

# CHC2D: CANADIAN HISTORY SINCE WORLD WAR 1

## TECHNOLOGICAL INNOVATIONS OF WW2

### CONTEXT

The Second World War was a time of great change, as governments and citizens on all sides of the conflict witnessed monumental changes. For this assignment, students will work together on a group presentation featuring the Technological Innovations of the World War 2 Era. Students will research their technology from its origins through to its application in the real world, focusing especially upon legacy and historic significance.



### WHAT DO WE HAVE TO DO?

Working either in groups of three, students will select a Technology from the list. Groups will thoroughly research the following:

**1. Origin story**

Who, what, when, where, why was it created or discovered?

**2. Let's Get Technical**

What is the Science behind the technology? How does/did it work?

**3. Utilization in the WW2 Era**

How was the technology used during the War (or on Homefront during war)?

**4. Impact during War**

What was impact during World War 2? To what extent did it affect change?

**5. Lasting Legacy**






How can we see the legacy of this technology in contemporary Canada?

**6. Make the Case**





Make the case that your chosen technology was the most significant of the WW2 Era.

# COMPONENTS

**Each group will deliver a ten-minute presentation and create a:**

-  PowerPoint or Slides presentation, covering all five components.
-  Logo for the Technology that reflects its legacy
-  Slogan for the Technology that shows understanding of its impact
-  30 Second Commercial (Recorded or Performed Live)
-  Bibliography that adheres to the Chicago School of Citation

**Each Presentation must include:**

-  Photos of the Technology in use
-  Video of the Technology in use
-  A creative component, such as a jingle, song, or other student created work.
-  Thorough explanation of all six components

## TIMELINE:

<b>Date:</b> _____ Intro to Assignment	<b>Date:</b> _____ Library Research Dates	<b>Date:</b> _____ Presentations in Class
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All groups are advised to have their material accessible online and shared by all group members. Not having access to material(s) on presentation dates will not be considered a reasonable excuse.

<b>TECHNOLOGICAL INNOVATIONS</b>		
Jet Aircraft/Rockets	The Jeep	M&Ms
Tanks	Radar	Aerosol Cans
Ciphers and Espionage	Pressurized Cabins	SCUBA
Synthetic Rubber	Nylon	The Computer
Penicillin	Instant Coffee	Rockets

## GROUP PRESENTATION RUBRIC

ACHIEVEMENT CATEGORY	Remedial (< 50%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)	Mark
<b>Knowledge &amp; Understanding</b>	Off topic. Does not present necessary or relevant info with historic context or understanding of material	Necessary and relevant info with historic context presented with limited success showing limited understanding of material	Necessary and relevant info with historic context presented with some success showing some understanding of material	Necessary and relevant info with historic context presented with success showing considerable understanding of material	Interesting info with historic context presented with great success showing an exceptional understanding of material	/10
<b>Thinking</b>	No explanation of the legacy of selected technology and no analysis provided.	Limited explanation of legacy and analysis was unclear or missing.	Some explanation of legacy and aspects of the analysis was unclear	Considerable explanation of legacy with clear analysis.	Thorough and insightful explanation of impact or legacy with sophisticated analysis.	/10
<b>Application</b>	Presentation has little to no structural clarity, lacks several components and doesn't aim to convince viewers of importance.  Bibliography is not provided.	Presentation has limited structure, features incomplete components and doesn't convince viewers of importance.  Bibliography is provided but doesn't adhere to Chicago School of Citation guidelines.	Presentation shows some structure. Attempt to use components to convince viewers of importance.  Bibliography is provided with an attempt to use Chicago School of Citation guidelines.	Presentation shows clear structure, features all components and makes a concerted effort to convince viewers of importance.  Bibliography is provided and uses the Chicago School of Citation guidelines.	Presentation shows extended learning, with sophisticated approaches to components and is thoroughly convincing.  Bibliography provided meeting Chicago School of Citation guidelines.	/10
<b>Communication</b>	Reads text of presentation with no eye contact.  Visuals or props are absent.	Makes a limited attempt to speak to class instead of reading.  Visuals or props used with limited effect. Off topic.	Able to speak to class but dependent upon notes.  Visuals or props used with some success and have a connection to material	Addresses class with limited use of notes.  Visuals or props used are obviously connected to material and used with success.	Student engages with class. Notes might be present but rarely used.  Engaged, active and was able to showcase learning with props with zeal and insight.	/10

**Comments:**