

FINAL PROJECT

The goal of this project is to research a topic [from the list below or from a topic of your own choosing, with my approval first] and create a product reflecting that research in the form of an in-depth PowerPoint presentation [PPT], a DBQ/H-O-H packet with questions, a mini-web site/wiki, a 20-minute film documentary, or 10-page research paper [50 points extra credit for an additional 4 pages] with full formal bibliography. Only the research paper can be done by one individual. All other projects must be done in pairs.

Whichever format you chose for your project, it will be worth 150 points [with a 50 point extra credit option]. Obviously, *it must be historically accurate, show incite and creativity, and be completed by **June 11/14*** [burned on a CD or stored on a flash drive]. A formal bibliography in the MLA- or Chicago-style of citations must be included [just be consistent].

All finished projects **MUST** be handed in to me in a **NEW, CLEAN PLASTIC** two-pocket folder. All xeroxed copies of any primary source documents [*with highlighted excerpts actually used in some way in your project*], grading rubric, bibliography, and, in the case of the PPT, a flash drive stored in a small zip-lock baggy with your names on the plastic baggy and documents **MUST BE INCLUDED!!**

1. PowerPoint Presentation:

- **50 content** slides [if done in a pair]. Divide your presentation into sub-topics/sections.
- Text should be clear, concise, and to the point [don't clutter a slide with more than 5 bulleted pieces of information].
- Graphics **MUST BE VERY CLEAR**, not foggy or blurry. They can include pictures, photos, art, maps, charts, graphs, etc.].
- Sound is optional [if included, use sparingly and for special effect or mood].
- Animation also should be used for special effect or emphasis. Don't go zooming or flying in everything on the slide [it should **not distract** from the information presented on that slide].
- You **MUST** add notes to all of the slides of a few sentences in length per slide. These notes should reflect the information that you would verbalize if giving an oral presentation or that you feel would add more background, explanation, or meaning to the slide, but that you don't feel is important enough to emphasis on the slide itself.
- Besides the content, a PowerPoint presentation should have a good background and color scheme that reflects in some way the subject being presented. [Think of the many PPTs that I have shown throughout the year—the color of the slide, the text colors, the shape of bullets, etc., should reflect the theme of your topic]. You should create a "master slide" for the entire presentation. For help with this, attend one of my mini-workshops on "PPT 'Bells & Whistles'." You should **NOT** have a different background color or design for each slide!!
- This is **NOT** a "cut-and-paste" project!! Thought, research, and organization must be evident to obtain a high grade.
- You must include a minimum of **FOUR primary source TEXT documents** as part of your background research on your topic.
- An additional 50 points can be gained by increasing your PPT by adding 12 more content slides of substantive information/graphics to your original presentation.

Your **grade** will be based on the following criteria:

90 points - for content and historical accuracy.

30 points - for visuals/graphics [and their appropriateness].

30 points - for organization, formatting, clarity of theme/thesis/continuity/slide notes.

50 extra credit points - for 12 additional content slides.

2. Mini-Web Site or Wiki:

When you view a web site, you encounter more than words and information. Most sites are designed to catch your eye and hold your attention, as well as to inform you. The more artistic and carefully designed the site, the more likely one is to appreciate and understand the information presented within it.

The over-arching goal for this project is the creation of an informative and interesting historical web site. First, the content should be solid and engaging. Second, the site should be clear in its purpose and to its potential audience. Third, the site navigation devices [buttons/links] should ease navigation and access to additional information. Fourth, in your research, you **MUST** have evidence of referencing at least **FOUR primary source documents** on your research topic!

If you are working as a pair, you should have long, cascading pages [the length of two 8 ½ x 11 size pages!].

Your web site will include the following essential parts:

1. **MAIN or HOME PAGE** --> It should include a page title, a navigational system [buttons/links to other pages on your site and/or to other sites], and a text introduction [it could also include imbedded hypertext links to other web sites] describing the thesis of your research and a general introduction to the topic. Finally, links to other pages on your site should be clearly identified.
2. **THREE ADDITIONAL PAGES** --> Sub-divide your research into THREE sub-topics and create a page for each sub-topic that includes the main elements of the home page, but also has graphics, sound, video files [when appropriate] on each page to add visual information that enhances interest in your text information.
3. **BIBLIOGRAPHY/LINKS PAGE** --> You will cite thoroughly all sources referenced/actually used for your research. Be sure to use the Chicago-style of citing your references [in the Chicago-style of citations]. Also, this page should include an additional section of suggested web links for the viewer's information which they could use to further their own study of your research topic.

You **MUST** create a storyboard or visual flowchart of the layout of your site and show it to me by **Friday, May 21** for approval before you begin to create the actual pages. It should include the site architecture [structure] and navigational buttons/links to any other pages within the site.

Remember, a good web page is much more than just a collection of links. Anyone can collect links. A good web page combines the links with the text to create a hypertext [a text with an imbedded link that leads the viewer down a linear path to other pages and other links, etc.]. The viewer can follow many different paths within your site. Therefore, you should choose the links for how they integrate into your text, or your overall idea of what each page in your site is supposed to be and do. Like any writing you do, the more focused, unique, and integrated each of your pages are, the better informed and interested the viewer will be in your research topic. Likewise, pages that are primarily lists of links topped by paragraphs explaining them, **are not quality pages!**

Develop a mini-web site appropriate to the time period/topic you research. For example, if you elect to do your research on some topic from the Civil War, the fonts, illustrations, colors [possible blue & grey?], and layout should reflect something about the Civil War. Therefore, compose a web site that integrates a design theme into your architecture, composition, color, and layout so that it enhances the presentation of the historical content and creates a visual identity of your research topic for a prospective viewer.

You can add an **additional 50 points for extra credit** by creating a 4th sub-topic and, therefore, an additional page to the required three. Be sure to have an additional link to it on all of your other pages! Your grade will be based on the criteria sheet for the mini-web site project enclosed in this packet.

**** Fair Use Information ****

Since you will create your web pages and place them on your own web site on the WWW, accessible to anyone in the world, you must be aware of common standards of taste, propriety, copyright and other legal issues. There is a difference between being creative and out of the bounds of good taste, which is NOT acceptable! You should be aware of legal copyright rules. I have links posted on my Research Page that will direct you to sites that provide you with the information necessary to help you stay within the legal boundaries of copyright issues. Be sure to access those pages before posting any web graphics, pictures, tunes, personally scanned graphics, etc., on any of the pages on your own web site.

Remember, your web site must NOT be a smaller "cut-n-paste" version of an existing site!!! It is very easy for me to do a web search on your topic and find out if you have plagiarized someone else's work!!!

3. DBQ:

- You must create a compelling question that would generate opposing points of view. [It should be an umbrella or essential question!]
- Find a good mix of text and visual documents that will be used to answer your question [reflecting those differing points of view].
- You must include at least 12-14 documents, the majority [8-10] of which should be text documents.
- Be careful, when choosing selections from text documents, that you *do not distort the original meaning of the document with the snippet that you use* in the DBQ.
- Please follow the template that I use for DBQs --> I will provide the file for you to download from the project page on my web site.
- You can gain an additional 50 points by creating a separate H-O-H packet that includes at least 15 additional documents on your DBQ topic that also includes TEN key discussion questions that could be used by a discussion leader.

Your **grade** will be based on the following criteria:

50 points - for the DBQ itself.

50 points - for your written answer to the DBQ created. [a minimum of 5 double-spaced pages, with 1" margin all around, 10 or 100 pitch ARIAL or COMIC SANS only font!].

50 extra credit points - 10 document additional documents for the H-O-H packet with 5 additional accompanying discussion questions.

4. OTHER PROJECT FORMATS:

- Documentary --> 20-minute film.
- If there is another option that you would like to chose, write up a one-page proposal and create a grading rubric for that project format. Be sure that 3x5 index card with the required information as described earlier in this packet.

EARLY DUE DATE:

- Tuesday, May 18 → Hand in a 3x5 index card with your name[s], block number, and an essential question for your research. Also, identify the format that your project will take. I will get these back to you as soon as possible for my approval, or with a suggestion if your essential research question is too broad/narrow, or if I feel that you have to make a major change in research topic.

POSSIBLE PROJECT TOPICS

1. The influence of popular music during WW I/WW II/Vietnam
2. American wars as seen through Hollywood Films [choose one war and analyze at least 3 films - American Revolution, Civil War, World War I, World War II, Korean War, Vietnam, Gulf War]
3. Chinese **OR** Latino **OR** Middle Eastern immigration and its impact on American society.
4. America goes to the movies [1930-1950]
5. The Olympic Games During the Cold War
6. Iran-Contra and America's secret government
7. The development and use of American propaganda from the McCarthy Era to the end of the Vietnam War.
8. The rise of Black Nationalism in the 1960s
9. The Development of America's Environmental Movement
10. Jazz and the Growing Influence of Black Music [1920s-1960s]
11. A history of Korean-American **OR** French-American **OR** Saudi-American relations [or any other country]
12. American epidemics from the typhoid epidemic of 1898 to the Polio Vaccine
13. Rockwell, Wyeth, and Warhol: Three American Artists [or pick any 3 artists to compare/contrast from different artistic schools during the 19c **OR** 20c]
14. Three famous trials and what they tell us about the America of that period [pick a different trial from a different time period **OR** three trials from one time period]
15. Women's changing fashions as a reflection of their position/status in American society [take a 50-year period of time]
16. American horror films as a reflection of America's fears
17. Women During Wartime: From World War II to the Iraqi War
18. Native Americans in World War I and II
19. US-Afghanistan **OR** US-Iraq **OR** US-Iran relations in the 20c **OR** US-Israeli relations since 1958

Take a **specific historical event** in American history and examine its political, social, economic, cultural impact on the period during which it occurred:

20. The 1863 NYC Draft Riots
21. The 1893 Columbian Exposition in Chicago
22. The 1911 Triangle Shirtwaist Factory Fire
23. The flu epidemic of 1918
24. The sinking of the Titanic
25. The O. J. Simpson Trial
26. The 1913 Armory Exhibition
27. The 1908 San Francisco Earthquake
28. The Oklahoma City Bombing
29. The 1939 **OR** 1964 World's Fair in New York City

30. Lindbergh's Transatlantic Flight
31. The Hiring of Jackie Robinson by the Brooklyn Dodgers
32. "Freedom Summer"
33. The Zoot Suit Riot
34. The 1994 Bi-Elections
35. Woodstock
36. The Great Chicago Fire of 1871
37. The Dust Bowl Environmental Disaster
38. The Dropping of the Atomic Bomb on Hiroshima & Nagasaki
39. The 1889 Johnstown Flood
40. The Alger Hiss Case
41. The Launching of Sputnik I
42. The Galveston Hurricane of 1900
43. The Arab Oil Embargo of 1973
44. The Iranian Hostage Crisis
45. Hurricane Katrina & the Effectiveness of FEMA

Opposites/Contrasts:

46. The "Lost Generation" writers of the 1920s v. The 1950s Beats
47. 19c Utopian Communities v. 1960s Hippie Communes
48. 1940s wartime America vs. Vietnam Era America
49. Teddy Roosevelt v. Richard Nixon: Foreign Policy [OR any other pair of Presidents]
50. Woodrow Wilson v. Franklin Roosevelt as Wartime Presidents
51. America in 1900 v. America in 2000
52. Art Deco v. '60s Pop Art
53. A. Mitchell Palmer v. John Ashcroft
54. The impeachment of Andrew Johnson v. The impeachment of Bill Clinton
55. The writers of the Harlem Renaissance v. the Black activist writers of the 1960s & 1970s
56. The Sacco-Vanzetti Trial v. the Julius & Ethel Rosenberg Trial
57. Horace Mann v. John Dewey
58. The Warren Court v. The Rehnquist Court
59. Frank Capra's America v. *film noire*
60. The student movements of the 1930s v. The student movements of the 1960s
61. Late 19c "Robber Barons" v. Late 20c Billionaires [Bill Gates, Jeff Bezos, Donald Trump, etc.]
62. George H. W. Bush v. George W. Bush: How they conducted their Mid-East wars
63. The 1940s race riots v. the "Long Hot Summers" of the mid-1960s
64. The immigrant experience (1890s-1910s) vs. the immigrant experience since the early 1970s
65. John Adams & John Quincy Adams vs. George H. W. Bush & George W. Bush

Clusters/What do they have in common?:

66. Ida B. Wells / W. E. B. DuBois / A. Philip Randolph
67. Tokyo Rose / "Axis Sally" / "Hanoi" Jane [Fonda]
68. Little Rock Central H. S. / James Meredith / *Swann v. Charlotte-Mecklenberg* / Alan Bakke
69. Herbert Hoover / Jimmy Carter / Ronald Reagan
70. Bacon's Rebellion / Shay's Rebellion / Whiskey Rebellion
71. Know-Nothings / Populists / Reform Party
72. First Great Awakening/Second Great Awakening **OR** Religious Revivalism in the 1920s / Religious Revivalism in the latter 20c
73. Barry Goldwater / Ronald Reagan / George W. Bush
74. Aimee Semple McPherson / Fr. Coughlin / Billy Graham / Jerry Falwell
75. Malcolm X / Bobby Seale / Rev. Louis Farrakhan
76. Emma Goldman / Mother Jones
77. Gabriel's Rebellion / Denmark Vesey / Nat Turner's Revolt
78. Teapot Dome Scandal / Watergate / Iran-Contra Affair: How each administration dealt with scandal
79. "King Philip" / Tecumseh / Chief Joseph
80. Lowell Mill Girls / ILGWU Strike / "Bread & Roses" Strike
81. 1968 / 1981 / 2001 **OR** any other three years
82. Teddy Roosevelt / George Wallace / Ross Perot
83. 1800 Presidential Election / 1912 Presidential Election / 2000 Presidential Election **OR** any other three Presidential Elections