Photo Story Project: The Development of Nationalism

- Examine the development of nationalism as shaped by historical, geographic, political, economic and social factors whilst _________.

- Examine nationalism as an identity, internalized feeling and/or collective consciousness shared by a people. –i.e. Examine the sense of nationalism created through the French Revolution OR current event.

Task
Create a Photo Story where you will **choose a nation** that has experienced a series of events/circumstances and **examine how they contribute(d) to the development of nationalism**. Consider the factors that shape the development of nationalism; geographic, social, historical, political, and economic, as well as **expressions** of nationalism. This story should relate historically to the events and sentiments of a person who lived/living during that time; therefore, ensure that your story is fashioned from a particular person’s perspective.

This Photo Story should have the basic elements of every written work including an introduction, conflict, climax and conclusion.

Perspective
You may choose to tell your story from any number of perspectives

- I.e. Perspectives of the French Revolution
  - Peasant
  - Jacobin
  - Noble
  - King/Queen/President/PM
  - Bourgeoisie
  - Girondins
  - Priest
  - Priest, other

Your Photo Story should include:
- A Title Page (including the title of your story, your name, course and due date)
- 10-15 slides, give or take
- A variety of pictures and events
- Vocal narration or detailed text liners
- Sound or background music
- Credits reel aka your references (in APA format)

Presentations: Friday, September 21, 2018
*Your video needs to respond/incorporate the initial outcomes and must be from the **perspective** of your choice.

**E-mail the link/file of your project the NIGHT before your presentations.**

**References must be properly cited; if references are missing or improperly cited, the project will not be marked.**
# RUBRIC: Photo Story

<table>
<thead>
<tr>
<th>TOTAL: 24 marks</th>
<th>Explanation and Analysis (8)</th>
<th>Visual Appeal (graphics/layout) (8)</th>
<th>Communication (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent E</strong></td>
<td>Explanations are thorough and complete showing strong higher level thinking. Support is specific and accurate and relates to the question. Errors, if present, do not take away from the response. A full understanding of the question is shown. 8</td>
<td>There are many good graphics in the presentation, and they are related to the content. All graphics are the appropriate size. The graphics help the audience make connections to understand the presentation. Layout is exceptionally creative and visually appealing. The fonts, color, and background all work together to provide a consistent theme and a presentation that is easy to read. 8</td>
<td>The writing is smooth and effectively organized. Vocabulary is precise and effective. The writing shows confident control of sentence construction, grammar, and mechanics. Errors, if present, are unimportant. 8</td>
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<tr>
<td><strong>Proficient Pf</strong></td>
<td>Explanations are appropriate and purposeful showing a clear level of thinking. Support is relevant, appropriate and relates to the question. Response may contain some minor errors. A clear understanding of the question is shown. 6</td>
<td>There are good graphics in the presentation, and they are related to the content. The graphics help the audience understand the content. Layout is creative and visually appealing. The fonts, color, and background almost provide a clear theme. It is generally an easy presentation to read and follow. 6</td>
<td>The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently shows effective control of sentence construction, grammar, and mechanics. Errors do not take away from communication. 6</td>
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<td><strong>Satisfactory S</strong></td>
<td>Explanations are general and simple showing an acceptable level of thinking. Support is relevant but general and somewhat relates to the question. Response may be incompletely developed, and/or contains errors. An acceptable understanding of the question is shown. 4</td>
<td>Some of the graphics seem unrelated to the content. Some of the graphics distract from the text. Layout is visually appealing although some slides may be too cluttered or too empty. The fonts, color, and background do not necessarily provide a theme and there may be parts that are difficult to read. 4</td>
<td>The writing is generally clear and functionally organized. Vocabulary is generally accurate, but not specific. The writing shows basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 4</td>
</tr>
<tr>
<td><strong>Limited/Poor L/P</strong></td>
<td>Explanations are overly simple, repetitive, or minimal showing a negligible understanding. Support, if present, is sketchy and may not relate to the question. Response may contain large errors. A minimal understanding of the assigned task is shown. 2</td>
<td>Most of the graphics did not fit with the content or there are hardly any graphics at all. Most of the graphics distract from the text. Layout lacks visual appeal and is sometimes too cluttered or too empty. It may be confusing at times. The fonts, color, and background do not work well in the presentation making it difficult to read. 2</td>
<td>The writing is unclear and disorganized. Vocabulary is ineffective and often wrong. A lack of control of sentence construction, grammar, and mechanics if shown. Errors make communication difficult to understand. 2</td>
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<tr>
<td><strong>Insufficient INS</strong></td>
<td>It will be assigned to papers that are off topic, or when there is little to no attempt to answer the question.</td>
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*Note: Each rubric category is evaluated based on the criteria provided.*