

Geneva Conference Brochure

Groups: For the purpose of this project you will be working in groups of 2 (3 by leader decree only)

Situation: You and your partner are representatives of a specific country in attendance at the Geneva Conference (1954). Your job is to persuade the other countries in attendance that your plan/demands should be accepted. The outcome of this conference could alter the course of your country's history.

Task: You and your partner need to first research the position and desires of your country at this point in history. Refer to the materials given to you by your Leader. Your group will then need to create a digital brochure which persuades the other countries at the conference to accept your plan/demands.

What to include:

- Clear indication of the country you represent
- Ideas surrounding focus questions on "Geneva Conference" worksheet (PDF page 98)
- Images
- Map of your proposal
- Persuasive tactics

Activity: Once the brochures are finished, we will share brochures with other countries in attendance at the conference. As a country you will then come up with a list of grievances regarding the other country's plan. Countries will then express those grievances to the group and provide an explanation as to why you disagree and provide a solution to the issue that your country would agree with.

Submission: All graded items (Brochures, Grievances, Reflections) will be submitted to this assignment on Google Classroom. The brochure and grievances are a group grade while the reflection is individual.

	5	3	1
Appearance (G)	Brochure uses a design and layout that is conducive to the task. The design/layout is easy to follow with headings/subheading	Brochure uses a design and layout that is suitable for the task. The design/layout is somewhat easy to follow but may lack some headings	Brochure uses a design and layout that is not suitable for the task. The design/layout is confusing and/or may lack headings
Content (G)	Content is covered thoroughly and is accurate based on country's perspective	Content is covered partially and is mostly accurate based on country's perspective	Required content is not covered and/or is not accurate based on country's perspective
Argument (G)	Argument is persuasive and employs technique to convince other countries to agree. Argument is presented in a logical and easy to follow manner.	Argument is somewhat persuasive and may not employ techniques to convince other countries to agree. Argument is somewhat presented in a logical and easy to follow manner.	Argument lacks persuasiveness and/or does not employ techniques to convince other countries to agree. Argument is not presented in a logical and easy to follow manner.
Graphics (G)	Graphics are appropriate to the task. Graphics add value to overall project and help persuade readers. Numerous graphics are used effectively.	Most graphics are appropriate to the task. Graphics are somewhat valuable to overall project. Graphics at times help persuade readers. Could include more graphics.	Some graphics are not appropriate to the task or do not add value to overall project. Graphics are not persuasive or not included.
Grievances (G)	Grievances are thoughtful and critical. Grievances are realistic and are in line with country being represented. Grievances are presented for all opposing groups.	Grievances are at times thoughtful or somewhat critical. Grievances at times are unrealistic or are not in line with country being represented. Grievances are presented for most groups.	Grievances lack thoughtfulness or a critical nature. Some grievances are unrealistic or are not in line with country being represented. Grievances are missing for numerous groups.
Delivery (I)	Delivery of material was professional, clear, and knowledgeable. Tone and volume were exceptional.	Delivery of material was professional, clear, and somewhat knowledgeable. Tone and volume were appropriate.	Delivery of material was unprofessional, unclear, or lacked knowledge of content. Tone and volume were not considered.
Reflection (Double) (I)	The reflection explains the student's own thinking and learning processes, as well as implications of the event both in the time period and for future learning.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.