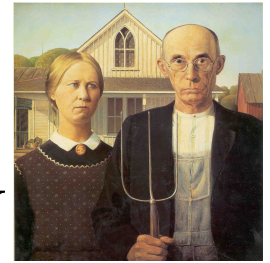




U.S. HISTORY

2nd Quarter Project

IN-CLASS PRESENTATION



This is a team project – free form! For example, your presentation can take the form of a re-enactment, play, mock trial, or mock debate; a powerpoint presentation, a video or a posted YouTube video (maybe dramatic, a report, or like 20/20); an oral report; a mixed-media presentation; or another format you dream up. You must include some supporting period material: perhaps a SHORT video/audio clip, bring in a sample of music, period photographs, or an actual newspaper; alternatively, you may include an interview of an expert as part of your research. The possibilities are as limitless as your combined imaginations.

This is both a team and a class project. It is a team project because you will work with a classmate. It is a class project b/c you will present to the class, AND i hope that you will work together as necessary—sharing sources, helping each other with technical stuff, loaning and borrowing as needed. You may need to recruit a “supporting cast” - please DO help each other. Each team's presentation and work must be original, but feel free to discuss your work with each other. At this point, it will be **one team only per topic**, so pick two or three you are interested in and your own thoughts/interests. We'll put names into a hat and draw for first pick, second pick, etc., if necessary. Pick one of the themes below. Since this is a "free-form" project, your topic will impact your type of presentation and vice-versa. Soooo....the following ideas are presented for you, but if you need to adapt them, that is fine—as long as you check with me!!! (If you REALLY have a hot idea not listed, ask!) Having trouble getting references? Check the "links" page on mysterdee.com!

Include primary sources (one source and one artifact) – your “artifact” may be an article, a journal entry, a poem, photograph, recording or music, whatever. With a little forethought, you can incorporate this seamlessly into your presentation.

Avoid goofiness—don't try to be "cute." On the other hand, if you find out something that's funny, by all means share the laugh with the class!

SINCE THIS IS A TEAM PROJECT, don't forget how helpful Google Docs can be!

REQUIREMENTS/GRADING

Each team will present their project to the class during class time. **This will be the biggest single factor in the grade.** All material will be turned in – it must all be neat, but not necessarily typed. Include a source page including citations. If necessary, you may turn in additional information that you judge to be important that could not be used during the presentation. (***There is a ten-minute limit for all presentations; minimum is seven minutes.***)

Projects will be judged on several factors:

- *completeness* • *accuracy* • *presentation* • *sources* •
- *ancillary materials & documents* • *written copy*

You will need a minimum of four sources that you use in your presentation, excluding your textbook, plus your “artifact.” They will be turned in with your report. If possible, credit your sources during your presentation; otherwise submit a documented list. If you “borrow” someone else's ideas, make a note of it in your source page. If you use pictures or other nice add-ons, credit the source next to the picture or whatever (if possible).

DEADLINES

Wed., Nov. 28th – Last day to submit topic chosen (subject to approval).

Tues., Dec. 12th – Last day to submit required five sources, incl. one primary and minimum one artifact (*supporting document, poem, photograph, recording, etc.* - see *assignment sheet*).

Thurs., Dec. 20th – Beethoven's Birthday! Last day to turn in all materials and sketch/outline/first draft of your project.

Mon., January 9th – Last day to submit second draft, if required.

Tue., Jan. 15th – due date; presentations start. Order is random; be ready to present unless you make prior arrangements with me ahead of time!

NOTE for late work--First 3 deadlines:

1st day late = 10 points off HW and 2 points off project grade; 2nd day = 20 points off and 2 points off project grade ; after that, more points off, LD until the work is turned in, plus maybe a phone call to parents.

A late PROJECT is a **ZERO UNLESS** you have a technical problem **AND** you come to me ahead of time (*i.e., you will be graded on your rough draft alone!*)

As always, **SEE ME EARLY if you run into problems!!!!!!**

A SCORING SHEET IS ATTACHED. Remember to EXCEED these written requirements to get an A.

TOPICS:

1. Discuss how the Constitution is considered a "flexible" document—how has it been "adapted" over the course of US history, to meet perceived/real needs of American political, social, and economic life. Consider the Amendment process, the elastic clause, judicial review, changing interpretations of the Constitution, and presidential powers. *(based on a Regents essay)*
2. The rights of life, liberty, and the pursuit of happiness, as stated in the Declaration of Independence, have often been denied to certain groups of Americans, such as African-Americans, Native Americans, and women. Show how one group has been denied these rights, identifying efforts that were made to help the group attain their rights as Americans. Evaluate the extent to which the group achieved equality. *(based on a Regents essay)*
3. Go into all the details of our nation's first impeachment of a President – tell all about Andrew Johnson, what he was like, what he believed and try to do for this country, why he made so many enemies (who were they, anyway?), and why he was impeached. What happened leading up to, during, and after the impeachment?
4. Thoroughly research the 14th Amendment and it's application. What did/does it mean, both in the 1800's and today? You will want to check with some Constitutional scholars on various sides of this issue. (Also, you may want to ask for my Constitutional History textbook...)
5. Prepare a biographical sketch of any TWO of the following people, focusing on their impact on US history, but including other interesting and pertinent information. Show how they complemented each other or worked against each other, or how they represent two sides of a burning issue of their time. *Daniel Webster, John Brown (and the abolitionist movement), Nate Turner, Abe Lincoln, John Calhoun, Jefferson Davis, Harriet Tubman, Sojourner Truth, Andrew Jackson, or another with my consent in advance.*
6. Give a report on the abolitionist movement. (Turner, Garrison, Brown, Greely, Sojourner Truth, Republicans...)
7. Review the Second Great Awakening and its impact.
8. THOROUGHLY discuss the Underground Railroad, separating the facts that have recently come to light from the elementary-school myths so popular in the public's mind.
9. Discuss education in American society from the colonial times through the advent of national compulsory education. What has been the impact on American society and culture, both positive and negative? (You may cover from 1620 – 1860's or 1620 – present.)
10. Our history book does not devote much material to women, blacks, and Indians (this is an observation, not an accusation). Pick one group or an individual from one group, and have at it! For a group, look into what life was like, what influence they had, disenfranchisement, empowerment, justice & equality, and "progress." For an individual, give a biographical account, keeping the above themes in perspective.
11. Report on the beginnings and growth of sectionalism in our country, leading us into the Civil War.
12. Give an overview of the communal movement in our country, providing examples, naming leaders, and giving insight as to why they were attempted several times.
13. Explain the states' rights movements, its leaders, and all related events up to the Civil War.
14. Investigate the Beecher family (there's a local connection you will wish to probe).
15. Examine the role of the concept of "Manifest Destiny" in our history. What practical effects did it have—how did it influence land acquisition, wars, elections, etc.
16. Analyze the development of technology up to 1880. How did it affect our country socially, economically, and politically? Give plenty of examples.

Name of Students: _____

| EVALUATION CRITERIA | POINTS POSSIBLE | POINTS EARNED |
|---|------------------------|----------------------|
| <i>ELEMENTS to be included:</i> | | |
| Content of report | total 45 | |
| • completeness | (10) | |
| • accuracy of facts | (10) | |
| • well-organized, understandable, makes sense to audience | (10) | |
| • length (7 minutes minimum at a steady pace) | (10) | |
| • captures audience's interest | (5) | |
| Presentation skills | total 15 | |
| • Eye contact, poise | (3) | |
| • Use of expression | (3) | |
| • Engaging beginning and thoughtful ending | (3) | |
| • Smooth transitions | (3) | |
| • General preparedness | (3) | |
| Creativity (good use of chosen media) | 10 | |
| Ancillary materials/supporting documents * <i>These include copies of letters, recordings of speeches or music, pictures, copies of newspaper articles (not just transcripts), etc.</i> | 10 | |
| Sources | total 12 | |
| • three qualifying sources (.edu, .gov, scholarly sources) | (3) | |
| • primary sources (min. 1) | (3) | |
| • Evidence of good research | (3) | |
| • Bibliography - crediting sources as appropriate | (3) | |
| General neatness and organization of materials turned in | 8 | |
| Points off | | |
| • Late/incomplete source list (-2/day) # of days: _____ | | |
| • Late/incomplete detailed outline/sketch (-2/day) # of days: _____ | | |
| • Late/incomplete rough draft (-2/day) # of days: _____ | | |
| * Ancillary materials requirement may be waived depending on type of report -- see me! | | |