Post-1945 Decades Presentation

In five groups, you will be researching and reporting on one of the decades post WWII. The product you and your group will develop will take the form of a **10-15 minute** **audio-visual presentation**: a power point presentation, a short skit, interview re-enactment, or another teacher-approved idea. As a group, you want to examine both the **social and cultural** **changes and the influences/impact of your decade**. Develop your presentation around the broad themes that you feel define that decade. Your goal is to convey to the class information about the culture of decade and explain its significance. You need to consider: what the trends/ideas/culture indicate or represent; how they came to be; and/or their lasting impact. Each person is expected to prepare a three minute presentation. Practise this presentation in advance to ensure that it does not exceed three minutes.

Your first task will be to **research the decade** and its broad themes. You must use both print and digital sources to complete the research. Utilize the various books (both general and specific), databases, and credible websites. Some research may be done as a group, but you are expected to complete individual research relevant to a more specific element of the decade. You could also conduct an interview of someone who has lived through that decade to provide you with additional insight.

The written component of the project consists of an **individual** **annotated bibliography**. Your annotated bibliography lists all the sources you used in researching your project. You must have a minimum of four sources, two of which must be original to you. Along with each entry you are to provide a brief annotation that summarizes the source and indicates its usefulness to the project. Any website used must be credible and reliable; if this is not obvious then it must also be explained in your annotation.

You will be required to fill out a self/peer evaluation that identifies the contribution each group member, including yourself, made towards the project. Where there is a clear inequitable division of work within the group, individual marks will be affected.

The class will be given time in the library and computer lab to research, plan, and prepare your presentation. You need to ensure everyone knows their role and that the group is ready to present on the due date. You may be graded both as a group and as an individual for the presentation, depending on the format your group chooses to use. You will be marked individually for your bibliography. Each member of the group will be evaluated on:

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| --- | --- |
| **Presentation 35 marks**  *Knowledge* – detailed accurate information  *Communication* – care in planning and execution  – effective oral skills (clarity & confidence)  *Thinking* – establishes broad themes and their significance | **Bibliography 15 marks**  *Communication* – properly formatted entries  *Thinking* – quality academic research  – insightful annotations |

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Your group must be ready to present– powerpoints/videos/scripts must be submitted
* Individual annotated bibliographies are to be submitted
* Presentations will begin on Tuesday, January 16, 2018

**The Annotated Bibliography**

For this assignment you will be required to produce a properly formatted annotated bibliography that lists the four sources that you used to complete the assignment. In your annotation, explain why/how the source was useful for the project. ***Remember that even though your bibliography is only four sources, those sources must be listed in alphabetical order.***

**Bibliography for a general website. Remember to provide an annotation for credibility if it is not obvious:**

Author/Institution. “Title of Item.” Institution, date of source or date updated. URL.

\*as a last resort a date accessed may be used in place of updated\*

Scott, Donald. “The Canadian Conscription Crisis in WWII.” National Humanities Centre , updated June 17, 2010. <http://www.nhc.rtp.nc.us:8080/tserve/nineteen/nkeyifo/nmormon.htm>

**Bibliography for a digital magazine, newspaper, book or documentary series**

Author last name, first name or Name of Institution. “Article Title.” *Title of magazine, newspaper, book or documentary series*, Date of Issue. URL

Bliss, Michael. “Women in WWII.” *Canadian History Magazine*, June 20, 2002.

<http://www.history-magazine.com/libraries.html>

Canadian Broadcasting Corporation. “The Dust Bowl”. *Canada a People’s History,* copyright 2001. <http://www.cbc.ca/history/EPISCONTENTSE1EP13CH1PA2LE.html>

**Item in online database**

Journal articles published in online databases should be cited as shown above, under “Article in an online journal.” Be sure to include the name of the database or the website under the citation.

For other database items:

Author’s last name, first name. *Title of Source*, Date. Name of database

Elder, James. *The Natural History*, November 17, 2005. History Study Centre.

**Books**

Author. *Title*. City of Publication: Publisher, Year.

* If a book has two or three authors, write all names separated by the word ‘and’
* If a book has four or more authors, write only the first author followed by “et al.”
* If the book has a translator, compiler, or editor, make that distinction using “trans”, “comp”, “ed” – in some cases this person may be in addition to the author

**Book: One Author**

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

**Book: Two authors**

Cowlishaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

. **Book: Editor, translator, or compiler instead of author**

Lattimore, Richmond, ed.. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

**Book: Editor, translator, or compiler in addition to author**

Bonnefoy, Yves. *New and Selected Poems*. Edited by John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

**Book published electronically**

Kurland, Philip B., and Ralph Lerner, eds. *The Founders’ Constitution*. Chicago: University of Chicago Press, 1987. <http://press->pubs.uchicago.edu/founders/.

**Interview**

Interviewee. Interviewed by Interviewer. Personal Interview. Location, Date.

Doe, John. Interviewed by R Howatson. Personal Interview. Alliston, May 23, 2013.