Industrial Revolution Research Project

Are We Living Through A Revolution?

We have been studying the amazing changes brought by the Industrial Revolution. As we have seen, some of those changes brought tremendous benefits while other changes had significant negative consequences. Now you will be working with classmates to research and evaluate the changes occurring around the world today. You will use the skills you acquired from your Freshman year projects in Health and possibly Science to create a Google Slide Presentation.

Library Work Days: 10/11

In Class Work Days: T 10/15, 10/17, 10/18

Due Date: T 10/18(End of Period)

Tasks:

1. Explore & choose a topic after viewing selected introductory videos.
2. Divide up tasks between team members.
3. Use our Library resources to learn & create research notes about the changes occurring in your topic. Use note sheet below or
4. Write the script for each slide.
5. Create an 8-10 Google Slide Presentation that includes:

|  |  |
| --- | --- |
| Slide 1 | * Title Slide
 |
| Slides 2-3 | * explains the changes occurring in your topic
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| Slides 4-5 | * analyzes the costs & benefits of the changes occurring in your topic
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| Slides 6-7 | * notes the problems that are being fixed and any future problems you identify
 |
| Slide 8 | * shares proposals to solve the problems you see in your topic
 |
| Slide 9 | * notes similarities/differences between your topic and the Industrial Revolution
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| Slide 10 | * includes a works cited slide
* Click [HERE](http://ponderosahighschoollibrary.weebly.com/noodletools.html) to access the Noodletools page on the library website
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1. “Present” your Google slides & submit it to Turnitin.

I am excited to see what you find out!

Rubric: Industrial Revolution Project

**Group Member’s Names:**

**Period:** **Topic:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **A Range (50-45)** | **B Range(44-40)** | **C Range(39-35)** | **D Range & below (34-0)** |
| **Research & Note taking Pages** | All notetaking pages are turned in and complete. All Cornell Notes have a good essential question and excellent summary.  | All note taking pages are turned in and mostly complete. Cornell Notes may be missing an essential question or a summary.  | All note taking pages are not turned in and complete. Cornell notes are missing elements and students do not have thorough 15 to 20 facts total. | All note taking pages are not turned in and complete. Cornell notes are missing many elements and students do not have 15 to 20 facts total. |
| **Script & Bibliography** | The script is well written, thorough, and addresses all of the subtopics. The script is incredibly informative and engaging.  | The script addresses all of the subtopics, but could have covered some more thoroughly. It is informative but has room for improvement.  | The script does not address all of the subtopics or other content slides. There is definite room for improvement in the writing quality and thoroughness.  | The script leaves much to be desired. All of the subtopics are not addressed, and there are many holes in information. Seems thrown together and not thoroughly researched.  |
| **Presentation** | The presentation is visually stunning with excellent coordinating pictures and video enhances the presentation. Students deliver the presentation well with confidence and excellent speaking skills.  | The presentation looks clean with decent coordinating pictures. Students deliver the presentation well but could use more confidence and polish to their speaking skills.  | The presentation could use more polish and pictures do not always work well. Students deliver the presentation in a haphazard manner. More practice was needed with their speaking skills.  | The presentation seems thrown together at the last minute. Pictures do not coordinate well. Students deliver the presentation in a haphazard and unprofessional manner. Much more practice was needed with their speaking skills.  |
| **Group Work and Daily Points** | Student worked exceptionally well with other group members and pulled their weight. Student was always on task during the class period and met their daily goals consistently.  | Student worked well with other group members and mostly pulled their weight. Student was always on task during the class period and met most of their daily goals.  | Student could have worked better with other group members and didn't always pull their weight. Student was not always on task during the class period and did not meet most of their daily goals.  | Student pulled their group down by not pulling their weight on their portion of the project. Student was not on task during the class period and caused many disruptions.  |

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| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Grade: \_\_\_\_\_\_\_/** | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Grade: \_\_\_\_\_\_\_/** |
| **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Grade: \_\_\_\_\_\_\_/** | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Grade: \_\_\_\_\_\_\_/** |