

Lesson developed and shared by Ryan Markel, Cusick School District  
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Notes to Educators from Ryan: I assign this project in my 7<sup>th</sup> sometimes 9<sup>th</sup> Grade Washington State History class. It is a Jigsaw project of sorts that requires the students to research conflict between the Native Americans and Europeans during the 1800s. See student example (done in an adapted timeline).

Name \_\_\_\_\_

Period \_\_\_\_\_

## **Conflict in the PNW Partner PowerPoint Project**

**Partner:** \_\_\_\_\_

**Conflict:** \_\_\_\_\_

**Introduction/Expectations:** You and a partner will be developing an informational PowerPoint on one conflict that took place in the Pacific Northwest. Each group will be focusing on a different topic. I will also determine the pairs so that I can attempt to match novice PowerPoint users with experts in this area. The PowerPoint will be shared with the class and you will be quizzed over the information presented by all the groups.

Here is a list of possible conflicts to choose from:

The Yakima War

Battle of Spokane Plains / Four Lakes

Battle of Rosalia

The Modoc War

The Nez Perce War

Bannock-Paiute War

The Tonquin Incident

The Rouge River Wars

I would prefer to give you ideas for how to organize each slide of your PowerPoint, but with the variety in topics this just does not seem possible.

I will give you the following guidance:

**Slide #1: Title slide**

- Title
- Names
- Graphic

- What will we be learning about?
- Where does this fit in with Pacific Northwest History?

**Slide #2: Introduction**

- Ideas

- Perhaps, mention something to draw us in

- Why is this important?

**Slides #3-9: For you to decide**

- Keep it informative & historically relevant

**Slide #10: Conclusion**

- Ideas
  - What should we remember?

**Slide #11: Works Cited**

- Web sites: MLA format (I would recommend using Easy bib for this)
- Books: Include the title, author, and date published

Note: Wikipedia should not be your first stop to locate information. **Also, don't forget that there are books in the library. I'd like to see at least one source that is a book.**

**Grading:** We have two rubrics related to this assignment: one for your work with your partner and the other for the PowerPoint/presentation. This assignment is worth a total of 105 points.

**5 Keys to Success:**

- Follow the layout
- No lengthy paragraphs on your slides (Keep informative and concise)
- Images should be the only items that you copy and paste
- Use your time wisely (If computers are available, you and your partner can be on different computers.)
- Information first, then animations

**Group Rubric**

	7	5	3	1
<b>Time/Effort</b>	Class time was used very wisely. Much time and effort went into the planning and creation of the PowerPoint.	Class time was used adequately. Much time and effort went into the planning and creation of the PowerPoint.	Class time was not always used wisely. More time and/or effort could have been put into the planning and creation of the PowerPoint.	Class time was not used wisely. Little time and effort was put into the planning and creation of the PowerPoint.
<b>Cooperative Learning</b>	Group members continually worked cooperatively, respecting the ideas and contributions of others.	Group members almost always worked cooperatively, respecting the ideas and contributions of others.	Group members occasionally worked cooperatively, respecting the ideas and contributions of others.	Group members rarely worked cooperatively. Members did not respect the ideas and contributions of others.

Total: \_\_\_\_\_/14

## PowerPoint Rubric

	13	9	5	2
<b>Number of Slides</b>	PowerPoint contains at least 11 slides related to the topic.	PowerPoint contains 9-10 slides related to the topic.	PowerPoint contains 7-8 slides related to the topic.	PowerPoint contains less than 7 slides related to the topic.
<b>Subject Knowledge</b>	Subject knowledge is greatly evident throughout the PowerPoint. Information is clear, appropriate, and correct.	Subject knowledge is evident in the PowerPoint. Information is clear, appropriate, and correct.	Some subject knowledge is somewhat evident. Information is confusing or inaccurate.	Subject knowledge is not evident. Information is very confusing or inaccurate.
<b>Focus</b>	PowerPoint is relevant to the assigned topic and provides a very effective overview.	PowerPoint is relevant to the assigned topic and provides an effective overview.	PowerPoint drifts from the assigned topic or does not provide an effective overview.	PowerPoint is not closely related to the assigned topic.
<b>Appearance</b>	PowerPoint is exceptionally attractive in terms of design, layout, and neatness. Pictures and graphics go well with the text.	PowerPoint is attractive in terms of design, layout and neatness. Pictures and graphics go well with the text.	PowerPoint is acceptably attractive, yet it may appear cluttered. Pictures relate to the text, but there are too few or too many.	PowerPoint is poorly designed. Layout is cluttered or confusing. Pictures and other graphics do not relate to the text.
<b>Grammar &amp; Spelling</b>	Text contains no errors in grammar and/or spelling.	Text contains few errors that do not interfere with comprehension.	Text contains several errors that limit comprehension.	Text contains too many errors that greatly impact comprehension.
<b>Text Elements</b>	Fonts are easy-to-read and point size varies. Use of italics, bold, and indentations enhances readability. Text is appropriate in length. Background colors enhance the readability.	Fonts are easy-to-read. Appropriate use of italics, bold, and indentations. Text is appropriate in length. Background colors enhance the readability.	Fonts are occasionally easy-to-read. Use of fonts, italics, bold, or background colors may detract from readability. Text may include lengthy paragraphs.	Text is often difficult to read. Inappropriate use of fonts, italics, bold, or background colors. Readability is difficult with lengthy paragraphs or lack of headings.

<p><b>Presentation</b></p>	<p>Students effectively share PowerPoint with the rest of the class. Presenters share each of the required elements (See slide layout). Each group member contributes equally to presentation.</p>	<p>Students share PowerPoint with the rest of the class. Presenters share each of the required elements (See slide layout).</p>	<p>Students share PowerPoint with the rest of the class. Presentation is missing one of the required elements (See slide layout).</p>	<p>Students share the poster with the rest of the class. Presentation is missing more than one of the required elements (See slide layout).</p>
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Total: \_\_\_\_\_/91

Grand Total: \_\_\_\_\_/105