

Decades Project  
U.S. History

**Objective:** As a student and a Citizen of the United States you should respect and appreciate the trials and errors of this country and have a deep understanding of them. This project will allow each group to concentrate on a decade to get an in depth understanding of the daily life, hardships, tragedies, and triumphs of the people and events of a decade.

**Goal:** Each group will complete a Semester project. This project will be on a decade of the group's choice. The project will need to cover specific topics and components, which are outlined below. This project will be turned in near the end of the semester. Upon completion each group will then present their findings to the class. Grades will be based on grades given by the individuals in the group and the teacher's grade.

**Components of the Project:**

1. A period long presentation-this will allow the class to get a better understanding of the decade the group covered and what it meant being a teen of the era. This presentation should be a multimedia presentation and must including a Presentation/PowerPoint.
2. Video interview- interview an individual who would have been a teenager of the decade that can give you insight to their opinions and view.
3. Music & Slide show Presentation showing the events and using the music of the decade as the video plays.
4. Handbook- The following handbook will include a brief discussion and analysis of the following topics.

|  |                              |
|--|------------------------------|
| a. Major events-<br>Summary of 5<br>of them                | e. Music                     |
| b. Statistics-<br>Population,<br>birth/death<br>rate, gas  | f. Entertainment             |
| c. Politics  | g. Literature                |
| d. Sports  | h. Art                       |
| m. Example of the above components will be given in class. | i. Fashion                   |
|  | j. Social Issues             |
|  | k. Science and<br>Technology |
|  | l. Military Issues           |
5. Snack-Iconic teenage snack food and drink of the decade. Not a big piece of the points but an enjoyable part of the celebrations of the decade.
6. Videos- 4 Videos of events from your decade that was either important or "cool." These videos are recreations of events or things about the decade.

## **EVERY PERSON IN THE GROUP IS RESPONSIBLE FOR THE WHOLE PRESENTATION!**

The following questions are a guide of how you should view your decade:

1. What are the major American values of the decade? How are these values, be they good or bad, transmitted to the people?
2. What are the American artifacts of the decade? What does each of these artifacts say about American society?
3. What is the relationship between the various artifacts: poems, TV Programs, films, best sellers, paintings, pop records, buildings, advertisements, fashion, and the many others?
4. Is there such a thing as a “spirit” of the times? EX: Did the 1920’s really roar? Was everyone “depressed during the Great Depression?
5. What did it mean to be an American during your decade?

This project will be due starting May9<sup>th</sup> to May 16<sup>th</sup> . Make sure that you give yourself ample time and you divide the work and information among the other group members. Below is a brief timeline or list to follow.

- Form Groups
- Use text to start ideas and get understanding of what your decade is composed of.
- Have various group discussions on different topics.
- Have groups discussions to determine progress on each member.
- These discussion should be 1-2 times a week at the least.
- Do your library research.
- Compile your info, and bring it everyday.
- Google Drive allows you to share all documents with your group members so use it!  
Keep track of your presentation/PowerPoint, videos, handbook info, etc.
- Use class time to divide workloads, schedule meetings, and talk about weekend meeting or after school gatherings.

## **EVERY PERSON IN THE GROUP IS RESPONSIBLE FOR THE WHOLE PRESENTATION!**

The grading policy for this project will be a combination of individuals in the group, a group grade, and teacher's grade. The grading evaluations will be included in the final points for the project.

## Evaluations

Grade the members of you group using the points and categories listed:

- Attendance 100 pts.
- Participation 100 pts.
- Contribution to the group 100 pts.
- Cooperation with group 100 pts.

Decade \_\_\_\_\_

| Name | Comments | Points |
|------|----------|--------|
|      |          |        |
|      |          |        |
|      |          |        |
|      |          |        |
|      |          |        |
|      |          |        |

| Points for assignment |   | Points Possible | My Score |
|-----------------------|---|-----------------|----------|
| Project               | • Group: Components of the project list   | 50              | _____    |
|                       | • Individual: ½ page summary of each members Responsibilities and plan for completion | 100             | _____    |
|                       | • Group: List of 25 interview questions   | 50              | _____    |
|                       | • Group: Outline of Presentation  | 100             | _____    |
|                       | • Individual evaluation of individuals  | 400             | _____    |
|                       | • Videos  | 200             | _____    |
|                       | • Presentation and Handbook   | 400             | _____    |
|                       | • Music Slide Show  | 100             | _____    |
|                       | • Snack   | 100             | _____    |
|                       | Total   | 1500            | _____    |

Date Due

April 15

April 22

April 29

May 6

Your Group  
Date is

\_\_\_\_/\_\_\_\_

#### DECADE PROJECT NOTICE

Attention Parents,

Your son/daughter will have a semester project in history class. The students are now finishing up the last couple of weeks before their Semester Projects are due. I wanted to let you know that the Semester Project they are working on is worth 1500 points. The total points for the fourth quarter will be about 2300. So as you can see the semester project is worth approximately 65% of total grade for that quarter. It is very important that they finish this assignment if they intend on passing the class this semester. The project consists of three parts:

- 1) A handbook on a decade of American History
- 2) a Period Long Presentation, with a PowerPoint or class presentation, and
- 3) 4 video skits and class snacks.

All of this will be due on their assigned date Every student received a Semester Project guideline so if you have further questions check the guideline handout first, if you need print another one out you can go to my web site [chapmanushistory.wikispaces.com](http://chapmanushistory.wikispaces.com). The assignments are due starting May 11, 2014. I am sending this letter home to inform you about the importance of this project if your son/daughter plans on passing this class. Please sign the letter below and return it with your student. Returning this letter is worth 20 points so please sign and return.

Student Name \_\_\_\_\_

I have read the above info letter and understand the assignment above

Parents Signature \_\_\_\_\_

#### DECADE PROJECT NOTICE

Attention Parents,

Your son/daughter will have a semester project in history class. The students are now finishing up the last couple of weeks before their Semester Projects are due. I wanted to let you know that the Semester Project they are working on is worth 1500 points. The total points for the fourth quarter will be about 2300. So as you can see the semester project is worth approximately 65% of total grade for that quarter. It is very important that they finish this assignment if they intend on passing the class this semester. The project consists of three parts:

- 1) A handbook on a decade of American History
- 2) a Period Long Presentation, with a PowerPoint or class presentation, and
- 3) 4 video skits and class snacks.

All of this will be due on their assigned date Every student received a Semester Project guideline so if you have further questions check the guideline handout first, if you need print another one out you can go to my web site [chapmanushistory.wikispaces.com](http://chapmanushistory.wikispaces.com). The assignments are due starting May 11, 2014. I am sending this letter home to inform you about the importance of this project if your son/daughter plans on passing this class. Please sign the letter below and return it with your student. Returning this letter is worth 20 points so please sign and return.

Student Name \_\_\_\_\_

I have read the above info letter and understand the assignment above

Parents Signature \_\_\_\_\_