

Social Studies Projects

General Requirements

- Each student will complete one project per quarter that is four projects per year.
- Projects must be turned in on the date given on the table below. No late assignments will be accepted.
- Rubrics must be turned in with the project. A penalty of ten points will apply to all projects turned in without a rubric.
- Name must appear along with the proper heading on the first page of all projects. A penalty of five points will apply to all projects turned in without a name/heading.
- Some of the larger projects may be completed by groups of three or four students...some are done by individuals. Individuals may complete larger projects that are expected to be done by groups, but groups cannot do individual projects.

Pick one of these two projects	This is when they are due
Going West (memoir)	September 17, 2008
Invention Brochure	October 15, 2008
Pick one of these two projects	This is when they are due
Immigration Essay	November 19, 2008
WWI Memoir	January 21, 2009
Pick one of these two projects	This is when they are due
Depression Era Essay	February 18, 2009
Heritage of WWII	March 18, 2009
Pick one of these two projects	This is when they are due
Cold War Metaphor	April 8, 2009
Civil Rights Magazine	April 22, 2009

Going West – Due Third Wednesday of September

In this project, you will pretend to be a recent American immigrant. You have come to the US “because there is plenty of land and opportunity.” The assignment is to write about your experiences either in a letter home or a diary. Your writing should reflect knowledge of the situation immigrants faced as they came to America during the Gilded Age as well as your feelings about your immigration experience.

Your writing should include all of the following:

- What caused you to leave the country of your birth? (Specific push/pull factors affecting a specific country)
- What was it like traveling to America? Where did you arrive? Where did you hope to end up?
- What does it mean to be an American?
- The date (be careful here)
- The living conditions of your neighborhood, town, etc.
- Description of your exact location and what it looks like, smells like, feels like
- Descriptions of daily life (food, transportation, entertainment, and work...)

For special effect, the writing should be done on “antiqued paper” and in black ink (they didn’t have blue ink back then.)

Invention Brochure – Due Third Wednesday of October

In this project you will create a professional looking tri-fold brochure of one of the inventions mentioned in this chapter. The brochure must convey the following information.

1. Explain how this invention met a specific need
2. Demonstrate evidence of research

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3. Demonstrate selection of pertinent information about invention (who, what, why, where, and how)
4. Well-organized and attractive
5. Evaluates the long-term impact of this invention
6. Include(s) a picture or diagram of the invention

How the Other Half Lives Essay – Due Third Wednesday of November

In this project students will describe the life of a person or persons who suffered hardship and desperation during the Great Immigration. Using a Jacob A. Riis photograph for the essay, students will give an identity to the person(s) in the picture and explain how the social issues of immigration and urbanization affected their lives, and finally how the Progressive Movement helped, if indeed it did, restore their lives.

Bring this person to life in any writing style you choose (first hand narrative, journalistic style, a letter to a friend). Content is what counts. Your essay should reflect your knowledge of this time, causes and effects of immigration and urbanization and how it changed lives. It is required that you use the 5-paragraph format to tell your story.

The format should be as follows:

- ¶1 – Introduction
- ¶2 – Introduce the main person(s) in the photo. Who is this? Where do/did they live? What was their life like before they immigrated to the United States?
- ¶3 – What was the Great Immigration? Why did it occur? Explain how the people in the photograph were affected and how they came to be in the state they appear to be.
- ¶4 – Explain what the Progressive Movement was and how specific programs helped the people in your photo. What, if any, negative aspects of the Progressive Movement programs and laws affected this person? Did the Progressive Movement affect them at all?
- ¶5 – Conclusion

December – NO Project

World War I Memoir – Due Third Wednesday of January

In this project, you will pretend to be an American soldier fighting in WWI on the Western Front. The assignment is to write your experiences either in a letter home or a diary. Your writing should reflect knowledge of the war as well as your feelings about the war and your experiences as a soldier.

Your writing should include all of the following:

- What caused the war (from the American point of view)?
- Who was fighting who in this war
- How the allied soldiers felt about being there
- Why you, an American, are fighting this war
- The date (be careful here)
- The conditions of battle
- The strategies used in the war
- Description of your exact location and what it looks like, smells like, feels like
- Description of what the place probably looked like before the war
- Describe the food, weapons, and propaganda...

For special effect, the writing should be done on “antiqued paper” and in black ink (they didn’t have blue ink back then.)

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Depression Essay – Due Third Wednesday of February

In this project students will describe the life of a person or persons who suffered hardship and desperation during the Great Depression. Using a Dorothea Lange or Margaret Bourke-White photograph for the essay, students will give an identity to the person(s) in the picture and explain how the Great Depression affected their lives, and finally how FDR's New Deal helped, if indeed it did, restore their lives.

Bring this person to life in any writing style you choose (first hand narrative, journalistic style, a letter to a friend). Content is what counts. Your essay should reflect your knowledge of the depression, it causes and how it changed lives. It is required that you use the 5-paragraph format to tell your story.

The format should be as follows:

¶1 – Introduction

¶2 – Introduce the main person(s) in the photo. Who is this? Where do/did they live? What was their life like before the depression?

¶3 – What was the Great Depression? Why did it occur? Explain how the people in the photograph were affected and how they came to be in the state they appear to be.

¶4 – Explain what the New Deal was and how specific programs helped the people in your photo. What, if any, negative aspects of the New Deal of programs affected this person? Did the New Deal affect them at all?

¶5 – Conclusion

The Heritage of WWII – Due Third Wednesday of March

In this project, students will demonstrate knowledge and understanding of repercussions WWII had on American Society. In groups of **three**, students will create a newspaper dated sometime after August 1945 and before July 1950. The newspaper will deal with four different areas of change—the balance of power between nations, science and technology, economics and society. Some examples of topics are: the atomic age, the onset of the Cold War, new opportunities for women and minorities, the growth of suburbia, the creation of the United Nations, the Iron Curtain, the Middle East, discoveries in medicine and science, the baby boom, GI Bill, etc.

The requirements for the newspaper project include

1. A feature story
2. At least one secondary story
3. A human interest story
4. At least one political cartoon
5. One or more editorials
6. Two or more photos with captions
7. One or more charts and/or graphs, and
8. At least one advertisement

The group will research and illustrate how life in America was changed after WWII. Optional or additional sections of the newspaper that can be used are obituaries, movie/book reviews, classifieds, advice column(s), and sports...

The newspaper should look like a real newspaper of the time: that is typed, in 1 ½" columns, have a banner (title - that indicates name of newspaper, date, location, price), each story should have a headline, and should clearly express the legacies of WWII (the ways this war changed our world). Group members and teacher will evaluate students' effort.

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Cold War Metaphor – Due Second Wednesday of April

In this project, students will reflect on the issues and events that have been studied in this unit and create visual metaphors for the Cold War that convey what they believe to be the essence of Cold War history.

The metaphors should reflect the essential relationship between the two superpowers. Using notes and their own personal image of the Cold War, students should create a poster of their metaphors using the following format:

1. Title – The Cold War was like...
2. Visual image – Create a visual image for the metaphor and place it in the middle of the 11x14 poster. Use at least five details symbolically in the image (if the Cold War is like a poker game, what do the chips represent?)
3. Explanation – Under the image write the word BECAUSE and followed by a list of the three most important similarities that make your metaphorical statement work.
4. Take a stand – on the bottom of the poster or the backside, take an overall stand on the Cold War by defending or arguing “The US should be praised for its efforts in the Cold War because...

The Cold War Metaphor Poster should be bold, artistic and creative and should reflect the student’s understanding of the Cold War Conflict.

Civil Rights Magazine – Due Fourth Wednesday of April

Your task is to create a magazine that presents information on the different areas of the struggle for civil rights while also presenting your opinion on the Civil Rights Movement of the middle part of the 20th century. The specific requirements for your magazine as follows:

1. A provocative cover and title relating to the topic
2. A exposé (article which ‘uncovers’ some aspect of the treatment of African-Americans treatment before the civil rights movement)
3. A feature article which chronicles or explains one key event from this movement
4. 4 historical photos to accompany each of these articles (2 photos per article)
5. Each photo must be captioned by you
6. One letter to the editor written from the perspective of a civil rights leader
7. An editorial written by you, gives your opinion supported by evidence, of the effects of the civil rights movement on African-Americans and others as well
8. One political cartoon, borrowed or original, that shows how the struggles of African-Americans for civil rights influenced other groups in American society
9. EXTRA CREDIT – other creative entries like opinion polls, photos, book reviews, movie reviews... related to the topic and within this time period.

Social Studies Projects

Name _____

Date _____

Going West

RUBRIC	Points Possible	Student Evaluation	Teacher Evaluation
1. Historical Accuracy	20		
<ul style="list-style-type: none"> • States push & pull factors specific to a country and this time period • At least 3 factors for coming to US and/or leaving country of birth • Describes hardships faced in traveling to America 			
2. Description of life of person coming to America and moving west	20		
<ul style="list-style-type: none"> • What does it mean to be an American? • The date (be careful here) • The living conditions of your neighborhood, town, etc. • Description of your exact location and what it looks like, smells like, feels like Descriptions of daily life (food, transportation, entertainment, and work...) 			
3. Authenticity	20		
<ul style="list-style-type: none"> • Letter looks real—antiqued and written in cursive using black ink • Letter sounds real—in first person in present tense Any additional touches of authenticity 			
4. Spelling, Grammar and Mechanics	20		
<ul style="list-style-type: none"> • Letter has less than five spelling errors • Letter has less than five grammatical errors • Letter has less than five mechanical errors 			
5. Rough draft attached	5		
6. Turned in on time	15		
7. Total Points	100		
Student Comments (info for teacher before grading):			
Teacher Comments:			

Social Studies Projects

Name _____ Date _____

Invention Brochure

RUBRIC	Possible Points	Student Evaluation	Teacher Evaluation
1. Quality of Research – Project shows clear evidence of research. My research is composed of a series of notebook or file cards entries presenting my assigned topic with each properly dated and sourced.	20		
2. Quality of Information – Selection of information gathered during research supports and/or strengthens information given in project.	20		
3. Quality of Content – Project explains how this invention met a specific need. Evaluate the long-term impact of this invention	20		
4. Graphics/Creativity – The design, layout and graphics/illustrations are creative and effective. Things are well organized and attractive. The project looks like some time and effort was put into it.	20		
5. Spelling, Grammar and Mechanics <ul style="list-style-type: none"> • Less than five spelling errors • Less than five grammatical errors • Less than five mechanical errors 	10		
6. Rough Draft attached	5		
7. Turned in on time	5		
8. Total Points	100		
Student's Comments:			
Teacher's Comments:			

Social Studies Projects

Name _____ Date _____

How the Other Half Lives Essay

RUBRIC	Points Possible	Student Evaluation	Teacher Evaluation
1. Historical Accuracy	20		
<ul style="list-style-type: none"> • Accurately describes the life of a person living at this time in history • Explain how the social issues of immigration and urbanization affected their lives • Describes how the Progressive Movement helped, if indeed it did, restore their lives 			
2. Format of Essay	20		
<p>¶1 – Introduction</p> <p>¶2 – Introduce the main person(s) in the photo. Who is this? Where do/did they live? What was their life like before they immigrated to the United States?</p> <p>¶3 – What was the Great Immigration? Why did it occur? Explain how the people in the photograph were affected and how they came to be in the state they appear to be.</p> <p>¶4 – Explain what the Progressive Movement was and how specific programs helped the people in your photo. What, if any, negative aspects of the Progressive Movement programs and laws affected this person? Did the Progressive Movement affect them at all?</p> <p>¶5 – Conclusion</p>			
3. Writing Style	20		
<p>The style can best be described as _____</p> <ul style="list-style-type: none"> • The writing describes the picture in a creative way • The picture portrays many of the essays details well • The report is attractive and interesting • It presents details and descriptions important to the topic 			
4. Spelling, Grammar and Mechanics	20		
<p>The report presents relevant topic information neatly typed</p> <ul style="list-style-type: none"> • Has less than five spelling errors • Has less than five grammatical errors • Has less than five mechanical errors 			
5. Rough draft attached	5		
6. Turned in on time	15		
7. Total Points	100		
Student Comments (info for teacher before grading):			
Teacher Comments:			

Social Studies Projects

Name _____ Date _____

World War I Memoir

RUBRIC	Points Possible	Student Evaluation	Teacher Evaluation
1. Historical Accuracy	20		
<ul style="list-style-type: none"> • States three reasons for (or causes of) WWI and at least one reason for US involvement explained • Alliances stated (minimum of five each side) • Description of Western Front • Map of Western Front-labeled countries • Major physical features 			
2. Description of life in the trenches	20		
<ul style="list-style-type: none"> • Explanation of trench warfare • Diagram of a trench • Description of daily life in trenches is realistic • Includes details on chemical warfare, leaflets, food and living conditions • State personal feelings about trench warfare 			
3. Authenticity	20		
<ul style="list-style-type: none"> • Letter looks real—antiqued and written in cursive using black ink • Letter sounds real—in first person in present tense <p style="padding-left: 40px;">Any additional touches of authenticity</p>			
4. Spelling, Grammar and Mechanics	20		
<ul style="list-style-type: none"> • Has less than five spelling errors • Has less than five grammatical errors • Has less than five mechanical errors 			
5. Rough draft attached	5		
6. Turned in on time	15		
7. Total Points	100		
Student Comments (info for teacher before grading):			
Teacher Comments:			

Social Studies Projects

Name _____ Date _____

Depression Essay

RUBRIC	Points Possible	Student Evaluation	Teacher Evaluation
1. Historical Accuracy	20		
<ul style="list-style-type: none"> • Accurately describes the life of a person living at this time in history • Explain how the social issues of immigration and urbanization affected their lives • Describes how the Progressive Movement helped, if indeed it did, restore their lives 			
2. Format of Essay	20		
<ul style="list-style-type: none"> ¶1 – Introduction ¶2 – Introduce the main person(s) in the photo. Who is this? Where do/did they live? What was their life like before the depression? ¶3 – What was the Great Depression? Why did it occur? Explain how the people in the photograph were affected and how they came to be in the state they appear to be. ¶4 – Explain what the New Deal was and how specific programs helped the people in your photo. What, if any, negative aspects of the New Deal programs and laws affected this person? Did the Progressive Movement affect them at all? ¶5 – Conclusion 			
3. Writing Style	20		
<p>The style can best be described as _____</p> <ul style="list-style-type: none"> • The writing describes the picture in a creative way • The picture portrays many of the essays details well • The report is attractive and interesting • It presents details and descriptions important to the topic 			
4. Spelling, Grammar and Mechanics	20		
<p>The report presents relevant topic information neatly typed</p> <ul style="list-style-type: none"> • Has less than five spelling errors • Has less than five grammatical errors • Has less than five mechanical errors 			
5. Rough draft attached	5		
6. Turned in on time	15		
7. Total Points	100		
Student Comments (info for teacher before grading):			
Teacher Comments:			

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Name _____ Date _____

The Heritage of WWII

RUBRIC	Possible Points	Student Evaluation	Teacher Evaluation
1. Quality of Research – Project shows clear evidence of research. My research is composed of a series of notebook or file cards entries presenting my assigned topic with each properly dated and sourced.	20		
2. Quality of Information – Selection of information gathered during research supports and/or strengthens information given in project. The newspaper deals with four different areas of change—the balance of power between nations, science and technology, economics and society.	20		
3. Quality of Content – Project explains how these events met a specific need. Evaluate the long-term impact of these events. The requirements for the newspaper project include <ol style="list-style-type: none"> a. A feature story b. At least one secondary story c. A human interest story d. At least one political cartoon e. One or more editorials f. Two or more photos with captions g. One or more charts and/or graphs, and h. At least one advertisement 	20		
4. Graphics/Creativity – The design, layout and graphics/illustrations are creative and effective. Things are well organized and attractive. The project looks like some time and effort was put into it.	20		
5. Spelling, Grammar and Mechanics <ul style="list-style-type: none"> • Less than five spelling errors • Less than five grammatical errors • Less than five mechanical errors 	10		
6. Rough Draft attached	5		
7. Turned in on time	5		
8. Total Points	100		
Student's Comments:			
Teacher's Comments:			

Social Studies Projects

Name _____ Date _____

Cold War Metaphor

RUBRIC	Possible Points	Student Evaluation	Teacher Evaluation
1. Quality of Visual Image – Includes a title. Title includes phrase, “The Cold War was like...” Image is neat and attractive. Metaphor is evident. Poster board is 11x14. Use at five least details symbolically in the image (if the Cold War is like a poker game, what do the chips represent?)	20		
2. Quality of Explanation – Appears under the image. Starts with the word BECAUSE and is followed by a list of the three most important similarities that make your metaphorical statement work.	20		
3. Quality of Point of view – Take a stand – on the bottom of the poster or the backside, author takes a clear position for or against, an overall stand on the Cold War by defending or arguing for politics during the Cold War.	20		
4. Graphics/Creativity – The Cold War Metaphor Poster is be bold, artistic and creative and reflects a deep understanding of the Cold War Conflict. The design, layout and graphics/illustrations are creative and effective. Things are well organized and attractive. The project looks like some time and effort was put into it.	20		
5. Spelling, Grammar and Mechanics <ul style="list-style-type: none"> • Less than five spelling errors • Less than five grammatical errors • Less than five mechanical errors 	10		
6. Rough Draft attached	5		
7. Turned in on time	5		
8. Total Points	100		
Student’s Comments:			
Teacher’s Comments:			

Social Studies Projects

Name _____ Date _____

Civil Rights Magazine

RUBRIC	Possible Points	Student Evaluation	Teacher Evaluation
1. Quality of Research – Project shows clear evidence of research. My research is composed of a series of notebook or file cards entries presenting my assigned topic with each properly dated and sourced.	20		
2. Quality of Information – Selection of information gathered during research supports and/or strengthens information given in project.	20		
9. Quality of Content – Project explains how these events met a specific need. Evaluate the long-term impact of these events. The requirements for the newspaper project include <ul style="list-style-type: none"> a. A provocative cover and title relating to the topic b. A exposé (article which ‘uncovers’ some aspect of the treatment of African-Americans treatment before the civil rights movement) c. A feature article which chronicles or explains one key event from this movement d. 4 historical photos to accompany each of these articles (2 photos per article) e. Each photo must be captioned by you f. One letter to the editor written from the perspective of a civil rights leader g. An editorial written by you, gives your opinion supported by evidence, of the effects of the civil rights movement on African-Americans and others as well h. One political cartoon, borrowed or original, that shows how the struggles of African-Americans for civil rights influenced other groups in American society 	20		
3. Graphics/Creativity – The design, layout and graphics/illustrations are creative and effective. Things are well organized and attractive. The project looks like some time and effort was put into it.	20		
4. Spelling, Grammar and Mechanics <ul style="list-style-type: none"> • Less than five spelling errors • Less than five grammatical errors • Less than five mechanical errors 	10		
5. Rough Draft attached	5		
6. Turned in on time	5		
7. Total Points	100		
Student’s Comments:			
Teacher’s Comments:			