

11th Grade Modern US History

America at a Crossroads: 1960-1970s



Unit Formative Assignments: each worth P/F grade (30%)

- Week #2 attendance
- Week #3 attendance
- Week #4 attendance
- Week #5 attendance
- Week #6 attendance

Unit Summative Assignment: worth P/F grade (70%)

- Interview + Presentation
 - 1-3 individuals allowed per team (partnerships of 2 have historically proved best)
 - individual graded assignment
 - team selected interviewee
 - team selected presentation format

Key Terms (15 total)

- Berlin Wall
- Great Society
- Medicare
- Medicaid
- De facto Segregation
- De jure Segregation
- Black Panthers
- Affirmative Action
- Draft
- Doves
- Hawks
- Counterculture
- Woodstock
- Pentagon Papers
- Gulf of Tonkin Resolution

The Interview

"They always say that time changes things, but you actually have to change them yourself."

- Andy Warhol

Overview + Purpose:

Individually or as a team, students will interview someone who lived through the 1960/70s era and prepare a presentation to turn in sharing their knowledge of their chosen interviewee. This project is to not only learn history from those who actually lived it, but from those closest and dearest to our own lives, in hopes to learn more about a time that shaped those around us we love.

Big6: Step #1

1. all teams are to be made up of 1-3 team members
 - a. you may work w/ peers from any of my current 3 class periods (1, 3 + 6)
2. each team will elect a team captain to guide and advocate on their team's behalf
 - a. **team leaders** - please email Kellogg team members names you represent
3. collectively brainstorm possible interviewees
4. collectively work together to reach out to possible interviewees
 - a. **team leaders** - please email Kellogg interviewee once confirmed

Big6: Step #2 + #3

1. research source requirements
 - a. 2 secondary sources per individual
 - to build a foundation of knowledge before interview
 - both required to be in typed/written Cornell Note style
 - turn in via email (all team material together if possible)
 - b. all sources should be entered into a team Noodletools works cited
 - format should be in MLA
 - the works cited should contain a formal, typed heading including:
 - team member full names, date, class & assignment
 - all non-district sources must include annotations (see below this section)
 - turn in via email (all team material together if possible)
2. recommended sources (all need annotations)
 - a. [American Social Policy in the 1960's and 1970's](#)
 - b. [1960-1964: Poisoned Dreams](#)
 - c. [The Early Sixties: American Science](#)
 - d. [Counterculture](#)

Annotations Format

What to include	How to do it
Contents of the source [1-2 sentences]	Summarize the source. What topics are covered? If someone asked you what this source was about, what would you say?
Credibility and reliability of the source [1 sentence]	What credentials (education, job, previous publications) does the author have? Is the source referenced (is there a bibliography in this source?) Does the author document his/her research and/or data?
Usefulness of the source [1 sentence]	How did this source guide your thinking? Did it answer a specific question or lead you to ask new questions?

Note: all team members should complete research prior to the interview to be best prepared for follow up questions and to make the most of this opportunity.

Big6: Step #4

- planning stage: schedule & scope
 - Week 1 = reach out to interviewee, set date for interview
 - Week 2 = complete individual research requirement + complete team works cited
 - Week 3 = conduct interview + reflect/organize information received
 - Week 4 = brainstorm + create visual for presentation
 - Week 5 = record + edit presentation
- presentation requirements
 - teams may self select vehicle to showcase interviewee
 - Google Slide presentation (voice over)
 - [how to cite images correctly](#)
 - Documentary video
 - Some other creative way Kellogg can't think of
 - email to confirm original ideas/thoughts w/ Kellogg
 - **required information included in presentation**
 - About team: (6 total)
 - all teammates names & class periods
 - relation to interviewee
 - why team chose interviewee

- individual or team anticipations/most excited to learn through interview process
- individually answer if you would want to live then and why?
- individually answer what your greatest take-away from your interview is
- About interviewee (6 total)
 - What stage “in life” were they in during the time period? (1960-79)
 - What was high school like for them?
 - What event was the interviewee’s most defining event from the time period and why?
 - What do students today need to know about life in the 1960/70s and why?
 - How do the 1960/70s differ/compare to today’s era?
 - What question should I have asked you about the time period or is there a story you would like to share so that we better understand the era?

Big6: Step #5

Tips to a successful interview

- All team members contribute equally to all aspects of the project
 - Make decisions as a collective group
 - Plan ahead and communicate individual action items early
- Teams root their project on telling the story of their interviewee to better understand the era in a larger context
- The interview + questioning
 - Unless your interviewee lives with you, a video conference where you can see and hear your interviewee works best
 - ask interviewee if you can record the interview to help with presentation
 - Plan on the interview taking roughly an hour
 - Plan ahead all questions; roughly 20 in total
 - use research to help create questions
 - All team members actively ask questions with the interviewee
 - Use open ended questions that allow for the interviewee to answer as they wish rather than a simple yes/no answer
 - use follow-up questions if you do not feel you got the complete answer from your interviewee
 - Don’t stay confused. If your interviewee discusses a topic or event you do now know about, ask! This is a learning activity after all.
- About your interviewee
 - The prime age of interviewee you are looking for is someone who is currently in their late 60s/early 70s. (the earliest could be someone born in 1979, or 40 today)
 - They do not have to have lived in the US during the time period

Big6: Step #6

- All projects are graded individually and are worth one summative P/F grade
- **Project Due Date = Monday, May 18, 2020**