**World History**

**Mt4- World War 2**

**Level 4 Project**

## Due date: April 7th, 2017 @3:45 on Google Classroom

This project is connected to your English 10 project as well. **HOWEVER,** just because you received a level 4 for history **DOES NOT** mean your English LF has to give you a level 4 for English 10. The English department has a few different requirements (such as the project must be presented, etc.) that you **MUST meet** prior to receiving your level 4 in English 10.

Directions: Choose one of the following topics/prompts to research.

**Option 1: Research the USA Japanese Internment.** Be sure to address the basic questions such as: Why did our government intern Japanese Americans? How did Japanese Internment affect the lives of Japanese Americans? Why were Japanese-Americans interned while most Italian-Americans and German-Americans were not? What difficulties and hardships did Japanese-Americans experience as a result of internment? Why did most Japanese-Americans comply with the internment order? Describe the areas where the internment camps were located. Do you think the U.S. was justified in interning Japanese-Americans during WWII? Explain.

**Option 2: Holocaust vs Syrian Refugee Crisis:** Compare and Contrast the events of the Holocaust to the events surrounding the Syrian Refugee Crisis. It is not enough to merely state the similarities and differences. You will need to correctly cite specific examples and provide explanations to exactly how the events are similar or different. **[Connected to English 10 Project]**

**Option 3: Euthanasia during the Holocaust vs Euthanasia today:** California has become the 5th state to allow physician-assisted suicide. Compare and Contrast today’s euthanasia programs to the euthanasia program used by the Nazis in the late 1930s, early 1940s. Explain the differences and whether or not you agree with either form of euthanasia. It is not enough to merely state the similarities and differences. You will need to correctly cite specific examples and provide explanations to exactly how the events are similar or different. **[Connected to English 10 Project]**

**Option 4: Jewish Resistance:** Learn and present about the risks of resisting Nazi domination and the means, scope and intensity of the resistance efforts. You will need define resistance within the context of the Holocaust, explain how resistance and rebellion were discouraged, and identify various forms of resistance that took place in the ghettos and camps. You’ll want to conclude with whether or not you believe the Jews resisted the Nazi regime and if you think they could have done more. **[Connected to English 10 Project]**

Or any other Research topic that has been approved by Ms. Torres

## Requirements for different types of projects

**Power point** – Total number of slides = 14. Must have a title page, 12 slides of information & one picture on each slide, and a work cited page with 5 citations

**Research paper** – Must be 5 full pages typed and have a work cited page with 5 citations

**Brochure** – Must have title page, 2 pages of inside information laid out in an organized fashion, have pictures/graphs and have 5 citations on the back

**Newsletter**- Front, inside and back, must have 7-8 articles and pictures and 5 citations on the back page

Or any other type of evidence that has been approved by Ms. Torres

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**Due date Protocol**

**If you need an extension:** You need to notify Ms. Torres two days in advance for a one day extension.

**If project is turned in late:** Any student that does not complete the mt project at level 4 proficiency by the due date will complete the 5 page in class essay for the MT in place of the project and your life skills grade will be affected.

**Resources:**

Information regarding MT1: [www.torreslhs.weebly.com](http://www.torreslhs.weebly.com)

How to cite: [www.easybib.com](http://www.easybib.com)

**Assessment Rubric for PowerPoint**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary 4** | **Accomplished 3** | **Developing 2** | **Beginning 1** |
| **Organization** | Information presented in logical, interesting sequence  Information is bulleted not in paragraph form | Information in logical sequence  Information is in bulleted form but still a bit wordy | Difficult to follow presentation--student jumps around  Information is presented in paragraph and bulleted form | Cannot understand presentation--no sequence of information  Information only in paragraph form |
| **Subject Knowledge** | Demonstrates full knowledge by answering all learning targets with explanations and elaborations | At ease with expected answers to questions but does not elaborate | Uncomfortable with information and is able to answer only rudimentary questions | Does not have a grasp of the information. Cannot answer questions about subject |
| **Graphics** | Explain and reinforce screen text and presentation | Relate to text and presentation | Occasionally uses graphics that rarely support text and presentation | Uses superfluous graphics or no graphics |
| **Grammar** | There are no errors in spelling, punctuation, or mechanics ; the presentation is free of word and object clutter | There are 1 or 2 errors in spelling, punctuation, or mechanics ; the presentation contains little word and object clutter | There are 3 errors in spelling, punctuation, or mechanics ; the presentation contains some word and object clutter | There are 4+ errors in spelling, punctuation, or mechanics ; the presentation contains too much word and object clutter |