

## Resources and Wealth Group Project - 40 marks

### *Would I want to live there? Why or why not?*

Based your research, your group will create a presentation for the class. The presentation will address the guiding questions and consider the expected outcomes for quality of content and delivery.



### General Information

- As a group, create a shared PowerPoint file in Office 365 that all members can access and edit. Include me among the members.
- Work cooperatively and conduct adequate research. You need to demonstrate a basic appreciation/understanding of your chosen region. **Find and report** connections between resources and the material/non-material standard of living.
- Share the load in preparation and delivery of a **4-8 minute** presentation. Practice it.
- Meet the deadline. You will have 4 or 5 work periods. Some out of school work may be necessary.
- Create a complete and alphabetized citation list on the last slide of your presentation. That slide does not need to shown in class. It's for me.
- You will be filmed to make assessment easier. Smile!

### Guiding Questions – What will my group need to share in our presentation?

These questions will help shape your presentation. These **are not questions to necessarily be answered directly** but instead indicate material to be shared. A good presentation has a theme and will not be a series of Q&A responses.

### Central question: *Would I want to live there? Justify*

- What is the **material** and **non-material standard of living** of the region selected? Illustrate and explain.
  - Is the living standard **high** or **low** and in what way? Does it vary among the citizens or is it a shared experience? E.g. are only a few citizens rich while most poor? Do men fair better than women? Do children work or attend school? Consider multiple factors, many of which have been discussed in class. Determine if your region is a **developed, developing or underdeveloped** (third world). Support your conclusions with evidence.
- What **resource factors** contribute to the overall lifestyle of the citizens of the region? What resources are of value and used for trade?
  - Prosperous countries have resources whether those are natural resources or skilled workers etc. Recall from class **resources = wealth**
- In what specific ways does the standard of living **compare with our baseline**, Canada?
  - E.g Sweden is slightly higher than ours, Haiti much lower. Use examples.
- Who are the **major trading partners** of the chosen country? What **goods or services** are traded?
  - E.g. Over half of Canada's trade is with the US followed well down the list by the European Union. There are many others but they're of much less importance.



## Rubric

### Content – 30 marks

Group members \_\_\_\_\_

Topic \_\_\_\_\_



		<b>Exceeding Expectations</b>	<b>Meeting Expectations</b>	<b>Beginning to Meet Expectations</b>	<b>Not Yet Meeting Expectations</b>
	Quantity of Information	Coverage is extensive. Lots of detail present.	All important information is covered with enough detail to inform the listeners.	Thin in detail. More is needed to ensure coverage.	Missing details to support statements made or topics simply missed.
	Quality of information	Evidence of thorough research. Unit subject matter is extended and we have a strong picture of life in the region following the presentation.	Information is accurate and complete and addresses guiding questions. All claims are supported. We better understand the region when the presentation concludes.	Most information is accurate but may be missing important aspects. Only a partial understanding of the issues seems present. There is dependence on too few resources.	Information is inaccurate or incomplete. Coverage is spotty where present. Poor resource choices were made. Links on the resource page are broken.
	Visuals	The frequently used visuals are attractive, flow well with the presentation and support an understanding of the topic. No unnecessary text or images.	All visuals used are helpful and fit within the overall presentation. No unnecessary text or images.	Limited number of images that could be replaced with better options. Too much text on screen. We're reading rather than listening.	Few or no visuals used and/or are clearly poor options. The amount of text turns the presentation into an essay or jot notes.
	Sources	Resource page correctly lists a rich selection of sources. Follows the expected format.	Resource page correctly contains an appropriate and properly cited list of sources.	Limited or missing sources. Format errors in citation.	Resource page missing. If present, poor options used as sources. (not fact based; obvious bias)
	<b>Terms to note</b>	extensive, thorough, extended, attractive, no unnecessary..., rich selection	Enough detail, accurate, complete, supported, visuals helpful, appropriate	Thin, missing, too few, limited, too much text	Missing, inaccurate, poor, few or no, essay, missing

### Delivery – 10 marks

- 90% rule applies. Never read, only refer to the slide. Eyes on the audience.
- Too much text on screen weakens the presentation. The audience will read rather than listen. Severely limit text. Rely on limited text, adding images and graphs to support your statements. Limiting text will help you avoid reading, improving eye contact. Practice.

Dominated by one person		Some balance			Fully shared participation				
Low volume/poor eye contact/monotone		Audible/mixed eye contact/some energy			Clear/80%+ eye contact/energetic				
1	2	3	4	5	6	7	8	9	10