**American Industrial Revolution Final Project**

Students will select a topic relating to the Industrial Revolution and create a PowerPoint, Prezi, or poster to present to the class. While the instructor has included a list of possible topics that students can discuss, these are, by no means, the only topics available to students. Students may select a topic of their choosing and, if applicable, may discuss the experience of their families during the 1870s-1920s in American Industry (all topics must be approved by Mr. Doty). **No more than two students per class period may present on the same topic**. **Presentations, must be 5-8 minutes in length. Each student must use at least one primary source and two secondary sources.**

In addition to your poster, on December 18, 2014, the last presentation date, you will turn in a two page research paper that asks the question: “How did your event, individual, innovation, law, etc., lead to the evolution of American society? Explain your answer through the usage of primary resources such as firsthand accounts and political cartoons (cartoons or other images have to be inserted after the works cited page and will not count toward the two page limit).” If you are presenting on your family’s experience during the Industrial Revolution, try to include pictures of your family or documents that will allow the audience (your classmates) to conceptualize (understand) your presentation.

The PowerPoint, Prezi, or poster shall include:

* Abbreviated descriptions of your topic that you will clarify and explain during your presentation. These descriptions will be based on information collected from primary resources (available at digitalvaults.org, archives.gov, and several digital archives available at your local and school library) and secondary resources (books, encyclopedias, journals, and credible websites that do not have ‘wiki’ in the name).
* The usage of imagery throughout your selected presentation format. Do not put pictures on slides or your poster for an aesthetic effect; explain and incorporate these images into your presentation.
* Remember: the main goal for this presentation is to teach what you learned to the class. Feel free to connect your topic to past lessons or even contemporary pop culture references or news stories in order to make your topic interesting and engaging.

The two page paper will include:

* A brief description of your event, individual, innovation, law, etc. Only explain information relevant to the prompt. While background information is important, try to limit this information to ½ to ¾ of a page.
* For this writing prompt, explain the effect and significance of your event, individual, innovation, law, etc. Tell me what you, the expert on this topic, learned about how your event, individual, innovation, law, etc., changed American society.
* Use your primary and secondary resources and include quotes from at least one primary resource in your essay.
* Parenthetical citations are required! At the end of the essay, include a works cited page. If you need assistance with your works cited information for a source or need assistance with citing sources and parenthetical references, please refer to the [YLHS Style Guide](http://www.ylhs.org/ourpages/auto/2009/9/10/52733695/YLHS%20Style%20Guide%20May%202013.pdf) or you can ask the instructor for assistance.

Project Timeline

* December 3, 2014- Project assigned. For homework, students will research and select three topics that they wish to present to the class. The reason students are selecting three topics is so that each student can have a second and third choice of topic if two classmates select the topic you wanted to discuss.
* December 7, 2014- Students will select topics. During SSR, students will pass a spreadsheet around the classroom so that students may select their topics. Students who are selecting their own topic must approach the instructor for approval.
* December 8, 2014- Student will have the entire class period to do research in the library.
* December 9, 2014- The instructor will assign presentation dates. Presentations will begin Monday-Thursday of the next week.
* December 10, 2014- The instructor will review YLHS style guide at the end of class.
* December 15-19, 2014: Class presentations. Students will submit their two page reflection paper on December 19th.

**The presentation for this project is worth 100 points, and the essay is worth 50 points.**

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| **Oral Presentation Rubric : Industrial Revolution Final Project**  Teacher Name: **Mr. Doty**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **25-21** | **19-16** | **15-10** | **9-0** |
| **Content of Poster/ PowerPoint/ Prezi** | The mode of presentation is organized and contains few, if any, spelling or grammatical errors. A primary source or excerpt of a primary source is displayed clearly. | The mode of presentation is organized but contains some spelling/grammatical errors. A primary source or excerpt of a primary source is displayed clearly. Some information may be inaccurate. | The mode of presentation is somewhat organized but contains many spelling/grammatical errors. A primary source or excerpt of a primary source is not displayed clearly. Some descriptions presented were inaccurate. | The mode of presentation is not organized and contains many spelling/ grammatical errors. There is no primary source mentioned. Many descriptions presented were inaccurate. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| **Vocabulary** | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| **Posture and Eye Contact** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |

**Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_**

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| |  | | --- | | **Research Report : Industrial Revolution Final Project- Essay**  Teacher Name: **Mr. Doty**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **15** | **14-10** | **9-5** | **4-1** |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. The writer has an analytical understanding of his/her topic. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. The writer has an analytical understanding of his/her topic. | Information clearly relates to the main topic. No details and/or examples are given. The writer a somewhat analytical understanding of his/her topic (he/she needed to further explain the significance the presentation topic). | Information has little or nothing to do with the main topic. The student does not have an analytical understanding of his topic. |
| **Sources** | All sources (information and graphics) are accurately documented in the desired format (YLHS Style Guide). The student was able to effectively use primary sources and secondary sources in his/her essay. | All sources (information and graphics) are accurately documented, but a few are not in the desired format (YLHS Style Guide). The student was able to effectively use primary sources and secondary sources in his/her essay. | All sources (information and graphics) are accurately documented, but many are not in the desired format (YLHS Style Guide). The student only used secondary resources in his/ her essay. | Some sources are not accurately documented (The student did not fully utilize the YLHS Style Guide). |
| **Mechanics** | No grammatical, spelling, or punctuation errors. | Almost no grammatical, spelling, or punctuation errors. | A few grammatical, spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |

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(+ 5 points as long as the student took notes on and prayed attention to his classmate’s presentation)

**Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Industrial Revolution Final Project- Possible Presentation Topics**

**Industrialists/ Robber Barons/ Businessmen**

Andrew Carnegie

J.P. Morgan

George Pullman

John D. Rockefeller

Richard Warren Sears

Cornelius Vanderbilt

**Inventors**

Edwin L. Drake

Thomas Alva Edison

Joseph Glidden

Alexander Graham Bell

Christopher Sholes

**Innovations**

Bessemer process

Railroad time

Vertical integration (industry)

Horizontal integration (industry)

Telegraph

Telephone

**Business Principles/ Relations and New Laws**

Social Darwinism

Working conditions in factories (pre-1910)

Relationship between farmers and cattlemen

Conditions of the meat packing industry discussed in *The Jungle*

Working conditions in mines

Usage of child labor

Chinese Exclusion Act

Interstate Commerce Act

Gentleman’s Agreement of 1907-1908

Sherman Antitrust Act

**Activists**

American Federation of Labor

Jane Addams

Eugene V. Debs

Upton Sinclair

Mary Harris “Mother” Jones

Colored National Labor Union

**Events**

Great Strike of 1877

Homestead Strike

Pullman Company Strike

Triangle Shirtwaist Factory Fire

The Haymarket Affair

Something from your own family’s experience in the US during the late 1800s

**Pick your own!**

**You may pick a topic that isn’t listed here, but it must be approved by Mr. Doty!**