US History: Semester Project

Overview
Your group will be assigned a focus area of study that we have discussed so far in US History. As a group you need to re-teach the class the important aspects from your assigned section

Areas of Focus:
1. American Revolution & Early Government (1776-1781)
2. Early Government & Creating the Constitution (1781-1787)
3. Manifest Destiny (1841-1854)
4. Civil War (1854-1865)
5. Reconstruction (1865-1877)
6. Gilded Age (1869-1900)
7. Progressivism (1900-1920)
8. Imperialism (1890-1900)
9. World War One (1914-1920)
10. Roaring 20's (1920-1929)

Presentation
Your presentation can be in the form of a POWERPOINT
1. Must include the “BIG IDEA” at the start of your presentation. BECOME AN EXPERT
2. Presentation must stress the terms that your group was provided for your section. DO NOT CREATE A VOCAB REVIEW of one term and definition per slide.
3. Presentation must include ACCURATE INFORMATION in an organized and meaningful way
4. Must include CHECKING FOR UNDERSTANDING - you have to show Cummings that the students are learning from your presentation.
5. You CANNOT READ OFF YOUR SLIDES
6. All member must BREAK UP THE WORK LOAD equally and all members must present
7. Must be able to answer questions after the presentation
8. Presentation must be between 20-25 MINUTES IN LENGTH
9. Must be DRESSED LIKE A PROFESSIONAL!
10. Must be showcased on a WEEBLY WEBSITE – Make it look nice.

Handout
• You will need to create a 1 page 1 sided handout for students to complete during your presentation, based off the information in your presentation.
• Handout can be anything... matching, graphic organizer, timeline...but students need to be able to complete it based off what you teach them

Checking for Understanding
• You will need to have a portion of your presentation dedicated to checking for understanding, to assess the class’ understanding.
• You need to show me that the class is learning from what you are teaching them.

Planning it out
• Your group will need to create a Weebly Website/Group Google Account to start collecting resources to utilize in your presentation. You will submit your group’s linked Website online via Mr. C’s website Semester Project Subpage Message Board.

Survey
• At the end of your presentation the class will complete a survey based off how well you taught them and the organization of your presentation

Presentation Dates
Presentations #1-2: 12/8 (odd) – 12/9 (even)
Presentations #3-6: 12/10 (odd) – 12/11 (even)
Presentations #7-10: 12/14 (odd) -12/15 (even)

*These are the days you are presenting in front of the class but ALL groups need to submit their project online (check class website for submission link) by

Monday 12/7 9 pm
### 1. American Revolution (1776-1781)
- Enlightenment
- Montesquieu
- John Locke
- Natural Rights
- French and Indian War
- Taxation without Representation
- Declaration of Independence
- Thomas Jefferson
- Boston Massacre
- Boston Tea Party
- Sons of Liberty
- American Revolution

### 2. Early Government & Creating the Constitution (1781-1787)
- Articles of Confederation
- Constitution Convention
- Great Compromise
- Federalism
- Bill of Rights
- Federalism
- Separation of Powers
- George Washington

### 3. Manifest Destiny (1841-1854)
- Louisiana Purchase
- Trail of Tears
- Mormons
- Manifest Destiny
- Americanization
- Dawes Act
- Second Great Awakening
- Treaty of Guadalupe Hidalgo
- Homestead Act
- Ghost Towns

### 4. Civil War (1854-1865)
- Slavery
- Abolition
- John Brown
- Union vs Confederates
- Fort Sumter
- Abraham Lincoln
- Emancipation Proclamation
- War Ends

### 5. Reconstruction (1865-1877)
- Lincoln Assassination
- Reconstruction
- Freedmen’s Bureau
- Poll Taxes
- Literacy Tests
- Grandfather Clauses
- KKK
- Reconstruction Amend. (13, 14, & 15)
- Plessy vs Ferguson
- Jim Crow
- Segregation
- Disenfranchisement

### 6. Gilded Age (1869-1900)
- Gilded Age
- Laissez Faire
- Trust & monopolies
- Robber Baron
- Political Machine
- Ellis Island
- Tenements
- Ethnic Enclaves
- Nativism
- Social Darwinism
- Americanization
- Populist Party
- Gospel of Wealth
- Social Gospel Movement
- John D Rockefeller
- Andrew Carnegie
- Thomas Edison
- Nikola Tesla
- Henry Ford
- Labor Union
### 7. Progressivism (1900-1920)
- Progressivism
- Social Reform
- Political reform
- Economic Reform
- Muckraker
- Roosevelt
- Taft
- Wilson
- Upton Sinclair
- Jacob Riis
- Lincoln Steffens
- Ida Tarbell
- Meat Inspection Act
- Interstate Commerce Commission
- Children’s Bureau 1912
- Sherman Anti-Trust Act
- Progressive Amendments
  - (16, 17, 18, & 19)

### 8. Imperialism (1890-1900)
- Imperialism
- Protectorate
- Anglo-Saxonism
- Social Darwinism
- Spanish American War
  - 2 Front War
  - Puerto Rico, Guam, Philippines, Cuba*
- Yellow Journalism
- Great White Fleet
- Open Door Policy
- Boxer Rebellion
- Dollar Diplomacy
- Roosevelt Corollary
- Big Stick Diplomacy
- Dollar Diplomacy
- Moral Diplomacy
- Panama Canal
- Roosevelt
- Taft
- Wilson
- Queen Liliuokalani
- Joseph Pulitzer
- William Randolph Hearst
- Platt Amendment
- US increases in World Power

### 9. World War One (1914-1920)
- Isolationism
- Neutral
- M.A.N.I.A
- Propaganda
- Lusitania
- Zimmerman Telegraph
- War Industries Board
- Victory Garden
- Liberty Bonds
- Wilson’s 14 Points
- Treaty of Versailles
- Espionage & Sedition Act
- American Civil Liberties Union
- Great Migration
- League of Nations
- Woodrow Wilson
- Great Migration

### 10. Roaring 20’s (1920-1929)
- 1st Red Scare
- Nativism
- Ku Klux Klan
- Fundamentalism
- Prohibition
- Flappers
- Consumerism
- Model T
- Harlem Renaissance
- Jazz
- Back to Africa Movement
- NAACP
- 18‘ 19, 21 Amendments
- National Origins Act
- Volstead Act
- Sacco & Vanzetti
- Scopes Trial
- Al Capone
- Warren Harding
- Calvin Coolidge
- Langston Hughes
Semester Project: Check List

Step 1:

- Establish your group & topic- EXCHANGE contact information
  - Name, phone numbers, emails
    1. ___________________________________________________________
    2. ___________________________________________________________
    3. ___________________________________________________________
    4. ___________________________________________________________
    5. ___________________________________________________________

Step 2:

- Create a Weebly Website to start collecting and organizing group content
  - Each group member should link AT LEAST 5-10 websites/resources that could be useful to the group project on the RESOURCE PAGE on your group’s website.
  - Group’s GMAIL Account: __________________________________________
  - GMAIL Password: ____________________________________________
  - Weebly Website URL: __________________________________________
  - Weebly Website Password: _______________________________________

Step 3:

- Schedule MULTIPLE dates to work on project as a group and distribute the workload
  - DATE 1: _______________________________________________________
  - DATE 2: _______________________________________________________
  - DATE 3: _______________________________________________________

Step 4:

- Continue to work independently (research information) and with the group to create the Project
- Find impressive images (colorized ☺️) and video clips (no longer than 5 minutes total)
- Graphic organizers with in the Presentation are always good
- How will you check for understanding? Figure it out
- Website Pages: Home Page (Group Photo, Summary Overview of your Project), Resources Page, Content Page (ppt, media, etc.), Free Page (Why does it matter? Make a modern day connection)

Step 5:

- CREATE YOUR HANDOUT to accompany the presentation

Step 6:

- Meet with your group and FINE TUNE PROJECT AND DO MULTIPLE PRACTICE RUN THROUGHS. The more you practice as group the better your project will be. Make sure everyone is extremely knowledgeable with your topic. Time yourself. You must all become Experts on your material.
  - DATE 1: ________________________________
  - DATE 2: ________________________________

PROJECT DUE ONLINE by: 12/7
9:00 pm
### Semester Project

**Names:** __________________, __________________, __________.Per ______

**Topic:**

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#### Requirements / 40 Points

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points Earned</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Checking for Understanding</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Appropriate Attire (dress)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Big Idea</td>
<td>5</td>
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</tbody>
</table>

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#### Presentation / 100 pts

**CONTENT:** Did the presentation have valuable material?

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>17</td>
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<tr>
<td>21</td>
<td>25</td>
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<tr>
<td>25</td>
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</tbody>
</table>

- **Presentation contained little to no valuable material. Not all of the terms were explained.**
- **Presentation had moments where valuable material was present but as a whole content was lacking.**
- **Presentation had a good amount of material and benefited the class.**
- **Presentation had an exceptional amount of valuable material and was extremely beneficial to the class. All of the terms were explained.**

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**COLLABORATION:** Did everyone contribute to the presentation? Did everyone seem well versed in the material?

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>10</td>
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<tr>
<td>10</td>
<td>15</td>
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<tr>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

- **The teammates never worked from others’ ideas. It seems as though only a few people worked on the presentation.**
- **The teammates sometimes worked from others’ ideas. However it seems as though certain people did not do as much work as others.**
- **The teammates worked from others’ ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.**
- **The teammates always worked from others’ ideas. It was evident that all of the group members contributed equally to the presentation.**

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**Organization:** Was the presentation well organized and easy to follow?

<table>
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<tbody>
<tr>
<td>5</td>
<td>10</td>
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<tr>
<td>10</td>
<td>15</td>
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<tr>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

- **The presentation lacked organization and had little evidence of preparation.**
- **There were minimal signs of organization or preparation.**
- **The presentation had organizing ideas but could have been much stronger with better preparation.**
- **The presentation was well organized, well prepared and easy to follow.**

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**Presentation:** Did the presenters speak clearly? Did they engage the audience? Was it obvious the material had been rehearsed?

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<td>20</td>
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<td>21</td>
<td>25</td>
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<tr>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>

- **Presenters were unconfident and demonstrated little evidence of planning prior to presentation. Too short**
- **Presenters were not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments. Too short**
- **Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.**
- **Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident. Presented between 20-25 minutes**
### Class Survey Results / 10 pts

<p>| | | | | |</p>
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<thead>
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<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>Overall I (the student) was not engaged by the presentation, seemed unorganized, too short, or not valuable</td>
<td>5</td>
<td>Overall I (the student) found that the presentation only had moments of valuable information</td>
<td>7</td>
<td>Overall I (the student) thought the presentation was very useful and organized. The presenters were able to keep my attention and I was impressed.</td>
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<tr>
<td>10</td>
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<tr>
<td>Website / 20 pts - Effort and Organization of the material is all I care about here.</td>
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<tr>
<td>14</td>
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</tr>
<tr>
<td>Little to no time was spent building the website. Unorganized, did not meet the requirements.</td>
<td>17</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Website meets all requirements, is unique, fun, engaging, organized, easily accessible and could be as good if not better than Mr. C’s classroom website.</td>
<td>20</td>
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</tbody>
</table>