



Let Us Entertain You! Unit 2 CHC2D

The Roaring Twenties and Dirty Thirties Group Presentations

For this project you will be working as part of a group to research and organize information on key people and events of the 1920s and 1930s. Each member of the group will take on the role of a key person associated with their group topic, and share the information collected in a skit, radio-play or silent movie.

In addition, you are required to submit an individually written reflection, of no more than 500 words, on the impact of your character and your group's theme on the social, political, economic or military developments of this time period. Reflections are to be submitted to www.turnitin.com. Cite any external sources used.

Multiple intelligences used in this task: Verbal/linguistic, logical/mathematic, bodily/kinaesthetic, visual/spatial, musical/rhythmical, interpersonal

The People:

- There are **four people** associated with each topic. You must decide as a group who will "become" each person.
- You need to collect information on your person in order to "become" the historical characters – you will share information about your person throughout your performance and in your written reflection.
- Each group member will receive an **individual mark** for his/her character presentation.

The Sub-topics:

- You must also collect information on the sub-topic associated with each person within your group (you should work together to accomplish this).
- These topics represent the **MINIMUM** amount of information you are required to research and present. You may add additional information to make your presentation more meaningful and interesting.



The Presentations:

- You may choose one of the following formats: **in-class skit**, **silent movie** (you would need to have access to a video camera for this option) or **radio play** (you may download free recording software from www.audacity.com).
- For in-class skits -Avoid reading from paper/notes when presenting a skit. Your presentation skills are being evaluated – remember to make eye contact, use gestures, wear costumes, move around to create action, speak so the audience can hear you, and use tone/emotion in your dialogue!
- For silent movies – You won't have dialogue for the audience to follow, so music, costumes, word cards and large gestures are very important for the story to be easy to follow.
- For radio plays – Your audience cannot see you, so you must speak clearly and with feeling. Use sound effects and/or music to add suspense, drama and humour.

Evaluation Rubric

Name: _____

Character: _____

Criteria	Level 1	Level 2	Level 3	Level 4	Mark
Content (knowledge)	Inadequate knowledge of facts demonstrated; insufficient amount of information provided	Demonstrates some knowledge of facts; adequate amount of information provided	Demonstrates considerable knowledge of facts; appropriate amount of information provided	Demonstrates thorough knowledge of facts; amount of information provided exceeds expectations	/15
Presentation skills (communication)	Pace and volume are inadequate; reading from notes; lack of enthusiasm	Pace and volume usually appropriate; occasional reading; some confidence and enthusiasm	Pace and volume appropriate; little or no reading; usually enthusiastic and confident	Pace and volume excellent; no use of notes; consistent confidence and enthusiasm	/5
Role playing skills (communication)	Did not remain in character; character not convincing; limited use of costume and props	Remained in character for more than half presentation; character somewhat convincing; some use of costume and props	Remained in character for most of presentation; convincing for most part; good use of costume and props to enhance presentation	Remained in character for whole presentation; completely convincing; excellent use of costume and props to enhance presentation	/5
Visual aids (communication)	Visuals missing or inappropriate; little or no relevance to presentation	Fairly effective visuals; some effort at integrating with presentation	Visuals add to effectiveness of presentation; well integrated and varied	Visuals facilitate understanding; completely integrated; vivid and varied	/5
Organization (thinking and inquiry)	Ineffective introduction and conclusion; limited effort of planning; many loose ends	Problems with introduction or conclusion; some effort at planning evident	Competent introduction and conclusion; considerable effort and evidence of planning evident	Extremely effective introduction and conclusion; exceptional planning and effort evident	/10

Name: _____

Let Us Entertain You – Reflection Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge – details about characters life and/or theme	Does not include sufficient details about character’s life and/or theme or details included are inaccurate/ irrelevant	Includes minimal details about character’s life and/or theme; details are accurate and relevant for the most part	Good selection of details for character’s life and theme; all details are accurate and relevant	Excellent selection of details for character’s life and theme; details are not only accurate and relevant but also interesting
Thinking – Significance of character and theme to time period	Student does not make connections between character, theme and time period for this unit of study or connections are made, but are very weak	Student makes some connections between character, theme and time period for this unit of study; connections need to be further developed	Student makes connections between character, theme and time period for this unit of study; connections are good	Student makes strong, insightful and thought-provoking connections between character, theme and time period for this unit of study
Application – Use of citations/ bibliography	Does not include citations and/or bibliography or citations/ bibliography are included but formatted incorrectly	Bibliography and some citations are included; formatting not always used correctly for either	Bibliography and citations are included; both are formatted correctly for the most part	No errors in bibliography or citations
Communication – Spelling, grammar, punctuation	Little evidence of proofreading and editing – many errors in spelling, grammar and punctuation; errors interfere with comprehension	Some evidence of proofreading and editing – some errors in spelling, grammar and punctuation; errors do not interfere with comprehension	Considerable evidence of proofreading and editing – minimal errors in spelling, grammar and punctuation; ideas are clear	Excellent job of proofreading and editing – almost no errors in spelling, grammar and/or punctuation
Additional teacher comments:				
OVERALL LEVEL				

Let Us Entertain You – Group Topics

Group Topics	Fads, fashion, music, art	Silver screen, radio	Sports	Transportation	Women	Prohibition, gangsters	International leaders	Canadian political parties
<i>Spotlight Canada</i> pages	151, 167-169	160-162, 168-170	160, 172-175	162-166	171-175	135-136	216-219, 221	198-202
Role 1	Louis Armstrong	Mary Pickford	Percy Williams	Joseph Bombardier	Emily Murphy	Al Capone	Adolf Hitler	William Aberhart
Role 2	Tom Thompson	Charlie Chaplin	Foster Hewitt	Henry Ford	Amelia Earhart	Rocco Peri	Josef Stalin	R.B. Bennett
Role 3	Ella Fitzgerald	Mae West	Bobbie Rosenfeld	Charles Lindbergh	Agnes Macphail	Emilio Picariello	F.D. Roosevelt	James Woodsworth
Role 4	Coco Chanel	Al Jolson	Jesse Owens	Wop May	Eleanor Roosevelt	Herbert Hoover	Adrien Arcand	Maurice Duplessis
Subtopics/ Themes	<ul style="list-style-type: none">- Jazz- Group of Seven- Dancing- Fashion- Fads	<ul style="list-style-type: none">- Movies – silent & “talkies”- Radio & radio shows- Canadian movie stars	<ul style="list-style-type: none">- Canada & the 1928 Olympics- 1936 Olympics- NHL & Hockey Night in Canada- Edmonton Grads	<ul style="list-style-type: none">- Snowmobiles- Assembly lines & Model Ts- RCAF- Barnstorming & bush pilots	<ul style="list-style-type: none">- Person's Case- Women in politics- Women & flight	<ul style="list-style-type: none">- Gangsters & St. Valentine's Massacre- Rum running & smuggling- Speakeasies & bootlegging- Prohibition laws in Canada & the USA	<ul style="list-style-type: none">- Canada & fascism- USA & the New Deal- Communism & Russia in the 30s- Fascism & Germany in the 30s	<ul style="list-style-type: none">- Social Credit Party- Bennett's New Deal- CCF- Union Nationale

Let Us Entertain You – Self Evaluation

Complete the chart below and submit with your written reflection.

Criteria	Did I achieve this?		If “no”, explain why and explain how this could be corrected in the future?
	Yes	No	
Did I use my time well?			
Did I take on an active role in my group, suggesting ideas and volunteering to do things?			
Did I do everything that I could to make the character I played believable			
Did I present to the best of my ability – memorizing as much as I could, speaking loudly and clearly, speaking with emotion?			
Did I proofread my written work, correcting errors in spelling, grammar and punctuation?			
What specific things was I responsible for while my group was completing this project? (list)			