



Influence of Popular Culture, 1950-2000 Unit 4 CHC2D

Over the course of the semester we have focused on many of the political, social and economic events that have helped to shape our country and the rest of the world. As we move into the post-war era, we find the influence of media and culture becoming stronger with each passing decade.

For this task you will work within an assigned group to research and present information on a person, event and music relevant to your chosen decade. There are 2 ways in which you may present your information: a presentation in front of the class which uses visual aides (PowerPoint or Prezi – www.prezi.com) OR through the creation of a wiki. If you wish to create a wiki, you will be using www.wikispaces.com as it is a free site.



Multiple intelligences used in this task: Verbal/linguistic, musical/rhythmical, interpersonal, logical/mathematical

Assignment details:

- The decades being covered will be the 1950s, 1960s, 1970s, 1980s, 1990s and 2000s – that means there will be anywhere from 4-6 students per group
- Be sure to include images to add interest to your final product
- Include a works cited list for the sources you used

- The person
 - Your group will choose a person influential within Canada during your decade. Explain who the person is, what they did during this time and why they are important to Canadian history!
- The event
 - Your group will choose one or two events that had an impact on Canada's identity or place within the world. Your event may take place in Canada or another part of the world. Explain the 5 W's of your selected event, paying special attention to why it is important to Canadian history!
- The music
 - Your group will choose a song written/popular in your chosen decade.
 - If doing a class presentation, you will play the song for the class, and then explain how it is connected to your decade and why you chose it.
 - If you are creating a wiki, you may include a link to the song so people visiting your page can access it. OR, you have the option of creating a decade "play list," where you choose 10 songs and include a one sentence explanation of the significance of the song to the decade
 - In this case, no direct connection to Canadian history is necessary, but there should be some relevance to values or events of the time period.



DUE DATE

Influence of Popular Culture Rubric

Criteria	Level 1	Level 2	Level 3	Level 4	Weight
Quality of information presented (K)	Product does not include all required sections, 1 or 2 sections missing; product does not include accurate or relevant information	Products include all sections; information is accurate, but not all relevant	Product includes all information; information is accurate and relevant	Product includes more than required amount of information; information is accurate, relevant and interesting	10
Communication of information through written work or oral presentation (C)	In written form, many errors in spelling, grammar and punctuation, interfere with comprehension; ideas are not clear and hard to follow In oral presentation, members do not make eye contact, read from screen and/or are difficult to hear	In written form, errors in spelling, grammar and punctuation are present and occasionally interfere with comprehension; ideas occasionally hard to follow In oral presentation, members read from screen, but make occasional eye contact, still need some work on volume and pacing	In written form, errors in spelling, grammar and punctuation are present but do not interfere with comprehension; ideas are clear In oral presentation, members use cue cards, make some eye contact and have reasonably good volume and pacing	In written form, almost no errors in spelling, grammar and punctuation; clear and easy to follow In oral presentation, members have memorized information, do not rely on screen, make eye contact, are well paced and are enthusiastic about their presentation	10
Explanation of significance of items to Canadian history (T)	Does not include significance of 1-2 components; significance is not well developed	Does not include significance for 1 component; significance needs further development	Significance for all components is included; significance is developed, but lacking interest	Significance is included for all components; well developed, connections are made and is interesting	10
Creation of final product (A)	In written form, layout is disorganized; no visuals; no links included In oral form, presentation does not appear rehearsed, materials not cued properly; lacking visuals	In written form, layout is reasonably well organized; visuals not well selected; no links included In oral form, does not appear rehearsed; problems with cuing materials; reasonable choice of visuals	In written form, layout is well organized; good visuals; links included but do not all work In oral form, somewhat rehearsed, no difficulties cuing materials; good visuals	In written form, well organized, includes many interesting and relevant links and visuals; all links work In oral form, rehearsed, smooth, all visuals cued at start of presentation, excellent visuals which enhance meaning; attempt at getting class involved in presentation	5

Comments: