

19th Century Time Travel

Now that you have researched the time of 1820s - 1859, *you are going to travel back in time*. You are going to travel to these locations and *create travel products to persuade people to visit or move to these locations* through touting the locations and addressing how these events caused change. Your task is to ensure that these events still take place or else the fabric of time will rip apart and life will cease.

You will need to choose one decade that you will travel back in time to. You will then need to choose three locations/events to further research. *You will learn about the culture, climate, government, and economy of that time period in order to persuade others to visit or move there.*

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19th Century Time Travel research and planning

As you research you will be completing this document with all of your information.

1. Use the internet to research each of the three locations/events. You will need to download a copy of each tic-tac-toe research handout on Schoology.
2. Use your research to create three products using the tic-tac-toe board below.
3. Download a copy of the Time Travel Presentation Google Slides from Schoology.
4. Prepare a 3 minute presentation about your time travel locations and products.

Schedule:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|
| *Introduction to project *Pick decade & three locations *Work on tic-tac-toe products U6FL: Day 8 | *Work on tic-tac-toe products U6FL: Day 9 | *Work on tic-tac-toe products U6FL: Day 10 Product #1 research due @ 2:55pm | *Work on tic-tac-toe products U6FL: Day 11 | *Work on tic-tac-toe products Product #2 research due @ 2:55pm |
| *Work on tic-tac-toe products U6FL: Day 12 Product #3 research due @ 2:55pm | *Work on tic-tac-toe products U6FL: Day 13 | Individual presentations U6FL: Day 14 | Individual presentations U6FL: Day 15 | Individual presentations U6FL locks 2/12 @ 11:59 pm |

Pick a decade below, then pick three events from that decade that you want to research further.

Events/Locations

| | |
|---|---|
| <p><u>1820</u></p> <ol style="list-style-type: none"> 1. Tenure of Office Act (Location: <u>Capitol</u>, Washington DC) 2. Treaty of Doak's Stand (Location: <u>Natchez Trace</u>) 3. Monroe Doctrine (Location: State of the Union Address, <u>Capitol</u>, Washington DC) 4. Gibbons v. Ogden (Location: <u>Supreme Court</u>, Washington DC) 5. 1824 Presidential Election (Location: <u>Congressional Disputes</u>, <u>Capitol</u>, Washington DC) 6. 1828 Presidential Election (Location: <u>Contingent Election</u>, <u>Capitol</u>, Washington DC) | <p><u>1830</u></p> <ol style="list-style-type: none"> 1. Second Great Awakening (Location: <u>Religious revival</u>, on the Kentucky or Ohio frontier) 2. Oregon Trail (Location: <u>Oregon City</u>, Oregon or <u>Independence</u>, Missouri) 3. Nat Turner's Rebellion (Location: <u>Southampton County</u>, Virginia) 4. Black Hawk War (Location: <u>South Wayne</u>, Wisconsin; <u>Elizabeth</u>, Illinois; <u>Battle of Bad Axe</u>; or <u>Prairie du Chien</u>, Wisconsin) 5. Texas Revolution (Location: <u>San Antonio</u>, Texas or <u>Harris County</u>, Texas) 6. Creek War of 1836 (Location: <u>Russell County</u>, Alabama) 7. Trail of Tears (Location: <u>Red Clay</u>, Tennessee or <u>Tahlequah</u>, Oklahoma) |
| <p><u>1840</u></p> <ol style="list-style-type: none"> 1. President Harrison Dies (Location: <u>White House</u>, Washington DC) 2. <i>United States v. the Amistad</i> (Location: <u>Supreme Court</u>, Washington DC) 3. Mexican American War (Location: <u>Fort Brown</u>, Texas; <u>Tabasco River</u>; or <u>Villa de Guadalupe Hidalgo</u>) 4. Seneca Falls Convention (Location: <u>Seneca Falls</u>, New York) 5. Wilmot Proviso (Location: <u>Capitol</u>, Washington DC) 6. California Gold Rush (Location: <u>Coloma</u>, California; <u>Sacramento</u>, California; or <u>San Francisco</u>, California) | <p><u>1850</u></p> <ol style="list-style-type: none"> 1. Compromise of 1850 (Location: <u>Capitol</u>, Washington DC) 2. Uncle Tom's Cabin published (Location: <u>Brunswick</u>, Maine) 3. Kansas-Nebraska Act (Location: <u>Capitol</u>, Washington DC or <u>Lawrence</u>, Kansas) 4. Preston Brooks versus Charles Sumner (Location: <u>Capitol</u>, Washington DC) 5. Dred Scott v. Sanford (Location: <u>Supreme Court</u>, Washington DC) 6. John Brown's raid on Harpers Ferry (Location: <u>Harpers Ferry</u>, Virginia) |

Google Form Survey

Now fill out this Google Form

Tic-Tac-Toe Presentation!

To present this information you will be creating items and getting a Tic-Tac-Toe! Choose three in a row to complete and get a Tic-Tac-Toe! Each activity will be about only one of your three locations that you are "traveling" to. This means you will have three locations in presentation from. **Combine these final products on your slides.**

Advanced

Proficient

Partly Proficient

| | | |
|--|--|---|
| <p><u>Google Maps Travel Brochure</u></p> <ul style="list-style-type: none"> Create a Google Map with five different points on the map IN YOUR LOCATION. Each point should have a title, 8-10 sentences, and a corresponding image (and a proper MLA citation). | <p>Spark Page</p> <ul style="list-style-type: none"> Create a page with 10-15 different "sections". Each section should vary in style. Use one bullet point per section. Each section should also have an image coming directly from Spark Page (not Google Images). | <p>Presentation</p> <ul style="list-style-type: none"> Use Explain Everything, Prezi, or Spark Video to make a presentation. You must use 8-10 bullet points of information. Each "slide" should also have an image coming from an Advanced Google Image search. For Spark Video, please use images or icons FROM Spark. For Explain Everything, make it interactive. For Prezi, be creative! |
| <p><u>Interactive Infographic</u></p> <ul style="list-style-type: none"> Create an infographic with Piktochart. Your infographic should have one block (1500 width, 450 height) with one bullet point of information and one image or icon. Use text frames (when necessary) to add visual interest. Use different colors, fonts, and potentially backgrounds to add visual interest. Use charts & graphs as needed. | <p><u>Travel Blog</u></p> <ul style="list-style-type: none"> Create three blog posts (using your school blog) between 250-500 words each. Use your bullet point information to fill out the text. Each blog post should also include two images (using Advanced Google Image search) that correspond. | <p><u>Tourism Commercial</u> (30 Sec.) Or iMovie trailer</p> <ul style="list-style-type: none"> Create 30-second commercial (or iMovie Trailer). Use your bullet point information for the script (or for the text on the iMovie trailer). If you use images, be sure to use Advanced Google Image search. |
| <p><u>Travel Film</u></p> <ul style="list-style-type: none"> Create a 2-5 minute film using iMovie. Use your bullet point information for the script. If you use images, be sure to use Advanced Google Image search. | <p><u>Trifold Travel Brochure</u></p> <ul style="list-style-type: none"> Use Google Docs to make a two-page, three column travel brochure. Within the six columns, you should have a title, images (using Advanced Google Image search), text from your bullet point information, and different colors and fonts. Be creative! | <p>3 Post Cards on Canva</p> <ul style="list-style-type: none"> On Canva, log in with your school Google account, and select the card option. <u>Each of your three cards needs to have two "pages"</u>. You can choose free layouts and photos (or you can upload your own images using Advanced Google Image search). The first "page" is the front of the postcard, and the second "page" is the back of the postcard (where you write a letter using your bullet point information). |

I have created a "fast-track" grade path. If you choose to complete a straight vertical line, your projects will be completed to grade level proficiency. You may also choose to do a horizontal or diagonal line. Grades WILL vary based on proficiency, completion, and creativity. Be sure to look at the rubric below.

Rubric

| Rubric Categories | Advanced | Proficient | Partly Proficient | Unsatisfactory |
|--|--|---|---|---|
| Tic-Tac-Toe Product #1 Score: | Student chose an advanced-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a proficient-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a proficient-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a leveled product, but the student did not finish the product to 100% completion. The student may have been missing creativity, persuasiveness, and/or interesting details. |
| Tic-Tac-Toe Product #2 Score: | Student chose an advanced-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a proficient-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a proficient-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a leveled product, but the student did not finish the product to 100% completion. The student may have been missing creativity, persuasiveness, and/or interesting details. |
| Tic-Tac-Toe Product #3 Score: | Student chose an advanced-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a proficient-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a proficient-level product. The student finishes the product to 100% completion while also being 100% proficient. The student's product is creative, persuasive, and interesting. | Student chose a leveled product, but the student did not finish the product to 100% completion. The student may have been missing creativity, persuasiveness, and/or interesting details. |
| Google Slides presentation Score: | Completed all eight slides to 100% proficiency. Student creatively changed theme. | Completed seven slides to 100% proficiency. Student creatively changed theme. | Completed five to six slides to 100% proficiency. Student creatively changed theme. | Completed four or less slides to 100% proficiency. |
| Presentation Eye Contact Score: | Student made eye contact with most students. The student faced the class and did not read off of the Slides presentation, iPad, or notecard. | Student made eye contact with some students. The student faced the class and did not read off of the Slides presentation, iPad, or notecard. | Student made eye contact with some students. The student faced the class but may have read some off of the Slides presentation, iPad, or notecard. | Student read off of the Slides presentation, iPad, or notecard. They did not face, nor address, the class. |
| Presentation Speaking Voice Score: | Student spoke loud enough, into the microphone, for all students to hear their entire presentation. Student did not face away from the class. | Student spoke loud enough, into the microphone, for most students to hear their presentation. Student did not face away from the class. | Student spoke loud enough so that some students could hear their presentation. Student may have faced away from the class at some points. | Student was often quiet and hard to hear. Student may have faced away from the class. |

Average: /4

Total: /100