**New Nation/Expansion Project – CREATE YOUR OWN MONUMENT**

**Background:** Whether its ancient Greece and Rome or modern-day Washington, D.C., most national monuments are devoted to wars, those who fought in them, and those who led us through them (or other moments of great crisis). The opening of the MLK memorial in Washington, D.C., marked the first time that the national mall housed a memorial to someone other than a President or a veteran of a foreign war. These two units focus on the United States’ growth under its new Constitution, as well as its growth across the country and through immigration. Given that America likes to hold itself out as a land of immigrants that serves as a beacon of freedom to the world it seems only fitting that we should have monuments devoted to the immigrant groups that helped make America great and the rights enshrined in the Amendments to our Constitution that serve as a standard bearer for liberty word-wide.

**Assignment: You are charged with designing, constructing and advocating on behalf of the inclusion of your monument on the national mall in Washington, D.C.**

Specifically, you need to:

1. Choose (first come, first served) an immigrant group, Amendment or series of Amendments (you can make a theme like Rights of the Accused) to dedicate a memorial too (no duplicates allowed). Please see me with any ideas or questions that you might have about this.

2. Research additional information about your immigrant group or Amendment (you will need to know the history and significance of, as well as important cases or events related to your selection);

3. Prepare a proposal (no more than 1 typed-page, double spaced, 1” margins(must adhere to your written work submission requirements), describing (1) a history of your immigrant group/amendment(s); (2) a statement why you think its important that your monument (as opposed to others in contention should be built), and (3) what your monument looks like (including size, location on the mall, features of it – i.e., why did you choose to include (or exclude) certain images, quotes, symbols, etc.); and

4. Create a physical representation of your monument – this can be a drawing or painting, a sculpture, model (legos, wordwork, etc.), an electronic presentation (think webpage with sketches or 3-d architecture), or other creative expression.

You must talk to me before you start constructing to make sure your idea is manageable but not just a small piece of paper with stick figures on the other.

**Proposed Schedule & Due Dates**:

*Wednesday* (10/16): Students must have selected groups, informed me of monument topic, and presentation by end of class

*Thursday* (10/31): Monument proposals due (20pts of final grade); one is required per group

*Tuesday* (11/19): Projects due at beginning of period, will be presented to classmates—at least a 10-minute presentation (20 points)

**Evaluation and Grading:**

Student projects will be divided up into three parts: 20 points will be given for the written proposal; 20 points will be given for the presentation; and 60 points will be given for the monument itself. As is the case with most things in this class, student monuments will be based on effort not perfection. I am not expecting you to produce the next Statute of Liberty or model worthy of an architectural award. Your drawing/construction work product, however, should, at a bare minimum, reflect at least five hours of labor and be based upon research.

Each proposal, in turn, must contain a bibliography of all resources used. YOU MUST CITE TO AT LEAST THREE OTHER OUTSIDE RESOURCES. WIKIPEDIA, ANSWERS.COM, WIKIANSWERS, or similar sites, may not be used as an electronic resource. If you have any doubt as to whether a source may be used leave it out and find another website or book for your citations. Your reference page should follow Chicago-style format.

Final proposals must be typed, double-spaced, 1” margins, no more than two-pages in length, and be written using your own words. The due dates for the completing the speeches and questions/research files are provided in the schedule above.

**In-class work time:**

You will have roughly three days to work on this project in class; that being said, it is expected that students will also put in work outside of class. If you choose to work with a partner, that means that you will have to meet up with that partner outside of school hours. The following days will be Project Workdays: 10/18; 11/1; and 11/15.

POINTS WILL BE DEDUCTED FROM YOUR OVERALL GRADE IF CLASS TIME IS NOT BEING USED APPROPRIATELY. MULTIPLE DEDUCTIONS CAN BE ASSESSED!