

“Multimedia Group Song”

Overview:

This project is worth **2 Summative, and one formative grade for each group member.** **ALL** members will share in the workload equally, and will use their strengths to make this project successful for everyone in the group. Grades will be based on the work that students complete both individually and collaboratively within the group. Musical skills are not mandatory. Every group member should choose a specific task which utilizes his/her strengths, such as: perform in-depth research and acquire primary sources for the multimedia presentation; lyric writing; create a visual presentation; audio recording; and vocal and instrumental presentation. ***Exemplary group projects will be chosen to perform at Mr. Wolff's April, 2017 End-of-Year American History Review Concert.***

Multimedia Project Options:

All groups are required to write an historical song; however, there are multiple options as to which medium your group chooses to present your project to the class. *Feel free to experiment with new technologies:*

- Windows Movie Maker
- iMovie
- PowerPoint timed with audio embedded
- Garage Band
- FinalCut Pro

Materials:

- At the group's discretion

Requirements:

Step 1: Your group will be assigned a historical time period and theme, and you will conduct primary research and create a research question that addresses one of the follow historical thinking skills for your theme and time period.

- Historical Causation
- Continuity and Change
- Periodization
- Comparison

Step 2: Conduct extensive **PRIMARY SOURCE** research to gather information that supports a possible answer to your question. Use these sources to create an annotated bibliography.

Excellent sites to find primary sources:

Digital History

<http://www.digitalhistory.uh.edu/>

National Archives

<https://www.archives.gov/education>

Library of Congress

<http://www.loc.gov/teachers/usingprimarysources/>

Gilder Lehrman Institute of American History

<https://gilderlehrman.org/history-by-era>

Stanford University U.S. History

<http://sheg.stanford.edu/us>

Step 3:

Create a **3-4 paragraph historical context sheet** that references your sources and answers your historical question. Include historical context that is needed to answer the question. See Mr. Wolff's historical backgrounds for examples.

Step 4:

As a group, write the lyrics for your final song using all information gathered throughout this project.

- **Each group will upload the final song lyrics, historical background, and multimedia presentation to ItsLearning.**

Step 5:

Present project to class.

Important Dates for Song Project:

11/07/2016 – Annotated Bibliography Due (Formative Grade)/Historical Question guiding the song.

11/18/2016 – Historical Background Information Due (Summative Grade)

12/12/2016 – 12/14/2016 – Song Presentations (Summative Grade)

“Multimedia Group Song” Rubric— Test Grade

Completed Aspects of Final Song:	Exemplary	Adequate	Minimal	Attempted	Points Rec'd:
Annotated Bibliography	4	3	2	1	
Historical Background Sheet (3-4 ¶s)	4	3	2	1	
Final Song Lyrics	4	3	2	1	
Multimedia Project	4	3	2	1	
Presentation of Project	4	3	2	1	
Comments:					Total Points: <div></div> /

