**Unit 4 Project: Creative Group Project**

**Overview:** You do NOT have a Unit 4 Test. Instead you will work on a project. The project is worth a 100 points project grade. One reason for the project is to help you start preparing for your Final Exam Essay Answer! The other reason is to work with a group to do something fun and creative for your chosen topic.

**Everything is Due on December 6th (A-Day) & December 7th (B-Day)**. You will present your project/poster on that day!

**You MUST work in a group of 2 or 3 people!**

**Remember the most important thing is that you are learning on your own to be prepared to write your Final Semester Exam Essay. You will take your 1st Semester Final Exam on Friday December 16th 8:00-9:30 and it is worth 15% of your overall 1st Semester Grade. For this final exam you will have 90 minutes to write 1 essay about your Unit 4 Project Topic & answer 10-15 Multiple-Choice Questions about whatever Mr C lectures about in Unit 4 in class about the topics.**

**Possible Topics:** For this project you **must** choose from one of these six Unit 4 Topics.

**Topic #1: USA Women's History 1840-1920**

-The main topic you are covering is what is called the USA “First Wave Women’s Movement” which mostly focused on ‘Women’s Suffrage”- giving women the right to finally vote in the USA

 -We will briefly introduce this in class and your team will go into greater detail on any of the topics you find interesting and want to learn more about. For example, you would research and learn more details about….

 -Early Women's Resistance in the 1700s and 1800s such as Anne Hutchinson and Lucy Stone

 -Elizabeth Cady Stanton and Lucretia Mott

 -Susan B Anthony

 -Alice Paul

 -Chinese-American women involved in the suffrage movement (such as “Mabel” Ping-Hua Lee)

 -Ida B Wells, etc, etc…..

-Start with the Howard Zinn chapter on my website called “Week 6 Women’s History Reading” and then do more of your own research about any topics related to women's history 1840-1920

-Also Chapter 12 in our new textbook America: A Narrative History has info

-Also The Americans has info too

-Your project will help you start answering this possible Final Exam Essay Prompt:

Prompt #1: How did **women** resist oppression and struggle for greater equal rights from roughly 1840-1920? To what extant were they successful & why?

**Topic #2: USA Immigration 1830-1930**

 -Chapter 15 in The Americans

 -New Textbook America A Narrative History- Chapters 8, Chapter 19

. Some things to possibly consider (but not limited to) would be…..

 -Who are the different immigrant groups coming to the USA in the 1800s?

-Try to focus on at different areas (such as Asians, Northern Europeans, Southern Europeans, and others)

-What is each's background? Why do they come to the USA? What's their journey? Where do they move to? What do they do?

-What challenges do they face? How do they overcome these challenges?

-How do they add to the USA?

Your project will help you start answering this Final Exam Essay Prompt:

Prompt #2: How did immigrants resist oppression and struggle for greater equal rights from roughly 1840-1920? To what extant were they successful & why?

**Topic #3: Native American Resistance 1820-1920**

 -Chapter 13 in The Americans.

-New textbook America A Narrative History Chapter 18

Some things to possibly consider (but not limited to) would be…..

-Go into more detail about different Native American groups and people who tried to resist USA Westward Expansion & Extermination of Native Americans

 -For example, Sitting Bull, Crazy Horse, Chief Joseph, Chief Seattle, Geronimo, Sarah Winnemucca, etc.

 - Your project will help you start answering this Final Exam Essay Prompt:

Prompt #3: How did Native Americans resist oppression and struggle for greater equal rights from roughly 1840-1920? To what extant were they successful & why?

**Topic #4: African-Americans after The Civil War 1865-1920**

-You are focusing on African-Americans AFTER the Civil War! (from 1865-1920) but BEFORE the Harlem Renaissance and Civil Rights Movement!!

-Chapter 16 in The Americans.

-New textbook America A Narrative History Chapter 18 & 16

Some things to possibly consider (but not limited to) would be…..

-The challenges of the Reconstruction Period for African -Americans

-The challenges for ex-slaves now called 'Freedmen" after the Civil War

The rise of sharecropping in the South

 -The Great Migration to the North

 -Booker T. Washington vs. WEB DuBois

 -Life in the Jim Crow South

-Other forms of African-American Resistance to Injustice at this time & changes: culture, music, dance, etc.

-The rise of BLUES music

 -Other famous African-Americans from this time, such as Ida B Wells

 Your project will help you start answering this Final Exam Essay Prompt:

Prompt #4: How did African-Americans resist oppression and struggle for greater equal rights from roughly 1840-1920? To what extant were they successful & why?

**Topic #5: THE USA First and especially Second Industrial Revolutions**

 -Chapter 14 in The Americans.

 -New textbook America: A Narrative History Chapter 17

 Some things to possibly consider (but not limited to) would be…..

 -How did the USA ‘change the game’ and expand on and develop all the factors of production, particularly in the 2nd Industrial Revolution in terms of…

a) Natural resources (oil, steel, etc.) b) Transportation (railroad then cars, etc.) c) Labor (immigrants) d) Technology advances e) Capital (stock market, vertical & horizontal integration, etc,) f) Markets (the rise of the advertising industry, etc.)

 Your project will help you start answering this Final Exam Essay Prompt:

Prompt #7: Why did the USA emerge as the new World #1 Economic Superpower from roughly 1880-1920? (Analyze the USA first and especially second Industrial Revolutions)

**Topic #6: The USA & the World- The Start of US Imperialism, 1850-1910**

 -Chapter 18 in The Americans.

New textbook America A Narrative History Chapter 20

Some things to possibly consider (but not limited to) would be…..

-US Imperialism in Hawaii & Hawaiian Resistance

 -The Spanish-American War

 -The Philippine-American War

 -The USA involvement in China

 -The Roosevelt Corollary & US involvement in Latin America

 Your project will help you start answering this Final Exam Essay Prompt:

Prompt #8: Analyze USA Imperialism from roughly 1880-1910 (Cuba, Hawaii, Phillippines, Asia, etc.). Was it an extension or betrayal of American principles? Was it ‘good’ or ‘bad’ for the USA and the world?

**SO THE FIRST THING WE NEED TO DO IS DECIDE WHO IS IN YOUR GROUP (2 OE 3 PEOPLE) & WHAT IS YOUR TOPIC FROM #1-6**

**You do NOT have to cover everything I listed above for your topic. This is only advice to get you started!**

**HOW AM I GRADED FOR THIS 100-POINT "PROJECT GRADE"?**

-Each group only does one poster or one project together.

-You must work together with your group to create 1 poster OR 1 "project". So even if you are researching individual subtopics, you need to bring it all together in the poster and project. For example, Mike studies Susan B Anthony, Abe studies Alice Paul, and Sherry studies Ida B Wells. However your group poster or project mixes all of these together in one poster or one project.

1. **What is a POSTER?-**

Instead of a powerpoint, you need to make a poster instead. But the poster is sort of like a powerpoint in that it introduces the main ideas of your topic to the class in visual form.

-The poster dimensions are like the ones shown in class (very large!)

-Posters and timeline posters are a great idea to mix together.

-In order to get an "A" your poster must have a balance of ART/PICTURES/COLOR, etc. with CONTENT/INFORMATION

-The poster must be presented to the class on 12/6 (A-Day) or 12/7 (B-Day)

1. **What is a CREATIVE GROUP PROJECT?**

-The idea here is for you to do something fun and creative related to your topic.

-I am open to your creative ideas, but here is what students have done in the past..

1. Create a music video for your topic

2. Create a board game the class can play about your topic

2. Create an interactive "scavenger hunt" game the class can play for 10 minutes.

3. Perform something to the class for about 10 minutes such as…

 a. Rap Battle or song

 b. Drama or comedy performance

4. Create a video and then show it to the class

 a. Music video

 b. Drama or comedy video

 c. Documentary-style with pictures and voice narration/music

5. Create a "mini museum" about your topic

 a. Do some original art related to your topic

 b. Display some primary documents or artifacts

 c. Combine a and b

6. Think of something else creative to do!!!

-WHAT IS **NOT** A CREATIVE GROUP PROJECT? Kahoot or PPT. No kahoots or PPTs!

**-You are graded on these things:**

**-Did your group work together?**

**-Did you put time and effort into this project?**

 **-Was it creative?**

**-Did it incorporate content of your topic well into the project?**

**2 FINAL THINGS TO CONSIDER:**

1. The harder you work on this project, the more you are preparing for your FINAL SEMESTER EXAM- which is 15% of your final grade.

--For this Final Exam- you will have 90 minutes:

75% of your grade is 1 Essay you write about your 1 Topic

25% of your grade is 10-15 multiple-choice questions about whatever Mr C lectures about in Unit 4 on each topic.

1. As I have mentioned before I write a LOT of college recommendation letters! Many of you will ask me to write your college rec letter and I am happy to do that. As I mentioned in class, colleges do NOT want me to write about your test and overall average: they can see that on your transcript. Instead, they want me to write about what KIND of a student are you and what is your attitude toward learning. Do you get excited about learning? Are you passionate and active in class? Do you get excited about projects and do creative things? Do you work well with others?, etc….

-As you can imagine, this Project is the PERFECT opportunity to answer some of these questions. When I write college rec letters I often spend a lot of time in the letter talking about your Projects! NOW IS THE CHANCE TO SHOW ME YOU GET EXCITED ABOUT LEARNING, WORK WELL WITH OTHERS, and HAVE CREATIVE IDEAS!