**Unit Project  
Revolution and New Nation Project**

For this unit we will be talking extensively about an array of Founding Fathers and Mothers of the United States. These are men and women who played a significant role in the founding and beginning of the United States. As such, for this unit, you will be creating an informative history podcast focusing on the life and careers of one founding figure in American history.

**Who:** You and one partner (or you on your own—do not sign on to work with someone if they are not going to be reliable).  
**What**: You are tasked with creating a five minutes podcast, or audio recording, that talks about the life of a Founding Father or Founding Mother. **You will also be responsible to giving me a copy of your script**. Scripts must follow proper spelling and grammatical conventions. This script will be the writing portion of your grade.  
**When:** Your project is due **October 7, 2019.  
Where:** I would recommend using the App “Anchor” to create your podcast.

**Tips for creating your Podcast**

The *New York Times* has provided tips on how to best create a podcast. You can find the article here: https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html

* First, smartphones will need to have a sound recording app. On Android, students can download a free voice recording app like “RecForge II” or “Audio Recorder.” For iPhones, in the extras folder, find the “Voice Memos” app.
* Know where the microphone is located on their phones.
* Spread out and find a reasonably quiet space.
* To begin recording, start by pressing the “Record” button or a red square. To finish, press the same button again.
* Make sure to position the microphone about six inches away from the side of your mouth.
* Check your audio, preferably with a pair of headphones. It should be free of background sound and loud enough to hear, but not so loud that it crackles. Record for 10 seconds and then play it back; adjust microphone position based on volume.
* After you finish, make sure to enter a title for the recording and save it.

Potential Founding Fathers and Mothers: George Washington, Thomas Jefferson, John Adams, Samuel Adams, John Hancock, George Mason, Alexander Hamilton, John Jay, John Marshall, Aaron Burr, James Madison, James Monroe, Martha Washington, Abigail Adams, Benjamin Franklin, Dolley Madison, Elizabeth Schuyler Hamilton, the Marquis de Lafayette

Questions to consider: Where were they born? What role did they play in the revolution or the signing of the Declaration of Independence/Articles of Confederation/Constitution? Did they have a university education? A wife or husband? What was their job? Were they in the government? Did they have a role in shaping a government position (i.e. were they the first person to hold a government position)? How did they die? Why were they important? What were some fun or interesting facts about their lives?

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|  | 25 points | 20 points | 15 points | 10 points | 5 points |
| Craftsmanship | Great attention to detail that is also true to form.  Students have taken exceptional care in their work’s presentation. There are no parts of their project that look unfinished. | Students show strong attention to detail, with few exceptions. An excellent showing, nonetheless. | Project is lacking in attention to detail in multiple places. | Work seems rushed and shoddy. While it is clear the students understood the project, their final work needs more effort. | Work done with no care or attention to detail or neatness. |
| Use of Elements and Principles | Students have shown an understanding of their material. It is obvious that the students researched and understood their prompt. | While it is clear that the student understood their material overall, there are some aspects of this project that are historically inaccurate or anachronistic. | Student shows a basic understanding of their material. Multiple anachronisms or inaccuracies are observed. | Student shows a rudimentary understanding of their material. Many anachronisms or inaccuracies are observed. More time needs to be spent in conducting their research. | No understanding of the material. Many errors observed. |
| Written Component: Accuracy | Each student’s script is free of any historical error. It is clear that they have done their research. | It is clear that they have done their research, however, student has up to two small historical errors. | Paper seems rushed. While there is cursory research, the student has not gone into detail *OR* multiple inaccuracies. | Multiple inaccuracies. It is evident that the student conducted little research. | No research was conducted *OR* their paper has more than ten inaccuracies.  Little evidence of mastery |
| Written Component:  Mechanics | Each student’s script is free of grammatical/spelling errors. Proper English writing standards are used and their paper is easy to read and understand.  Includes a work cited. | Up to two small spelling/grammar errors may be observed in order to achieve this grade.  Includes a work cited. | Up to five small spelling/grammar errors may be observed in order to achieve this grade.  Includes a work cited. | Up to ten small spelling/grammar errors may be observed in order to achieve this grade. | Student must pay more attention to their writing mechanics. More than ten errors observed. |