

World War II & Leadership Timeline Rubric

Student Name: _____

Objective

1. SWBAT evaluate the actions of various leaders and key events during World War II by completing a collaborative timeline activity.
2. SW analyze the events of World War I from the beginning of appeasement through the German retreat from Stalingrad by utilizing various classroom resources.

Introduction to Assignment

You will be working as one large group to complete the objective above. You will select what you believe to be the key events in which you think leaders make important decisions. You may choose as few as you would like or as many as you would like. However, be careful with your choice. I have a list of specific events and leaders that you will need to include, but I will not be directly giving you that list. As a reminder, your project should be oozing with the theme of leadership.

Quality of Work

Once you have chosen the events and leaders that you are going to research, you must decide what information should be included. I would encourage you to include key leaders of influential countries, key events within during this stage of World War II, and the outcome and impact of each event/decision. Any writing on your project should be free of grammatical and structural errors. Also, you should challenge yourselves and classmates to use a high level of vocabulary.

Collaboration

A large focus for this project is on your ability to positively collaborate with your classmates. Being a leader does not mean you dominate tasks, discussions, or that you are the leader for the whole project. Allow your classmates equal opportunities to speak and to be a leader. This effort and skill will be reflected in your grade.

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Graphics

Graphics are mandatory for this project. You are not permitted to include pictures in your project that are simply printed and not significantly impacted or altered by one of your group members (example). Your graphics need to be appropriate in regard to size, content, and they all must be relevant. Your group will decide on how many graphics to use. Keep in mind that a timeline has specific components in order to meet the requirements of a well-designed timeline.

Procedure

Your procedure is entirely up to the group. The whole group must agree with this approach. Be sure to work positively to design a procedure and product during your process.

Individual Assignment

There is an individual component to this project that you will complete outside of class and turn in once your timeline is completed. You will choose which event/decision of a leader from your timeline is the most important in your opinion and evaluate the importance of that event/decision by completing a writing assignment. This writing assignment should have the following components.

- Proper Valley header
- Approximately 230 – 250 words
- 12 Point, Times New Roman, Double Spaced
- Thesis statement
- Free of grammatical errors

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CATEGORY	4	3	2	1
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group or dominate "air time".	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Graphics	All graphics are accurate, relevant, size and content appropriate, and have been altered by a group member.	Most graphics are accurate, relevant, size and content appropriate, and have been altered by a group member.	Few graphics are accurate, relevant, size and content appropriate, and have been altered by a group member.	Most graphics are accurate, relevant, size and content appropriate, but have not been altered by a group member.