

1968 Project Lesson Plan

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Project Time-Frame: This lesson is designed as a trimester long (12 weeks) assignment. A minimum of one (1) period a week will be utilized for the project completion. The expectation is that the assignment will be worked on outside of the classroom.

Lesson Description: The students will create an 8 to 10 minute documentary using an oral history interview they create and conduct with a family member, friend, or community member, that was living, and can remember the year of 1968 in America. The focus of the interview is not to cover the entire year of 1968, rather to focus on the one "BIG" memory the interviewee can recollect from the year. The interview will be recorded and parts must be placed in the final documentary. Students will create the documentary using the interview, personal memorabilia, pictures, music from 1968, and internet images from research. Video from other websites will be permitted, but must be cited properly in the credits of the documentary. Students will be required to share their documentary with the class for their final grade.

Resource Needs: Students need access to a computer and internet, scanner, and Presentation software access, such as, but not limited to; Windows Movie Maker, I Movie, Prezi.com, Animoto.com, Glogster.com, onetruemedia.com, ect. Digital recording devices will be needed to record the interview. Handouts: 1. Interview permission form, 2. Checklist for 1968 Project, 3. Link to Sequence Chart: <http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf> to be used as a organizational tool for students as they create their documentary, 4. Rubrics for Oral History Documentary, 5. Meta Analysis Form (to be used as a self-evaluation of the project)

DVD: The History Channel, "1968; The Year That Everything Changed" with Tom Brokaw. This DVD is used to introduce students to the year 1968. It should be shown as a lead-in to the project. The DVD should provide the students with knowledge of the year, and ideas to start their projects.

Objective: Students will be introduced to a particular era of American History; 1968. Students will gain knowledge about topics like, the Vietnam War, assassinations, Civil Rights Movements, government protests, politics, the feminist movement, and much more, through the perspectives of common, everyday citizens, who lived through 1968 in America.

Outcomes: Minnesota State Social Studies Standards (2011)

1. U.S. History	10. Post-World War II United States 1945-1989	1. There have been significant social and economic changes in the United States.	9.1.10.1.1	Analyze the influence of technology and innovations on U.S. society and economy.
		2. The Cold War resulted from multiple factors, and it had many consequences for the U.S.	9.1.10.2.1	Compare and contrast market and command economic systems, their associated political ideologies, and explain how these differences contributed to the development of the Cold War.
			9.1.10.2.2	Outline the military and non-military action taken by the United States during the Cold War to resist the spread of communism.
			9.1.10.2.3	Analyze the social and political effects the Cold War had on the people of the United States.
		3. There have been several key domestic political issues and debates of the post war era.	9.1.10.3.1	Analyze the cause and effect of the domestic response to the Vietnam War.
			9.1.10.3.2	Compare the goals and philosophies towards government of major political groups since the end of the Cold War.

The Year 1968

“How old were you in 1968? What were you doing in this pivotal year in American history?”

Perham High School students in the classes of Mrs. Bunkowske are creating 10 minute documentaries about the lives and memories of family and friends who can remember 1968. You have been chosen to be one of those interviews. Please fill out this form below.

I give _____

Permission to conduct and interview with me, create a 10 minute documentary, and then post my memory on the “1968 Project” website of PHS and the Minnesota Historical Society. You will be invited to a preview of the documentaries before they are posted to the websites.

Interviewed Subject Signature

Date

Address

Phone:

Checklist: 1968 Project

- _____ **Permission Slip, signed and turned in**
- _____ **Generate a list of 20 questions for the interview**
- _____ **Teacher approves questions for interview**
- _____ **Teacher approves subject matter of the “BIG” memory from 1968 of the interviewee**
- _____ **Teacher approves of media format of documentary**
- _____ **Student creates a 8 to 10 minute presentation using an approved format**
- _____ **Student creates a work cited of all resources appearing in documentary (MINIMUM 5)**
- _____ **Student/Teacher scores project using rubric**
- _____ **Student writes a thoughtful Meta Analysis of their project**



Name _____
Date _____
Period _____
Group Members _____

Meta-Analysis

Meta comes from the Latin and Greek language and means “after.” The idea is to review your thought process after you have completed an activity so that you can better understand the cognitive (thinking) process you used.

Meta-cognition is an important element of formal thought. Meta-cognition is essential if an individual wants to mature in their ability to reason.

Think of meta-analysis as a self-evaluation of your work.

ASSIGNMENT: In paragraph form write a meta-analysis of your participation in your group project. Please be detailed. Explain your group’s accomplishments, distribution of work, what was great, what could have been done better, and what you learned from the group experience. The meta-analysis should be written in solid paragraph form, (5 to 8 sentences) in length. Your response should be in-depth, a few paragraphs should be sufficient.

Rubric for an Oral History Research Project

Student

	Thesis/Problem/ Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Voice of the student writer is evident.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.

2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Teacher Comments						