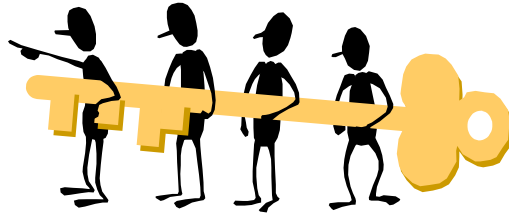




Group Activity Components

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Working Together as a Group



Do the following when working together in a group.

👍 **Organize the group members.**

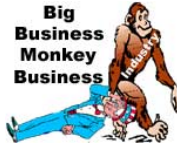
- 👉 Define roles and responsibilities.
- 👉 Identify tasks to be accomplished.

👍 **Focus on group responsibilities and tasks.**

- 👉 Work diligently to finish assigned tasks.
- 👉 Stay on task until assignment is finished.
- 👉 Limit conversations to the assignment.

👍 **Interact positively.**

- 👉 Listen to other group members.
- 👉 Accept work/ideas from others.
- 👉 Give positive feedback/recognition to group members.
- 👉 Resolve problems and group conflicts.



Group 1 Presentation: Business Organization and Practices

The task for this group is to prepare a short presentation of how businesses and especially large industries were organized during the period from 1860 to 1910 in the United States.

Content Items

- The basics of how corporations were organized during this period
- The various ways large industries attempted to eliminate competition
 - Monopolies
 - Trusts
- Examples of monopolistic industries and how they changed life in the U.S.
 - Specific examples of these types of industries
 - Examples of how they improved life
 - Examples of how they made life worse
- The position of the wealthy in American society during this time

Oral and Visual Elements

- Oral explanations of the content items from **each** member of the group
- Presentation organization
 - An introduction
 - States purpose of presentation
 - Gives preview of the presentation
 - Thorough explanation of the content elements
 - Presents in logical order
 - Uses of visual aids and illustrations to back up content
 - Provides analogies to explain important points
 - Provides accurate and pertinent information
 - A conclusion that
 - Interprets the material presented
 - Makes a reasoned assessment concerning the material
- Visual elements illustrating content
 - Graphs, charts, photographs, and other appropriate visuals illustrating the presentation
 - Displayed in a visually understandable method
 - Backboard
 - Poster board
 - Overhead transparencies
- Question and answer session at end of presentation

Group Organization

- Elect a leader
 - Maintain order
 - Keep organized
 - Equally delegate tasks
 - Help meet deadlines
- Secretary
 - Keep up with paperwork
 - Keep up with assigned tasks



Group 2 Presentation: The Railroad Industry

The task for this group is to prepare a short presentation of how the railroad industry evolved and its importance during the period from approximately 1860 to 1910.

Content Items

- Origin and purpose of railroad building
- The problems facing the building of railways
- Government's role in the initial building of railways
- Short history of the railroad building process
- Consolidation of railroad systems
- Positive aspects of a transcontinental railroad system
- Negative aspects of a transcontinental railroad system
- Contributions to the Industrial Revolution in the United States

Oral and Visual Elements

- Oral explanations of the content items from **each** member of the group
- Presentation organization
 - An introduction
 - States purpose of presentation
 - Gives preview of the presentation
 - Thorough explanation of the content elements
 - Presents in logical order
 - Uses of visual aids and illustrations to back up content
 - Provides analogies to explain important points
 - Provides accurate and pertinent information
 - A conclusion that
 - Interprets the material presented
 - Makes a reasoned assessment concerning the material
- Visual elements illustrating content
 - Graphs, charts, photographs, and other appropriate visuals illustrating the presentation
 - Displayed in a visually understandable method
 - Backboard
 - Poster board
 - Overhead transparencies
- Question and answer session at end of presentation

Group Organization

- Elect a leader
 - Maintain order
 - Keep organized
 - Equally delegate tasks
 - Help meet deadlines
- Secretary
 - Keep up with paperwork
 - Keep up with assigned tasks



Group 3 Presentation: The Steel Industry

The task for this group is to prepare a short presentation of how the steel industry evolved and its importance during the period from approximately 1860 to 1910.

Content Items

- History of the steel industry
 - Origin
 - Important inventions
 - Reasons for the United States rapid growth in steel production
- Consolidation of the steel industry
 - Andrew Carnegie's role
 - J. Morgan's role
 - United States Steel Corporation
- Positive aspects the growth of the steel industry
- Negative aspects of a consolidated steel industry
- Contribution to the Industrial Revolution in the United States

Oral and Visual Elements

- Oral explanations of the content items from each member of the group
- Presentation organization
 - An introduction
 - States purpose of presentation
 - Gives preview of the presentation
 - Thorough explanation of the content elements
 - Presents in logical order
 - Uses of visual aids and illustrations to back up content
 - Provides analogies to explain important points
 - Provides accurate and pertinent information
 - A conclusion that
 - Interprets the material presented
 - Makes a reasoned assessment concerning the material
- Visual elements illustrating content
 - Graphs, charts, photographs, and other appropriate visuals illustrating the presentation
 - Displayed in a visually understandable method
 - Backboard
 - Poster board
 - Overhead transparencies
- Question and answer session at end of presentation

Group Organization

- Elect a leader
 - Maintain order
 - Keep organized
 - Equally delegate tasks
 - Help meet deadlines
- Secretary
 - Keep up with paperwork
 - Keep up with assigned tasks



Group 4 Presentation: The Oil Industry

The task for this group is to prepare a short presentation of how the oil industry evolved and its importance during the period from approximately 1860 to 1910.

Content Items

- Rising importance of oil
 - History of oil use
 - Usage in the United States
- Standard Oil and John D. Rockefeller
 - Business organization
 - Methods to eliminate competition
 - Methods of operation
 - Size of industry
- Negative aspects of the oil industry
- Positive aspects of the oil industry
- Contribution to the Industrial Revolution in the United States

Oral and Visual Elements

- Oral explanations of the content items from each member of the group
- Presentation organization
 - An introduction
 - States purpose of presentation
 - Gives preview of the presentation
 - Thorough explanation of the content elements
 - Presents in logical order
 - Uses of visual aids and illustrations to back up content
 - Provides analogies to explain important points
 - Provides accurate and pertinent information
 - A conclusion that
 - Interprets the material presented
 - Makes a reasoned assessment concerning the material
- Visual elements illustrating content
 - Graphs, charts, photographs, and other appropriate visuals illustrating the presentation
 - Displayed in a visually understandable method
 - Backboard
 - Poster board
 - Overhead transparencies
- Question and answer session at end of presentation

Group Organization

- Elect a leader
 - Maintain order
 - Keep organized
 - Equally delegate tasks
 - Help meet deadlines
- Secretary
 - Keep up with paperwork
 - Keep up with assigned tasks



Group 5 Presentation: The Government's Role

The task for this group is to prepare a short presentation of why and how the United States government attempted to control monopolistic industries during the period from 1860 to 1910.

Content Items

- Causes for the government action against industries
- Types of government action against monopolies and trusts
- Old philosophy vs. new philosophy
 - Laissez faire
 - Public need
- Successfulness of government actions

Oral and Visual Elements

- Oral explanations of the content items from each member of the group
- Presentation organization
 - An introduction
 - States purpose of presentation
 - Gives preview of the presentation
 - Thorough explanation of the content elements
 - Presents in logical, interesting order
 - Uses of visual aids and illustrations to back up content
 - Provides analogies to explain important points
 - Provides accurate and pertinent information
 - A conclusion that
 - Interprets the material presented
 - Makes a reasoned assessment concerning the material
- Visual elements illustrating content
 - Graphs, charts, photographs, cartoons and other appropriate visuals illustrating the presentation
 - Displayed in a visually understandable method
 - Backboard
 - Poster board
 - Overhead transparencies
- Question and answer session at end of presentation

Group Organization

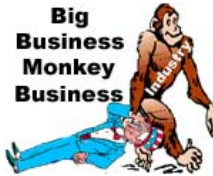
- Elect a leader
 - Maintain order
 - Keep organized
 - Equally delegate tasks
 - Help meet deadlines
- Secretary
 - Keep up with paperwork
 - Keep up with assigned tasks



Group Presentation Rubric

Use the following rubric as a guide while preparing for the group presentation.

	Arrived	Close	Getting there	Barely moving	Never started
Group Roles	All identified roles were assigned to group members.	Most of the identified roles were assigned to group members.	Some of the identified roles were assigned to group members.	Only one of the identified roles was assigned to group members.	None of the roles were identified or assigned to group members.
	Members, who were assigned a role, thoroughly fulfilled their duties.	Members, who were assigned a role, fulfilled their duties.	Members, who were assigned a role, adequately fulfilled their duties.	Members, who were assigned a role, poorly fulfilled their duties.	Members, who were assigned a role, did not fulfill their duties.
Group Tasks	All of the group tasks were identified.	Most of the group tasks were identified.	Some of the group tasks were identified.	Only a few of the group tasks were identified.	None of the group tasks were identified.
	Tasks were thoroughly completed.	Tasks were adequately completed.	Tasks were somewhat completed.	Tasks were poorly completed.	None of the tasks were completed.
	All members were on task. All conversations were focused on the tasks.	Most of the members were on task. Almost all of the conversations were focused on the tasks.	Some of the members were on task. Most of the conversations were focused on the tasks.	Only a few of the members were on task. Only a few of the conversations were focused on the tasks.	None of the members were on task. None of the conversations were focused on the tasks.
Group Interaction	Group interaction was excellent.	Group interaction was, on a whole, positive.	Group interaction was mostly positive.	There was little positive group interaction.	There was no positive group interaction.
	Members listened to others' ideas.	Other opinions were considered.	Most opinions were considered.	Other opinions were mostly discounted.	Other opinions were ridiculed.
	There were few or no conflicts or arguments amongst members.	There were few conflicts and arguments.	There were some conflicts and arguments.	There were many conflicts and arguments.	There were many conflicts and arguments.
	If conflicts occurred, then they were positively resolved.	When conflicts occurred they were positively resolved.	When conflicts occurred, a few went unresolved but didn't interfere with the group's work.	Most conflicts went unresolved and feelings were hurt. Conflicts interfered with the group's work.	Conflicts went unresolved that kept members from working.
Content	The presentation had an introduction that thoroughly informed the audience as to what was to come.	The presentation had an informative introduction that let the audience know what was to come.	The presentation had an introduction that gave the audience some idea of what was to come.	An introduction was attempted, but the audience had little idea of what was to come.	Had no introduction. The audience had no idea of what was to come.
	All required content was thoroughly and accurately addressed in the presentation. Information presented went beyond the requirements.	All required content was completely and accurately addressed in the presentation.	Most of the content was addressed. Some inaccuracies existed, but the content, on a whole, was accurate.	Some of the content was addressed, but gaps existed. The content presented contained some inaccuracies.	Little or none of the content was addressed. Many inaccuracies were apparent in the content that was presented.
	The content was presented in a logical, interesting sequence that the audience could follow.	The content, on a whole, was presented in a logical, interesting sequence that the audience could follow.	The sequence of the content was presented in a somewhat disorganized way making it difficult for the audience to follow.	The sequence of the content was presented in a disorganized way. It was difficult for the audience to follow.	What content existed was disorganized and impossible for the audience to follow.
	The conclusion was well reasoned and came from an accurate interpretation of the content.	The conclusion was reasoned and came from an interpretation of the content.	There were concluding remarks, but either they didn't come from an interpretation of content or were more like a summary.	There were concluding remarks, but they did not attempt an interpretation of the content or a summary.	There were no concluding remarks at all.
Presentation	All group members had an effective speaking role.	All group members had a speaking role. Most speakers were effective.	Most group members had a speaking role. Some of the speakers were ineffective.	Few of the group members had a speaking role. Most were ineffective.	Few of the group members had a speaking role. The ones that spoke were ineffective.
	The presentation had a variety of visuals that were very effective in illustrating the content of the presentation.	The presentation used visuals that were effective in illustrating the content of the presentation.	The presentation had some visuals that attempted to illustrate the content of the presentation.	The presentation had few visuals that, on a whole, fell short of illustrating the content of the presentation.	The presentation had few or no visuals, which didn't illustrate the content of the presentation.
	The presentation had a very informative and accurate question and answer session.	The presentation had an informative and accurate question and answer session.	The presentation had a question and answer session, but some questions went unanswered.	The presentation had a question and answer session, but most questions went unanswered.	There was no question and answer session during the presentation.



Guidelines for Oral Presentations



Elocution:

- Use a clear voice and correct, precise pronunciation of terms so that all audience members can hear and understand presentation.

Eye contact:

- Maintain eye contact with audience, seldom returning or relying on notes.

Organization:

- Present information in a logical and interesting sequence that the audience can follow.



Individual Presentation Rubric



Student _____

	Arrived	Close	Getting there	Barely moving	Never started
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, or speaks too quietly for students in the back of class to hear.	Student did not give an oral presentation.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.	Student did not give an oral presentation.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.	Student did not give an oral presentation.



Individual Presentation Rubric



Student _____

	Arrived	Close	Getting there	Barely moving	Never started
Elocution	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, or speaks too quietly for students in the back of class to hear.	Student did not give an oral presentation.
Eye Contact	Student maintains eye contact with audience, seldom returning to notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student occasionally uses eye contact, but still reads most of report.	Student reads all of report with no eye contact.	Student did not give an oral presentation.
Organization	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.	Student did not give an oral presentation.