



For this project, you will be working collaboratively to research one of the first 4 presidents of the US and one very influential woman “behind the scenes”. They include George Washington, John Adams, Thomas Jefferson, James Madison, and since Abigail Adams told her husband John to “remember the ladies” when writing the Constitution, we’re going to remember her by creating a music video about her too.

All of the details of the assignment are listed and explained inside each criteria of the rubric. We are going to read the video silently, then each of you will take a short quiz on elements contained in the video. Finally, we will go over it as a class.

In the past, lots of groups have chosen to write and perform a Rap song. However, the genre of music your group chooses is up to you, as long as it follows the song format, which I will explain next. Genres include: Rap, Rock, Reggae, Folk, Jazz, or you can even write a lullaby, as long as it’s set to music, a beat, etc.

We will have a schedule of events that explains what you are to be doing on what day. If you do not follow the schedule, you will not finish in time, or you will not have a good product. We will also have daily exit slips that your group will fill out and sign before you leave class each day. You may not leave the classroom until your exit ticket is turned in and accepted by me. This is meant to help you.

Focus question: Why is YOUR founding father the NUMBER ONE founding father?

Introduction: A hook, get people hyped up to hear your song.

A theme (lyrics that tell the story of your president. Good historical detail and the important events and contributions of this president.

B theme (the “catchy” lyrics that you repeat after each A theme that reinforce the main ideas of this president)

A theme: different lyrics

B theme: same lyrics as the first B theme

Coda: The ending of the song. If you haven’t already said, be sure to explain why YOUR Founding Father is the BEST Founding Father!

YOU MAY HAVE TO WRITE MORE “A” THEMES TO MEET YOUR 3 MINUTE MINIMUM REQUIREMENT.

			front of the camera for the song.		
Analysis CTR	Student(s), in their own words, answered the essential question and supported their thoughts with historical information.	Student(s) product shows good effort was made in trying to answer the essential question in their own words.	Student(s) could have put more effort into answering the essential question in their own words.	Student(s) reported information they found, but didn't include their own ideas.	Analysis: literally, "to take apart". TRY TO ANSWER THE ESSENTIAL QUESTION WITH EVIDENCE AND HISTORICAL REASONING..
Synthesis CTR	Student(s) created a music video that is neatly organized, colorful, and attention grabbing. It is an excellent product that exceeds expectations and it shows.	Student(s) created a music video that is neatly organized, colorful, and pleasing to the eye.	Student(s) could have put greater effort into organizing the product	Student(s)' work is not logically or effectively structured	Synthesis: literally, "to combine parts to make a coherent (makes sense) whole"
Historical detail CON	Exceptional abundance of relevant historical detail. Rich, interesting, and colorful. Lyrics are included at the bottom of the music video.	Interesting and relevant historical detail Lyrics are included at the bottom of the music video..	While there is some historical detail, more could have been included. May not have posted all lyrics on the music video.	Work does not include relevant historical detail. Did not include lyrics in their music video.	
Historical Accuracy CON	No historical errors of chronology, cause/effect, point of view.	No major historical errors of chronology. No errors of cause/effect.	May be minor historical errors.	Major historical errors present.	
Information Seeking CON x2	Student(s) gathered a rich abundance of information from both primary and secondary sources. Sources were found almost exclusively on databases. Minimum 3 sources each student, one of which must be a primary source DOCUMENT. All sources were used exceptionally well in the final product. What should be included (content) in the video is included in the video and incorporated at an excellent level. ALL SOURCES MUST BE DIFFERENT. 2 GROUP MEMBERS CANNOT USE THE SAME SOURCE. WORK TOGETHER.	Student(s) gathered information from primary and secondary sources. Met the minimum requirement for # of sources and type of source and each source was used well in the final product. Sources were found almost exclusively on databases. What should be included (content) in the video is included in the video. ALL SOURCES MUST BE DIFFERENT. 2 GROUP MEMBERS CANNOT USE THE SAME SOURCE. WORK TOGETHER.	Student(s) gathered information from a limited range of sources. May not have primary sources. May not have met minimum requirements per student. Important content may be missing. ALL SOURCES MAY NOT BE DIFFERENT. Some group members did use the same source.	Student(s) gathered information that lacked quality. Important content is missing. Students may have used the same source more than one, or no sources at all.	
Citations CON	Student(s) documented all sources, including visuals and background music. Sources are properly cited in Chicago format. Documentation is error-free. There are student initials next to each source to indicate who used the source. There is a rich abundance of sources used beyond the minimum requirement. Sources are divided into primary and secondary sources. There are annotations for each source that follow the directions in the assignment.	Student(s) documented sources with care. At least a minimum amount of sources are used well. Few errors noted. Images are cited, background music is cited. There are student initials next to each source to indicate who used the source. Sources are divided into primary and secondary sources. There are annotations for each source that follow the directions of the assignment.	Student(s) need to use greater care in documenting sources. There may not be student initials next to each source to indicate who used the source. Minimum number of sources are present. Annotated Bibliography is attempted	Students did not take care in documenting sources. Minimum # of sources may not be met.	

Productivity for the duration of the project. INDIVIDUAL GRADE ACT X20 IN ASPEN.	Student(s) had evidence of quality daily work each day of the project. Use of time in class was very productive. Stayed on schedule with work and absolutely did “their required share” of the work. Posted Bibliography and individual notes to Google Classroom assignment. 	Student(s) had evidence of work on the project each day. Use of time in class was consistently productive. Posted Bibliography and individual notes to Google Classroom assignment.	Student(s) did do some work on the project, but not every day. May not have used all the time in class in a productive way, consistently. May have not stayed on schedule with work and may not have done “their required share” of the work. Posted Bibliography and individual notes to Google Classroom assignment.	Student(s) little or no work on the project each day. Socializing rather than focusing on work. Did not use time in a productive, consistent way. Did not use class time in a productive way. Did not stay on schedule and did not do “their fair share” of the work. Did not post bibliography and/or bibliography to the assignment in google classroom.	TOTAL POINTS EARNED ON PROJECT: COM: _____ CON: _____ CTR: _____ If an individual grade is below a 69, student will not earn credit for any part of the video above and will be responsible to create their own video in order to earn credit. INDIVIDUAL GRADE: ACT X10: _____
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QUESTION	ANSWER
How long does your song have to be at a minimum?	
What happens if you earn a 68 on your individual grade?	
What is the format of the song supposed to contain?	
How long is each student required to be in the video performing lyrics?	
What happens if there are group problems and you don’t inform me in a timely manner (the last minute is too late)?	
What score will you earn on the rubric if you don’t cite the source of your background music?	
How many sources must EACH student have? ALL SOURCES MUST BE DIFFERENT. 2 GROUP MEMBERS CANNOT USE THE SAME SOURCE. WORK TOGETHER.	

What happens if one of your group member isn't doing any work and the rest of the group members don't talk to Ms. Carr?

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