* 1. ES US History Unit 9 POTUS Project

**I.OVERVIEW**: The Keeper of History is ranking the former POTUSes of the last 36 years. Each POTUS will be assigned a crack team of advocates—you—to convince the Keeper of History—me—how your POTUS should be viewed. Each team of advocates has two goals: (1) research the events of the assigned POTUS's presidency; (2) completion of a 15-minute video which answers the question, via analyzed evidence, "To what extent was [insert the name of your POTUS]’s presidency transformative?" The video ***MUST*** be ***EXACTLY 15 mins*** long; the Keeper of History will stop your video after 15 mins. Please do ***NOT*** discuss, during the video, the basic biographic info of your POTUS—DOB, where grew-up, career prior to becoming a politician.

The purpose of this unit project is to give you an opportunity to take ownership of your education. To complete the project and meet the necessary deadlines and requirements, you will have to be organized, open to sharing creative ideas and responsibilities with your teammates and be willing to compromise to complete a project that adequately reflects your level of understanding of the topics.

This project replaces the final exam. It is broken into two parts. Part 1 is the video project. It is worth 80 points, is a group grade, and is weighted as a test. Part 2 is completion of the reflection worksheet. That is worth 20 points and is weighted as a test.

Your group will have time both in and out of class to complete the project. I will be available during class for assistance to help clarify things as needed, and to make sure the groups are staying on task, but the expectation is **not** that I do a full lecture on a topic. Because this unit coincides with external assessments, group members will have to hold themselves, and each other, accountable for completion of the work.

**II.MAIN POINTS:**

1. This Final Project counts as your “Final Exam” grade worth 15% of your 2nd Semester Grade
2. You may work individually or in a group of 2 or 3 people max
3. If you work in a group of 2 or 3 people your group video will receive all one grade together.
4. Your grade is 80% your 15-minute Group VIDEO and 20% your Individual Reflection Sheet after you watch other videos
5. YOU HAVE NO OTHER WORK TO DO IN THIS CLASS
6. You have 100% of every remaining online class to work on this video.
7. You MUST join the start of every online class via the online Zoom link posted each day in Canvas. You must check-in with Mr. Ciambarella about how your research and video is coming along; then you have the entire class to work on the video. So you have every remaining class to do research about your POTUS and complete your video.
8. Every video is due by Sunday May 22nd at11:59 pm. Each team must email Mr. Ciambarella the completed video by May 22nd or you will lose a letter grade each day late.
9. We will watch all the videos together in our final 2 classes; and you will take notes on the other videos on your reflection sheet.

**III. Specific Requirements for Video:**

* A 15-minute video -due date for the video is 11:59 pm on Sunday May 22nd for all groups.
* A clear thesis statement at the start OR end of your video which reflects a critical assessment of your POTUS's presidency and how much it transformed America. If, after doing the research, you critically assess the POTUS and determine that their presidency resulted in negative transformation for America then you need to say so. The Keeper of History will take into consideration if there is not an honest assessment of the POTUS.
* An explanation of what your president did that had a positive transformative effect on America
  + Specific evidence and/or events
  + Analyses of each piece of evidence/event
* An explanation of what your president did that had a negative transformative effect on America
  + Specific evidence and/or events
  + Analyses of said evidence/event
  + Why their presidency should still be viewed in more favorable light than another president, if applicable.
* Bibliography at end of your video

**IV. Grading Rubric for Video**

1. **Information 0-20pts**

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| --- | --- | --- |
| **10** | **16** | **20** |
| Subject knowledge is evident, but information is not clear, has errors, or all is not appropriate. Some of the required events are not addressed in the video and the handout. | Subject knowledge is evident in much of the video and handout. Most of the required events are addressed in the presentation and the handout. Most information is clear, appropriate, and correct. | Subject knowledge is evident throughout the video and handout. All required events are addressed in the presentation and handout. All information is clear, appropriate and correct. |

1. **Application of historical thinking 0-20 pts**

|  |  |  |
| --- | --- | --- |
| **10** | **16** | **20** |
| Describes the required events from the POTUS' term(s) in office. | Describes the required events from the POTUS' term(s) in office and gives some analysis of their importance. | Describes the required events from the POTUS' term(s) in office and gives in-depth analysis of their importance. Considers the transformative impact, positive or negative, of the presidency. Makes an honest determination of that impact. |

1. **Presentation and collaboration in the process 0-20 pts.**

|  |  |  |
| --- | --- | --- |
| **10** | **16** | **20** |
| The video does not meet the required length. Details are not in a logical order. Information may be relevant but it is not clearly specified. Time was not equally shared amongst all group members. The video did not reflect serious effort to produce an aesthetically pleasing product, i.e. one which has a balance between words and images, lighting and sound conditions were not considered, the format was not appropriate for the topic being presented, etc. During the research and work time, not all group members worked well with others, i.e., there was a lack of respectful communication, deadlines were missed, or time in class was not used in an appropriate manner. | Details are logical, and information is relevant throughout most of the video. The video is the appropriate length. Time was not equally shared amongst all group members. The video reflects some effort to produce an aesthetically pleasing product, i.e. one which has a balance between words and images, consideration was given to content appropriate format, lighting and sound, etc. During the research and work time, not all group members worked well with others, i.e. there was a lack of respectful communication, deadlines were missed, time in class was not used in an appropriate manner. | The video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the presentation’s stance. The video reflects a serious effort to produce an aesthetically pleasing product, i.e. one which has a balance between words and images, consideration was given to content appropriate format, lighting and sound, etc. During the research and work time, all group members worked well with others, i.e. there was respectful communication, deadlines were met, time in class was used in an appropriate manner. |

1. **References 0-10 pts.**

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| --- | --- |
| **5** | **10** |
| Video or handout has a list of resources that were used. | Video **AND** handout have information clearly cited in Chicago format. |

**V.Possible POTUS TOPICS & List of events and ideas for each POTUS that must be addressed in the presentation:**

**You must choose one of the following POTUS Topics and to receive an “A” grade your video must at least address all the information under each POTUS.**

**You can include additional information only if you want.**

**Remember do NOT include personal biography in your video!**

|  |  |
| --- | --- |
| **POTUS Topic #1: Ronald Reagan:**  Iran-Contra  Cold War  Reaganomics  Moral Majority  Sandra Day O'Connor's appointment to SCOTUS  Equal Rights Amendment  Response to the A.I.D.S. epidemic  “War on Drugs” | **POTUS Topic #2: George H.W. Bush:**  Educational reform initiatives  Persian Gulf Crisis/War or Operation Desert Storm  Strategic Arms Reduction Treaty (START) II pact  Collapse of the Soviet Union  Panama |
| **POTUS Topic #3: Bill Clinton:**  Somalia  Rwanda  Ruth Bader Ginsburg’s appointment to SCOTUS  1993 economic reform package and the 1996 Crime Bill  Defense of Marriage Act (DOMA)  Proposed “Don’t Ask, Don’t Tell”  Impeachment  Ireland, UK and Sinn Fein accords  Handling of the situation in the former Yugoslavia  Economic support for Russia | **POTUS Topic #4: George W. Bush:**  The Sept 11th Terrorist Attacks  Invasion of Afghanistan  Invasion of Iraq  Libya  Guantanamo Bay Detention Facility  PATRIOT Act  Presidential Emergency Plan for AIDS Relief  Hurricane Katrina  2008 financial crisis  Toxic Asset Recovery Program (TARP) |
| **POTUS Topic #5: Barack Obama:**  2009 stimulus package and recovery from the 2008 financial crisis  Affordable Care Act and Mental Health Care Parity Act (aka Obamacare)  Libya  Syria  Osama bin Laden  Supreme Court Appointments of Sonia Sotomayor and Elena Kagan  Repealed “Don’t Ask, Don’t Tell”  Sanctions imposed against Iran and against Russia **prior** to December of 2016.  NSA and domestic surveillance  Immigration reform  Lilly Ledbetter Fair Pay Act  Efforts to address global warming/climate change  Responses to "birther" claims |  |

**VI. Some sample-looking student videos (from other classes)**

-You can be as creative as you want with your video!

-If nothing else- at least make a video with information on it in documentary form. In other words, find some nice pictures about your topic and then just ‘talk over’ the pictures in your video.

-Here are some examples of student videos to briefly check out for the overview of how they make the video:

1. Hermes Video on Rastafarianism from World Religions Class: [Hermes Rastafarian Documentary - YouTube](https://www.youtube.com/watch?v=kBzECItCfR8)
2. Julia’s Video on AI and Religion from World Religions Class: [What will be the relationship between AI and religion? - YouTube](https://www.youtube.com/watch?v=7-ZGWWuLoOM)
3. Jasmine’s Video on Mindfulness from World Religions Class: [Will Mindfulness Meditation Make Us Happier? - World Religions Project - YouTube](https://www.youtube.com/watch?v=8ueY9oOY4Kw)