Professor Shtein

**Living the Times**

History & English – 11th Grade

**Overview:**

*Living the Times* is a three part project focusing on a certain aspect of U.S. History. The project will be a conclusion to the end of the semester that should run for approximately a month. The class will be divided into groups of 4, where each group will be assigned a certain era of history (i.e. Gilded Age, Progressive Era, Civil War, America in WWII, etc.).

1. The first and biggest part of the project is for students to write a newspaper, even if newspapers didn’t exist, of that historical era as if they were writing in that time period. Each student will write two articles in collaboration with English. In addition to 2 articles, each student will have a job.
* Student One: Editor/Layout APPEARANCE ARTICLES (Hairstyle, Mustaches, Fashion)
* Student Two: HISTORIC/CURRENT LEGISLATION/CONFLICT ARTICLES
* Student Three: Advertisement Coordinator, TRANSPORT/ARCHITECTURE ARTICLES
* Student Four: Artwork Coordinator, ENTERTAINMENT/MUSIC/SPORTS ARTICLES

Assignments are interchangeable (The English portion of this project is complete).

1. Once completed with the newspaper, students are assigned to pick a key historical figure of that era (encouraged of the same gender). They will research about that figure, as much information as they can. Each student will then be required to give a 2 minute speech in “the voice of that person” about themselves, viewpoints, history, and why they are relative to the era, and answer 2-3 minutes of questions from the rest of the class.
2. The last part of the project is the exhibition. Students will replicate a current “social area” of that time period. In other words, students will be given a space and they will have to replicate either a speakeasy or a coffee shop, etc. Get creative! The “area” will consist of propaganda, posters, food of the time, and newspapers will be on display. The over layout of the “area” will be group graded. Assign yourself accordingly. In addition, students will have to act as their historical character and answer questions while the public enters your “area”.

**Essential Question:**

How did the history and culture of this time period shape modern-day America?

**Products:**

1. *Newspaper:* replicates a newspaper of that time period with up-to-date history, fashion, architecture, legislation, conflict, transportation, entertainment, music, and sports.
2. *Exhibition Area*: Propaganda, Posters, Food, etc. Act as if the people viewing your “area” are people from that time. Be creative!
3. *Speech*: You will not be graded on your written speech of your historical character. You will be graded on your presentation, however.

**Learning Goals:**

* Presentation Skills: Improving presentation skills with speeches and Q&A
* Creative Writing: Writing a newspaper article, How to “show not tell”, how to write in another perspective
* History: Gaining and mastering a certain aspect of history and culture/Historical Figure
* Research Skills: Taking research and putting your voice on it, condensation
* Creativity: Students learn to think of their own ideas for assigned “area”
* Time Management: It’s a big project with many components, learn to manage time

**Timeline/Milestones:**

Week 1:

* Day 4: First Draft of Article #1 DUE (Not Graded)

Week 2:

* Day 8: Final Draft of Article #1 DUE
* Day 12: First Draft of Article #2 DUE (Not Graded)

Week 3:

* Day 15: Final Draft of Article #2 DUE
* Day 19: Speeches BEGIN

Week 4:

* Day 23: Speeches END
* Day 26: FINAL Newspaper DUE

Week 5:

* Day 30: Layout of Exhib. DUE (Not Graded)
* (Day 31-33): Prepare for Exhib.
* Day 34: EXHIBITION

**Diverse Learners:**

1. Verbal Learner – The newspaper helps the verbal learner because they can express their research through writing.
2. Auditory Learner – The historical figure speech and component at exhibition helps the verbal learner express themselves through speech and conversation.
3. Kinesthetic Learner – The hands on component at exhibition of replicating an area demonstrates that they can express themselves through design of the exhibition.

**Presentation:**

Every era will be assigned a room. It will be presented in chronological order (i.e. beginning with colonial times). We would love to incorporate seniors, who potentially could have lived in one of these eras, to join us.

**Assessment:**

*Newspaper:*

1. English – How well is it written? (10 pts) Are there grammar, punctuation, etc. mistakes? (10 pts) Does their writing fit the voice of that era (10pts)

**30 pts for each article**

1. History – Is it historically accurate? (30 pts)

**30 pts for each article**

1. History & English GROUP GRADE – Does it look professional/beautiful? (40 pts)

**40 pts for both subjects**

**Note:**

* **No length requirement, content graded.**
* **ONLY grading final drafts.**

*Speech:*

1. Was the 2 minute speech historically accurate? (10 pts) Did they cover the essentials of their figure? (10 pts) Did they present with enthusiasm and talk like their historical figure/dress-up? (20 pts)

**40 pts for 2 minute portion**

1. Did they answer questions thoughtfully? (15 pts)

**15 pts for Questions**

*Exhibiton:*

1. Group Grade – How well is their “area” presented/do they capture essence of era? (40 pts) Did they use artifacts to show evidence? (15 pts) Creativity/Above and Beyond? (20 pts)

**75 pts for Group Grade (Just History)**

1. Indiviudal Grade – Did they dress up and act as figure thoughtfully? (20 pts)

**20 pts (Just History)**

**TOTALS:**

1. History \_\_\_\_/250 points
2. English \_\_\_\_/100 points