**HSB4U1**

**What Song Best Defines Generation Y?**

**Presentation Dates:**

Generation Y is the echo boom, the children of baby boomers born between 1980 and 1995. This is your life!

In this assignment, (groups of 3-4) you are asked to select a song with meaningful lyrics that you feel best characterizes your generation. Then, you are to present your song and analysis to the class.

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| **Presentation Question:**“What song best defines Generation Y for you?” Make sure you define Generation Y clearly in your presentation. Also make your song a convincing choice by explaining the following: * Why this song best defines your generation (i.e. what issues are addressed in your song?).
* Brief history of the singer/band
* Type of music
* Song and lyrics included (YouTube, power point presentation, photocopies, etc)
* Information such as: Why did they write this song? When did they write this song? What are they trying to express?
* Why did you pick this song? Has this song inspired you to become a better person? Has this song made you think about social issues you didn’t contemplate before?
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Additional Details:

* Choose your partner(s) wisely
* In your presentation, play your song and then, using a short PowerPoint presentation, explain why this song best defines Generation Y for you.
* Your presentation will be 10-15 minutes in length.
* Bring the following on your presentation day:
	+ Your song
	+ A handout for each your classmates with the song lyrics (approximately 20 copies)
	+ Your PowerPoint Presentation on a memory stick

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| **Ideas for Focusing Your Topic:** 1. What values of Generation Y can you determine from this song? (i.e. the pursuit of fame and fortune or finding equality for all)
2. What customs are evident? (i.e. leisure activities, cultural activities)
3. Are there any gender expectations? (i.e. roles for men or women)
4. What are the social norms and mores? (i.e. what are the attitudes towards sex, drugs, etc.)
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**Presentation Rubric**

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|  | **4** | **3** | **2** | **1** |
| Time limit | The presentation is within the allotted time limit.  | The presentation is mostly within the allotted time limit.  | The presentation a bit too long or too short.  | The presentation is much too long or too short.  |
| Content | Information clearly relates the main topic. It includes supporting details and/or examples. | Information relates the main topic. It includes supporting details and/or examples. | Information relates the main topic. Few supporting details and/or examples are provided. | Information has little to do with the main topic. |
| Issues have been thoroughly addressed.  | Issues have been mostly addressed. | Issues have been partially addressed.  | Issues have not been addressed adequately.  |
| Student is prepared and has obviously rehearsed. | Student is mostly prepared but might have needed a couple of more rehearsals. | The student is somewhat prepared, but rehearsal was lacking.  | Student does not appear prepared. |
| Communication | Student stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during their presentation. | Student stands up straight and establishes eye contact with everyone in the room during their presentation. | Sometimes stands up straight and/or establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language generate interest about the topic.  | Facial expressions and body language sometimes generate interest and enthusiasm about the topic.  | Very little use of facial expressions or body language. Did not generate much interest about the topic.  |
| Presenter speaks very clearly and is very easy to understand.  | Presenter speaks clearly and is easy to understand.  | Presenter speaks clearly, but is difficult to understand.  | Presenter does not speak clearly and/or is difficult to understand. |
| Organization | Strong and engaging introduction provides overview of presentation; presentation supports introduction; conclusion reinforces main points in memorable fashion. | Introduction provides overview of presentation; presentation supports introduction and ends with appropriate conclusion. | Some overview is given; connection between introduction and presentation is sometimes unclear; conclusion is limited. | Introduction does not give overview; organization is unclear, or presentation ends presentation conclusion. |
| Visuals | Visuals are attractive and enhance the presentation; show considerable originality and illustrate important points.  | A few visuals are not attractive but all support the theme/content of the presentation. | All visuals are attractive but a few do not seem to support the theme/content of the presentation. | Visuals are unattractive AND detract from the content of the presentation. |
| Formatting and mechanics | Background, font formats (colors, size, type) and graphics significantly enhance the presentation; no misspellings or grammatical errors. | Background, fonts and graphics generally support the readability and content of the presentation; only 1-2 misspellings or grammatical errors. | Some interference of background, fonts, or graphics with readability and content of the presentation; several misspellings or grammatical errors. | Background, fonts, or graphics make reading and understanding the material difficult OR detract from the presentation; many misspellings or grammatical errors. |
| Subject knowledge  | Presenter is able to answer questions confidently and completely.  | Presenter is able to respond to questions. | Presenter has difficulty responding to questions. | Presenter’s answers are incorrect or incomplete. |