

Historical Classroom Presentation

Guidelines

1. Choose one topic from the following list to present on:
 - a. Badges, Union Jack and its proper use, Smartness and Steadiness, Small Arms Training, Military Dress, Tactical Warfare
2. Explore www.wartimecanada.ca for additional material on that topic beyond what *Defence Training* provides. Consider grabbing images or documents that clearly portray your topic. (you may want to use them in your presentation)
3. Decide as a group how your presentation will proceed. Remember to include at least three of these criteria.
 - a. Power point presentation, handout, demonstration and/or props, game, quiz
4. Remember, presentations are like essays. There should be an introduction of topic (detailing what will be covered), the ‘meat’ of your presentation, and a solid conclusion (highlighting your topic and perhaps interesting facts)

Presentation Marking Rubric

	Level 4	Level 3	Level 2	Level 1
Knowledge: Your understanding of your subject.	Students makes excellent use of website resources, images, and documents to expand their knowledge	Students makes considerable use of website resources, images, and documents to expand their knowledge	Students makes some use of website resources, images, and documents to expand their knowledge	Students makes little use of website resources, images, and documents to expand their knowledge
Inquiry: Engaging students, asking the right questions.	Students involve fellow students in their presentation and engage them in a variety of ways.	Students involve some students in their presentation and engage them through one methods	Students involve few students in their presentation and engage only some of the class.	Students do not involve students in their presentation have difficulty engaging anyone in the class
Communication: Your style and comfort in presenting the topic.	Students are very engaging, organized, and establish excellent rapport with students.	Students engage the class, demonstrate a basic flow to the presentation and keep the classes attention with ease.	Students engage some of the class, have difficulties with flow of presentation, are interrupted by breaks in the flow and lose students attention.	Students do not engage the students due to confusion over the flow of the presentation, reading from a script and or not speaking clearly.
Application: Clear connections are established and importance explained.	Students clearly demonstrate differences between 1940 and 2010 classroom. They also clearly point out cultural relevancies and oddities.	Students demonstrate some differences between 1940 and 2010 classroom. They also vaguely point out cultural relevancies and oddities.	Students demonstrate few differences between 1940 and 2010 classroom. They do not point out cultural relevancies and oddities.	Students have difficulty demonstrate differences between 1940 and 2010 classroom. They do not point out cultural relevancies and oddities.