America through the Decades

Overview
America through the Decades is a group project that incorporates research, analysis, creation and presentation components. This project will challenge groups to study a decade closely, develop a theme or characterize the decade, and then support their theme or characterization by presenting their findings to their peers.

Technology will serve as a major component as students will be challenged to use technology to investigate and create. Students will have access to academically approved sites to help them investigate important historical events, themes, or personalities relevant to their decade. To present their research to their peers, students will use **Prezi**, an interactive presentation tool, to challenge their creativity and organizational skills.

The final presentation for the project will be graded with a formal rubric that will measure the following criteria: content, organization, creativity, presentation and mechanics. To ensure accountability for individual work, students will also submit a short reflection on their contributions to the project and on their fellow group mates.

By the end of the project students will develop a deeper understanding of the decade they will cover, learn how to academically use technology, and become familiar with using digital mediums to demonstrate their learning.

Objective
After conducting research and producing a digital presentation SWBAT succinctly summarize a decade, characterize the period in time, and support their characterization with historical events, personalities, and trends.

SWBAT utilize technology in a creative and effective manner.

Enduring Understanding
Each decade in American history represents a different mood or theme because of the historical events that have occurred in that period of time.

Essential Questions
- *How would you characterize your decade of choice?*
- *How do historical events, trends, and figures support your characterization?*

Presentation elements
Each presentation should have the following elements:

1) ***Expressive Opening Shot***
   The purpose of this opening is to visually represent the theme or characterization for the decade.

2) ***Brief Overviews*** of:
   a. Trends and Fashion
   b. Technology
   c. Historical Events

3) ***Three historical events, figures, or trends*** *to support the theme or characterization for the decade.*
   a. Each event, figure, or trend must historically ID'd (definition; clarification; and significance to the decade and theme)

4) ***Conclusion***
   Use this element to briefly recap and reinforce your theme or characterization.

Rubric

	1	2	3	4
Content	Purpose is unclear or off topic; no introduction is provided; ideas are not supported; no conclusion is provided.	Purpose may be somewhat unclear and partly off topic; introduction is minimal or unclear; ideas are only partially developed and minimally supported; conclusion is lacking.	Purpose is discernible and reflects assignment; introduction is provided; ideas are developed and elaborated with detail and evidence where appropriate; conclusion is provided.	Purpose is clear and reflects assignment; introduction engages reader; ideas are well developed and elaborated with substantial detail and evidence where appropriate; conclusion is strong.
Organization	Structure is largely unclear, inappropriate, or lacking; introduction or conclusion is missing; there are significant flaws in the organization of paragraphs or construction of sentences.	Structure may be partially unclear, inappropriate or lacking; introduction or conclusion is lacking or minimal; organization of paragraphs or construction of sentences is flawed.	Structure is generally clear and appropriate to writing type; includes introduction, body and conclusion; writing is organized into paragraphs and sentences with transitions.	Structure is clear and appropriate to the writing type; includes clear introduction, well-developed body, and clear conclusion; writing is organized and logically into paragraphs and sentences with transitions.
Creativity	No originality in presentation of research; insufficient use of visual aids to support key ideas.	Little originality in presentation of materials to support key project ideas, visual aids to support key project ideas were lacking.	Some originality in presentation, effective use of visual aids to reinforce presentation.	Very original presentation of material. Effective use of visual aids to reinforce key project ideas.
Presentation	Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.	Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many um's.	Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	Excellent stage presence. Confident, used notes well, at ease, excellent gestures, good audience attention, good eye contact.
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.