources used to create your PPT file (books, Web sites, films, articles, journals, images, etc)
    d. You should have both Primary and Secondary sources: novels, anthologies, books, films, letters, contracts, Web sites, etc.
- Visuals: photos, maps, art, film clips, etc.
    e. Use these to accentuate your PowerPoint. Be creative.

Group Work Requirements

1. Each individual member of the group is responsible for the entire presentation.
2. You will receive a group grade.
3. Each person must speak and participate as a group, during both prep-activities and during the presentation itself.
4. Each person should be responsible for specific (and equal) portions of the presentation); however, the group must work together as a team to compile information and present the final project.
5. You must:
    a. Come see Peter with the final draft of your PowerPoint file and all other presentation materials ***at least 3 school days prior to the date of your presentation***.
    b. Rehearse your presentation: make eye contact, project your voice, maintain professional posture/body language/demeanor, and have a positive attitude. Remember: When you're presenting, you are the teacher.
    c. Coordinate delivery of each portion of your presentation *before* you present . . .
    d. No reading from note-cards (you must *know* the facts); you are teaching the class
    e. Failure to meet these conditions will result in a failing grade. No exceptions.

PowerPoint/Outline Requirements

Overview

1. Where? When? Who? How? Why?
2. How Long?
3. How many people?
4. Other Facts?

Context

Before

1. What are the historical events, cultural and social-economic conditions, and prevailing attitudes that led to genocide/human rights violations?
2. What was the conflict?
3. Who are the major players involved?
4. What are the ideologies and prejudices that clashed?

During

1. What exactly happened? Why was it genocide? What were the methods used by the perpetrators?
    a. The weapons that were used; methods of torture and how the perpetrators controlled, what they destroyed, and how they alienated individuals from society.
    b. Specific uniforms for perpetrators? Victims?
2. What do primary and secondary sources and personal accounts tells us about this genocide? (Newspaper articles; TV reports; Autobiographies; Memoirs; History Books; Movies; Poetry; Fiction; etc)
3. Who were the victims? Who were the victimizers?
4. Who were the oppressors? Who were the oppressed?
    a. If at all, how were the lines blurred between the victims and victimizers, between the oppressors and the oppressed?
5. Why was genocide/human rights violation able to occur? What was the international community's response, if any, regarding this genocide?

After

1. How did the genocide end?
2. What was the international community's response?
    a. What laws are currently in place to stop genocides from happening?
3. What happened to the victimizers? (Trials; Justice; Repercussions; etc)
4. What happened to the victims? What were their reactions/responses? How did they cope? (Refugee camps; exodus; retributions; remunerations; etc)
5. How was the country able to re-build itself? (Infrastructure; Socio-political-economic; cultural; etc)

6. Images of how lands use to look before and after the introduction of genocide.

PowerPoint/Outline Requirements (Continued)

Analysis and Interpretation

Some of the key questions to address are:

1. What steps have the citizens taken to restructure their country after experiencing such profound destruction?
2. How do war and genocide affect the psyches of individual survivors?
3. How do people live purposeful lives after experiencing war and genocide?
4. How do people retain faith and trust in society, government, and humanity in spite of past betrayal and cruelty?
5. Why is it vital to preserve culture after genocide?
6. Who is responsible, and what can be done to prevent genocides from occurring and/or remedy prior acts of genocide.
7. What we can do as Americans to help those who have suffered genocides and other atrocities?
8. What role has America played in these genocides and human rights violations?
9. What have you learned (individually and as a group) and what are your reactions?

Extra Credit:

1. Color print out of your PowerPoint.

Names_____

Remember Me: Genocide, Holocaust, and Voices of the Oppressed

Rubrics: Final Project Presentation

Genocide _____

Presentation Date _____

Category	Score Description						
MATERIALS SUBMITTED							
PowerPoint	PowerPoint is clearly structured and organized, showing an accurate representation of the actual presentation.	PowerPoint shows structure and organization, but shows a vague representation of the actual presentation.	PowerPoint shows structure and organization, but is not an accurate representation of the actual presentation.	PowerPoint shows limited structure and organization and is not an accurate representation of the actual presentation.	PowerPoint shows limited structure and organization and represents little to nothing in the actual presentation.		
Score	**10**	**8**	**6**	**4**	**0**		**Total = /**
Outline	Outline is clearly structured and organized, showing an accurate representation of the presentation.	Outline shows structure and organization, but shows a vague representation of the presentation.	Outline shows structure and organization, but is not an accurate representation of the presentation.	Outline shows limited structure and organization and is not an accurate representation of the presentation.	Outline shows limited structure and organization and represents little to nothing in the presentation.		
Score	**10**	**8**	**6**	**4**	**0**		**Total = /**
Worksheet	Student worksheet contains helpful information and provides good activities for student engagement.	Student worksheet contains some information ***and*** provides some activities for student engagement.	Student worksheet contains little information ***or*** provides few activities for student engagement.	Student worksheet contains little information ***and*** provides few activities for student engagement.	Student worksheet contains no information ***or*** provides no activities for student engagement.		
Score	**10**	**8**	**6**	**4**	**0**		**Total = /**
Reading/Visual Supplementary Materials and Works	Supplementary reading/visual materials are provided with (1) 1	Story, Poem, or News Article is provided with 2 of the 3 required	Story, Poem, or News Article is provided with 1 of the 3	Story, Poem, or News Article is provided with 0 of the 3	Story, Poem, or News Article is not provided.		

Cited	paragraph summary, (2) 2 paragraph analysis, and (3) properly formatted works cited.	elements.	required elements.	required elements.			
Score	**10**	**8**	**6**	**4**	**0**		**Total = /**
Total This Page	**/40**						
PRESENTATION CONTENT							
Overview	Overview answers all questions and provides excellent information.	Overview answers most questions and provides good information.	Overview answers some questions and provides good information.	Overview answers few questions and provides minimal information.	Overview answers few questions and provides no information.	Overview does not answer questions or provide information.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
Pre-Context	Pre-context is described in great detail.	Pre-context is adequately described.	Pre-context is briefly described.	Minimal description of pre-context.	Pre-context is poorly described.	No pre-context is provided.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
Context During	Context is described in great detail.	Context is adequately described.	Context is briefly described.	Minimal description of context.	Context is poorly described.	No context is provided.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
Post-Context	Post-context is described in great detail.	Post-context is adequately described.	Post-context is briefly described.	Minimal description of post-context.	Post-context is poorly described.	No post-context is provided.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
Analysis and Interpretation	Excellent analysis and interpretation.	Adequate analysis and interpretation.	Brief analysis and interpretation.	Minimal analysis and interpretation.	Poor analysis and interpretation.	No analysis or interpretation.	
Score	**30**	**24**	**18**	**12**	**6**	**0**	**Total = /**
Visuals	Excellent visuals in PowerPoint.	Adequate visuals in PowerPoint.	Brief visuals in PowerPoint.	Minimal visuals in PowerPoint.	Poor visuals in PowerPoint.	No visuals in PowerPoint.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
Sources	Excellent use of sources.	Adequate use of sources.	Brief use of sources.	Minimal use of sources.	Poor use of sources.	No use of sources.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
Wrap Up	Excellent wrap up.	Adequate wrap up.	Brief wrap up.	Minimal wrap up.	Poor wrap up.	No wrap up.	
Score	**10**	**8**	**6**	**4**	**2**	**0**	**Total = /**
PRESENTATION							
Eye Contact	All students make excellent eye contact.	Some students make excellent eye contact.	All students make good eye contact.	Some students make good eye contact.	Minimal eye contact.	No eye contact.	
Score	**5**	**4**	**3**	**2**	**1**	**0**	**Total = /**

Voice	All students make excellent use of voice.	Some students make excellent use of voice.	All students make good use of voice.	Some students make good use of voice.	Minimal use of voice.	No speaking.	
Score	**5**	**4**	**3**	**2**	**1**	**0**	**Total = /**
Body Language	Students have excellent body language.	Some students have excellent body language.	Students have good body language.	Some students have good body language.	Students have poor body language.	Students body language is . . .	
Score	**5**	**4**	**3**	**2**	**1**	**0**	**Total = /**
Authority/ Presence	Students have excellent authoritative presence.	Some students have excellent authoritative presence.	Students have good authoritative presence.	Some students have good authoritative presence.	Students have poor authoritative presence.	Students have no authoritative presence.	
Score	**5**	**4**	**3**	**2**	**1**	**0**	**Total = /**
Total This Page	**/120**						
OVERALL KNOWLEDGE OF TOPIC							
Displayed Knowledge	Students clearly display a thorough knowledge of the genocide, its context, and its meaning.	Students display a good knowledge of the genocide, its context, and its meaning.	Students display an adequate knowledge of the genocide, its context, and its meaning.	Students display little knowledge of the genocide, its context, and its meaning.	Students display poor knowledge of the genocide, its context, and its meaning.	Students display no knowledge of the genocide, its context, or its meaning.	
Score	**30**	**24**	**18**	**12**	**6**	**0**	**Total = /**
GROUP EFFORT							
Group Effort	Students clearly display excellent, positive, cohesive group effort during their presentation. Each student takes an equal role in all elements of overall project and presentation.	Students clearly display good group effort during their presentation. Students' roles in project and presentation are relatively equal.	Some students display good group effort during their presentation. Students' roles in project and presentation are not very equal.	Students display little group effort during their presentation. Students' roles in project and presentation are not equal.	Students display no group effort during their presentation.		
Score	**20**	**15**	**10**	**5**	**0**		**Total = /**
EXTRA CREDIT							
Extra Credit	PowerPoint print out submitted in color.	PowerPoint in black and white/grayscale.					
Score	**10**	**0**					**Total = /**
TOTAL AGGREGATE	**/210 (220 Possible With Extra Credit)**						

Comments							