World War II Battles Project Names:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Honors European History Battle:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | Exceeds standard (10) | Meets standard (8.5) | Almost meets standard (7.5) | Approaches standard (6) | Does not meet standard (4) |
| **Facts, evidence, date and understanding of the events of your battle (x1.0)** | Information is very accurate, exciting, clear, relevant and displayed in a crisp manner easy for the audience to understand. There is neither too much nor too little. info | Information is accurate and clear but may be dry or hard to follow. Manner of display is good not great. There may be too much info for the listener to digest. | Information is mostly accurate and relatively clear, though there may be a misunderstanding or two. Display and volume of information may be too spartan. | Information has inaccuracies from poor sources. It does not flow in a logical format and the display and volume are difficult for the listener to learn from. | Information is massively inaccurate and random. Poor display with little to no effort. No consideration for the listener. |
| **Thesis and analysis about the importance of your battle and its role in the war (x2.5)** | Group has clear, succinct thesis that conveys the role, importance, and placement the battle played in the larger war. Group then continues to analyze relevance and clearly shows the battle’s importance. | Group has good thesis but some part may be unclear or wordy. Group understands but does not elaborate on importance and only somewhat understand the battle’s role in the war. | Group has ok thesis with only partial clarity and less creativity. Group does not elaborate past its thesis and only shows little cause and effect and understanding of the battle in the war. | Group’s thesis is not clear and only partially arguable. Group gives little or no analysis past that and does not show how any part of the battle connects. Group does not understand battle’s role in the war. | Group’s thesis is not an arguable point. Little to no analysis given. Poor research and understanding of the battle’s role in the war. |
| **Your group’s presentation (x1.5)** | Presentation is neat, rehearsed, clear and concise—involving all group members equally. Group uses visual aides in a constructive, teaching manner. All group members clearly engage the audience. | Presentation is neat and clear with some rehearsal. Presentation involves all group members. Group uses visual aids in a constructive manner and generally engages the audience. | Presentation is neat and clear and most of the group understands it. Presentation involves most group members. Visual aids are used to convey information but may or may not teach. | Presentation is clear and at least one member of the group can explain the material. More than one group member is used and visual aides contain some type of useful information. | Presentation is unclear, random and displays little understanding of the material. One group member does all the presenting and/or simply reads from slides/notes. |
| **Your role in your group’s presentation (x2.0)** | Presenter is knowledgeable, clear, comfortable, and engages the audience. Presenter makes clear eye contact and projects so all can hear. Presenter understands the content enough to teach it and uses appropriate aides to do so. | 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 does not use materials to do so. | Presenter somewhat understands topic and attempts to engage the audience. Presenter only partially makes eye contact 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, may not make eye contact, does not project voice, and cannot teach the material. | Student does not have any meaningful part in the presentation. **(Changing the PowerPoint slides or pointing to things is NOT a “meaningful part.”)** |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/70 Total from presentation rubric

\_\_\_\_\_\_\_/5 Timeline and map (accurate, not too crowded, etc.)

\_\_\_\_\_\_\_/5 MLA formatted works cited page (all or nothing)

**\_\_\_\_\_\_\_\_\_\_/80 Total**