

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.

First Presidents Music Video Rubric	YOU'VE GOT IT!!! NICE JOB!	8-7 EMERGING!	7-6  MAKING PROGRESS	JUST BEGINNING  KEEP AT IT!	Comments
Essential question to help guide research	Student (s)used the given EQ/question prompt and we can see it in the final product.	Student (s) used the given EQ/question prompt to guide their research.	Student (s)may not have clearly use the EQ or question prompt.	Student (s) did not clearly use the EQ/question prompt	
Product/ Process  CTR X2	Product displays creativity and originality, which clearly connects to the Essential question. The "Big Picture" Is clear. All assignment guidelines are met.  Asked for help from the teacher if there were problems in the group. (i.e. one or more group members not doing their share of the work).  The video was a minimum of 3 minutes and followed the format of the song: Intro, A, B, A, B, B, Coda (ending).  The video was of high quality, colorful, interesting, and attention grabbing. It's the next big hit on MTV. Extremely professional and exceptional quality. Lyrics are included as a closed-caption.  All students performed an equal amount of time in front of the camera for the song.	Student(s) effectively communicated their research. All assignment guidelines are met.  Asked for help from the teacher if there were problems in the group (i.e. one or more group members not doing their share of the work).  The video was a minimum of 3 minutes and followed the format of the song: Intro, A, B, A, B, B, Coda (ending).  The video was of high quality, colorful, interesting, and attention grabbing. It's going to hit the top 10 on MTV. Approaching professional quality. Lyrics are included as a closed-caption.  All students performed an equal amount of time in front of the camera for the song.	Student(s) need to work on communicating more effectively. All assignment guidelines are met.  May not have asked for help if there were problems in the group (i.e. one or more group members not doing their share of the work).  The video may have been less than three minutes, but not less than 2. May not have followed the song format, but there is an A and B theme.  The video could have been collated better. It's not as professional as it could be. Lyrics may not be included as a closed-caption.  All students may not have performed an equal amount of time in	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research.  Student did not seek help or ask questions from teacher when appropriate. All assignment guidelines are NOT met.  The video did not meet minimum expectations for duration and format or quality. "Waited to the last minute to pull the project together".  Students did not perform an equal amount of time in front of the camera for the song. Lyrics are not included as a closed-caption.	

			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	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.	
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** Student(s) had evidence of quality daily Student(s) had evidence of work on the Student(s) did do some Student(s) little or no TOTAL POINTS the duration of work each day of the project. project each day. work on the project, but work on the project each the project. not every day. day. EARNED ON Use of time in class was very productive. Use of time in class was consistently PROJECT: **INDIVIDUAL** productive. May not have used all Socializing rather than **GRADE** focusing on work. Did Stayed on schedule with work and absolutely the time in class in a COM:\_\_\_\_ did "their required share" of the work. Posted Bibliography and individual productive way, not use time in a ACT X20 IN notes to Google Classroom assignment. consistently. productive, consistent CON: \_\_\_\_\_ ASPEN. Posted Bibliography and individual notes to way. Google Classroom assignment. May have not stayed on CTR: \_\_\_\_\_ schedule with work and Did not use class time in may not have done a productive way. If an individual grade is "their required share" of below a 69, student will the work. Did not stay on schedule not earn credit for any and did not do "their fair share" of the work. part of the video above Posted Bibliography and individual notes to and will be responsible to create their own Google Classroom Did not post video in order to earn assignment. bibliography and/or bibliography to the credit. assignment in google classroom. INDIVIDUAL GRADE: ACT X10:

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?	