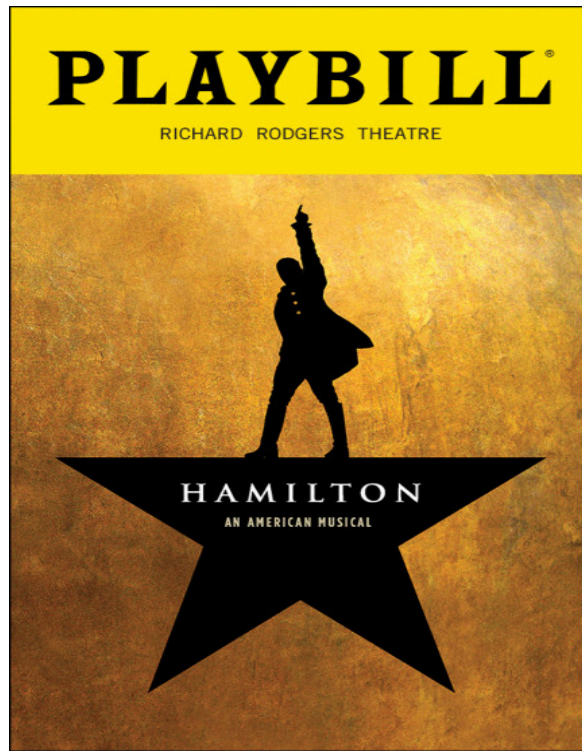


HAMILTON THE MUSICAL & U.S. HISTORY



By the end of this project students will be able to:

- Research a key historical topic from U.S. History using a variety of sources (mid 1700s-early 1800s)
- Write lyrics analyzing a historical issue
- Record & share a video with peers

SAMPLE SONGS FROM HAMILTON

- [10 Duel Commandements](#)
- Other ideas from this [Hamilton playlist](#)

INSTRUCTIONS

1. Select a topic from the list below
2. Research the historical topic using the following resources and get research organizer approved by Mr. Naisbitt:
 - a.
 - b.
 - c.
 - d.

3. Write lyrics:

- a. Find the Chromebook number assigned to you on the roster
- b. Login using your school email address & password
- c. ONE person in your group should create a Google Doc
 - i. **Name it: TOPIC - Period #**
 - ii. Share it with your **group members** and **Mr. Naisbitt** (jnaisbit@hinsdale86.org) , **Mr. Chokshi** (achokshi@hinsdale86.org) and all of your group members.
 - iii. All group members should now be able to see the document in "Shared with me" in your [Google Drive](#)

4. Get feedback and approval from Mr. Naisbitt before recording your music video

5. Finding Karaoke Version of your lyrics

- a. Use [this Google Drive folder](#) it contains: all the Hamilton songs (Karaoke versions for this project)
6. Record your video using your phone
7. Edit your video using your on Macbook (iMovie) ; [WeVideo](#) (online free video editing) or other software , Windows Movie Maker (PCs)
 - a. **Don't forget to subtitle your video with the lyrics!**
8. **Upload your video to YouTube** ; change shared settings so anyone with the link can view ([see tutorial here](#))
9. Show off your video to your friends & family online. Let's see which group can get the most views!

SCHEDULE

DATE	AGENDA
Sept 6	Introducing project Listen to Soundtrack Showing Sample Divide songs into class groups Identify song you want to mimic (Original music encouraged)
Sept 7-8	Researching assigned song/topic Start to write lyrics
Sept 9-12	Write lyrics, get feedback from Mr. Naisbitt
Sept 13-15	Practice, record & edit video
Sept. 19 & 20	Performing songs for the class / showing videos to class. Peer feedback.

TOPICS

Be sure you make the shared settings so the YouTube video is viewable to the public.

Group that gets the most views wins :)

TOPIC	PERIOD 3 Student Names Link to YouTube	PERIOD 5/6 Student Names Link to YouTube	PERIOD 10 Student Names Link to YouTube
Bill of Right	Claire and Jacinda https://youtu.be/s2CGW7jjoG4	https://www.youtube.com/watch?v=hVw-C10N_7U Belle, Breana, Jillian, Olivia	https://youtu.be/OVybyN18ME Clara, Grace, Katherine
Declaration of Independence	https://www.youtube.com/watch?v=APyCdB0W0To&feature=youtu.be Tiffany, Sara, Kaitlin		https://www.youtube.com/watch?v=rcu_yieulDY Claire, Ally, Quinn
Articles of Confederation			https://m.youtube.com/watch?v=7Tn58y6oiv4 Nathan, Omar, Griffin
George Washington	https://youtu.be/o52uHDMHf0w Ella and Grace https://youtu.be/dIZ4C5R-Esl Adam	https://www.youtube.com/watch?v=Ndi-NAT6LoQ https://www.youtube.com/watch?v=Rn4rub--AnM Antonia, Jasmine, Samm	https://m.youtube.com/watch?v=jQDoong4-Gs gunner Katie Elizabeth https://www.youtube.com/watch?v=ehg7yPK35sY Ansley rachel Alexandria
Election of 1800	https://www.youtube.com/watch?v=XMr43ZVo7zo&feature=youtu.be Matt, Evan.	https://www.youtube.com/watch?v=tay8yDcEo64 (upload the correct link) Madison, Lindsay	
Pre-Revolution Tension	https://youtu.be/3l3Q5NUcyrI Joe and cannon	https://www.youtube.com/watch?v=cA_HDc0sZuo Rutger, Brendan, Nick	https://m.youtube.com/watch?v=roZ40ka3HP4 Tomas, Kiethen, Chris
Taxation without Representation	Ana https://www.youtube.com/watch?v=BusJI0-Eark&feature=youtu.be		
Stamp Act/ Sugar Act/ Townsend Act, etc	Jessica and Allison https://youtu.be/ug5NS6cHWho	Nathan Nicky Ethan https://www.youtube.com/watch?v=Ev99YZshYfU	https://www.youtube.com/watch?v=VhEGYjT8ppY Brennan, Ben, Max
Constitutional Convention	Loyalists vs Patriots https://youtu.be/3Jja0k-Gn-4 (Joey & Alex)		
The Constitution	Emir https://youtu.be/NKoP1XyJ_0A	Amber and Bridget https://youtu.be/o_pG4z4Upmc	Trevor, Jack, Sam https://www.youtube.com/watch?v=d8xdwCmrKt4

			Amore Rose https://www.youtube.com/watch?v=a-d-fAnk7Zs
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Hamilton Highlights Playlist:

<https://www.youtube.com/playlist?list=PLabZmQ89zplzZzuUqSO7ltQhnA8TeElku>

REFLECTION QUESTIONS

1. What did you enjoy most about the project?
 - a. Making the video instead of presenting to class?
 - b. Making a video was fun, different from other traditional projects
 - c. Filming, writing lyrics, not just taking notes
2. How did the process of writing lyrics help you learn the content?
 - a. Memorizing the lyrics helped your retain the information
 - i. Songs help students remember new information
 - b. Looking at different sources then just printed text
3. What specific skills (writing, technology, collaboration, etc.) did you gain from the project?
 - a. Taking research and turning it into lyrics, rhyming
 - b. Writing lyrics, wordsmithing: knowing how to replace words to flow in the song
4. What skills do you need to improve on?
 - a. Video editing and how to make audio more clear, match lyrics
 - b. Memorizing lyrics
 - c. Fitting words to the song/music
5. How can we improve the project for next year? What to change or keep the same? How can Mr. Chokshi and I do a better job to prepare you for this adventure?
 - a. Choice in songs/beats (maybe not just Hamilton?)
 - b. Schedule multiple weekends to film
 - c. NOTES to SELF:
 - i. Improve clarity of story with a consistent theme (setting, costume which helps suspend disbelief)
 - ii. Check quality of audio so it's clear and synched to video
 1. Check quality after filming then re-film, create intermediate step to know what changes to make in terms of audio
 - iii. Make video more lively with movement
 - iv. Remember to include subtitles to help audience follow songs
 - v. Storyboarding/planning the movements/background

vi.

RUBRIC

	Exceeded Expectations 4 pts	Met most Expectations 3 pts	Met some Expectations 2 pts	Did not meet Expectations 1 pts
lyrics	There is a rhyme & flow to the lyrics that make them memorable and enjoyable.	There is a pattern to the lyrics that make them flow.	There is an inconsistent pattern to the lyrics.	The song lyrics are not coherent. The words are not memorable.
creativity	The song contains original ideas with a clear theme.	The song contains mostly original ideas with a theme.	The song contains some original ideas with a vague theme.	The song composed is not very original. It lacks a clear theme.
Information	The song contained factual information and incorporated many of the most important & relevant ideas regarding the topic.	The song contained factual information address most of the main ideas of the topic but need more relevant details.	The song contained factual information address most of the main ideas of the topic but need more relevant details.	The writer expressed inaccurate or insufficient information.
Audio & Video	The audio & video is edited so that it is clear and effectively assists in communicating the message	The audio & video is audible but not always clear. Needs better recording or editing.	The audio & video is inconsistent in clarity (too loud/too soft/out of focus) at times	The audio/video makes it difficult to understand the song.