

History Hall of Fame Has its Eyes on You - History Makerspace Project Instructions

Objective: Students will demonstrate an understanding of a historical figure from “Hamilton: An American Musical” by designing a monument through a makerspace activity.

Historical Background: The recent smash-hit on Broadway, *Hamilton: An American Musical*, told the story of a “forgotten” Founding Father. Previously, Hamilton was never given the proper credit that he deserved for all of the work he put into the growth of the United States. One could argue that several of the other historical figures featured in the musical, such as Elizabeth Schuyler Hamilton, were also never properly acknowledged either.

Instructions:

1. Select one of the following historical figures: Elizabeth Schuyler Hamilton, Angelica Schuyler Church, John Laurens, or Hercules Mulligan.
2. Research your choice utilizing the various resources provided to you.
3. Using Google Slides, create an at minimum 5 slide thesis-driven “slideshow presentation” in which you argue that your historical figure should be inducted into the “History Hall of Fame.” A combination of both text and pictures should be used, and please note that the title and reference slides do NOT count towards the minimum of 5. A suggested breakdown would be as follows...
 - Slide #1 = Title Slide
 - Slide #2 = Background Info / Thesis
 - Slide #3 = 1st Reason
 - Slide #4 = 2nd Reason
 - Slide #5 = 3rd Reason
 - Slide #6 = Conclusion
 - Slide #7 = References
4. Any quotes within your “slideshow presentation” need to be cited on the reference slide in MLA format. Remember to also include any sources which you used for reference, not just the ones you directly quoted from.
 - At minimum, you need to utilize at least one primary source and two secondary sources.
5. Using TinkerCAD, create a “monument” dedicated to your chosen historical figure. Please note that this should NOT be just a statue of the person. Instead, look to something like the Washington Monument as an example.
6. Lastly, you need to write at least one paragraph explaining why you designed your monument the way that you did. In other words, explain HOW it honors that person. Why did you choose to make it look the way you did? (Note: you may submit this as a Google Doc, handwritten, or as an extra slide within your presentation.)

Rubric:

<u>Category</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Sources	All sources are accurately utilized and documented in the desired format.	All sources are accurately utilized and documented, but a few are not in the desired format.	Most sources are accurately utilized and documented, but many are not in the desired format.	Most sources are not accurately utilized nor documented.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Attractiveness / Organization	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation, and is organized well.	Makes good use of font, color, graphics, effects, etc. to enhance the presentation, and is organized well.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation's content and/or organization.	Use of font, color, graphics, effects etc. but these often distract from the presentation's content and/or organization.
3D Printed Monument	The student submitted the monument in both formats (digitally and 3D printed), and exceptionally conveyed how it	The student submitted the monument in both formats (digitally and 3D printed), and appropriately convey how it	The student submitted the monument in only one format (digitally or 3D printed), or did not appropriately convey how it	The student did not turn in a monument in any format with the project

	honored the historical figure	honored the historical figure	honored the historical figure	
Effort	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort on the part of this student.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

TOTAL = _____ / 28