**­­IB 20th Century History Final Project Option 2**

For your final project this year, you will be investigating the relationship between art and social issues in the 20th century. Your group will choose a specific social issue and look at how it has influenced specific artists/movements or vice versa, then create a presentation for our class. Groups of 2 (or 3 with approval). There are many options both for social issues and artists but here are a few ideas:

* Immigration—JR
* Refugee Crisis in Europe—Banksy
* Race in America—Jean Michel Basquiat

Your presentation should be thorough, engaging, and show depth of analysis in the connection between the social issue and the art. The full project will include the following:

* **15 points – 2-3 initial research ideas** for the social issue and artist you plan to present. You should look around before settling on one issue and artist in order to make sure you will have enough depth. An initial research worksheet will be provided to complete before meeting with Ms. Gregory for approval.
  + **DUE: May 22nd at the latest**
* **15 points – Lesson Plan** During class your group will meet with Ms. Gregory for approval of a written lesson plan including what you plan to do beyond lecture (this will likely look like discussion but feel free to be creative). You will need to present a rough draft of your power point as well as a word document with your detailed plan (include time estimates and who will lead which sections).
  + **DUE:** **No later than June 3rd**—sign-up sheets for in-class meetings will be posted May 28th.
* **50 points – Presentation** scored on the attached rubric.
  + **DUE: Send your final PP to Ms. Gregory the day before your lesson.**
* **5 points - Partner Evaluation:** Evaluate your partner’s participation in research, preparation, and actual presenting.
  + **DUE:** the day after you present.

Calendar

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| --- | --- | --- | --- | --- |
| 20 | 21 | 22 | 23  **Initial Research Wkst** | 24 |
| 27  NO SCHOOL | 28  STATE TESTING SCHEDULE | 29  Group Meetings | 30  STATE TESTING SCHEDULE  Group Meetings | 31  Group Meetings |
| June 3  Group Meetings | 4  STATE TESTING SCHEDULE | 5  PRESENTATIONS | 6  PRESENTATIONS | 7  PRESENTATIONS |

\*\***IF YOU MISS YOUR PRESENTATION DAY** and we are unable to reschedule, you will be required to complete an alternative written assignment in order to receive a score for your final.

\*\***IF** you would like to complete your final individually this project can be adapted in to a formal written assignment rather than a presentation.

IB History Final Presentation  Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | Exceeds standard (10) | Meets standard (8.5) | Almost meets standard (6.5) | Approaches standard (4) | Does not meet standard (3) |
| **Professional-ism and presentation skills** | Presenter is knowledgeable, clear, comfortable, and energetic.. Presenter has good energy and volume and doesn’t just read notes but engages audience. Is able to answer any questions. | Presenter is knowledgeable and clear and engages the audience. Presenter mostly looks at audience and is mostly loud enough to be heard. Presenter understands the content enough to teach it but struggles with new questions. | Presenter somewhat understands topic and attempts to engage the audience. Presenter looks down a lot and cannot project well. Presenter has notes but does not understand the material well enough to teach it. | Presenter barely understands topic and does not convey information well, possibly using entertainment to cover up deficiency. Presenter does not engage the audience on the topic, does not project voice, and cannot teach the material. | Presenters are clearly unprepared, do not have classroom involvement, and just present basic information. |
| **Content** | Information shows excellent depth of research.  Information is very accurate, clear, relevant and easy for the audience to understand. All major topics are covered with appropriate detail. | Information shows good depth of research.  Information is accurate and clear but may be dry or hard to follow. There may be too much info for the listener to digest. | Information shows good research.  Information is mostly accurate and relatively clear, though there may be a misunderstanding or two. Not enough information presented to cover main topics. | Information has inaccuracies from poor sources. Volume of information difficult for the listener to learn from.  ***May remove 1-4 points for disconnection from topic questions.*** | Information is largely inaccurate and random or extremely hard to follow.   Misses important points entirely. |
| **Analysis** | Clear and in depth connections between the social issue and art that go beyond the surface. Discussion of art extends to the class with in depth questions that engage the audience. | Connections between the social issue and art are present but are only surface level. Discussion of the art extends to the class on a minimal level and does not add to the depth of conversation. | Minimal connections, presentation consists of an overview of the issue and the art but not in connection with one another. No discussion that engages the class. | Lacks connection and is mostly fluff. Does not easily involve entire class. Lacks planning and organization. | Analysis is either nonexistent, completely unorganized or lacks connection to content. No involvement of students during lesson. |
| **Visual Aids** | Slides have good information but are not overloaded. Other visuals are present and enhance lesson appropriately. | Slides ***perhaps*** are overloaded but have good information. Other visuals are present but are either minimal or mostly for fun. | Slides have either too much or too little information without clarification from presenter. Visuals are few.. | Slides lack sufficient information. ***Visuals are nonexistent,*** do not apply, or are not explained. | ***Visuals are not used*** or do not enhance lesson at all. |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/40 Total from presentation rubric

\_\_\_\_\_\_\_/5 All group members equally participate

\_\_\_\_\_\_\_/5 Timing (30-45 min) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_/50 Total**