



Landing on the moon (1960s)... Watergate (1970s)... the fall of the Berlin Wall (1980s)... the World Wide Web (1990s)... 9/11 (2000s)... the iPad debuts (2010s)... So much has happened over the past few decades! In this project, you will become the experts and teach the class all about the past 60 years!

Research & Analysis → There will be three components that must be part of your project.

1. Questions, Research, and Overview
 - a. Create questions (essential and supporting) to guide your research.
 - b. Research using materials given, databases, books, etc. and create a bibliography.
 - c. Provide an overview of the time period by including historic moments, key people, political policies, social movements/issues, economic highs and lows, environmental events, etc.
 - i. Include a summary/synopsis
 - ii. Explain the importance
 - d. Get the scoop on the pop culture (music, dance, fashion, fads, TV, movies, technology, etc.)
2. Interview
 - a. Find at least one person who is of the right age to remember the decade well.
 - b. Come up with some questions to ask. Include the three below as part of your inquiry.
 - i. What were some key events you recall?
 - ii. What was the mood of the time period?
 - iii. Was this a good time to live? Why and/or why not?
3. Analysis
 - a. Using all you learned about the time period, determine your position on the following questions.
 - i. Was this a good time to live? Why and/or why not?
 - ii. What was a lasting legacy of the decade?

Lesson Plan → The way you share the information is up to you but your lesson plan (a format will be provided) requires approval before you begin working on the products/activities.

- Below are some teaching options; a combination can/should be used, and you are encouraged to think about additional approaches, too.
 - Slides (with or without Pear Deck)
 - Experiential/interactive
 - Gallery walk (photos, quotes, etc.)
 - Image analysis
 - Video clip
 - Poster
 - Reading (primary or secondary sources)
 - Discussion (whole class, small group, tables, partners, or a combination)
 - Documentary
 - Skit
- Attention-getter → Come up with a way to have students stop what they are doing and redirect their attention to you (bell, phrase, lights, timer, etc.).

Teaching → You will have the entire period to teach the class! 😊

- Be ready with everything before class begins.
 - Print/pull up your lesson plan so you can refer to it.
 - Have all materials copied and ready to go.
 - Make sure all slides, videos, etc. are loaded.
- Dress for success → On your teaching day, you need to dress as a professional OR matching the decade.

How Will I Be Graded?

Expectations/Standards	Score
<p>Questions & Research</p> <ul style="list-style-type: none"> • SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic. • SS.IS.2.6-8: Ask essential and focusing/supporting questions that will lead to independent research. • SS.IS.3.6-8: Determine sources representing multiple points of view... • SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance & intended use. • SS.IS.5.6-8.LC: Appropriately cite all sources utilized (aka bibliography). 	/15
<p>Interview</p> <ul style="list-style-type: none"> • SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic. • SS.IS.2.6-8: Ask essential and supporting/focusing questions that will lead to independent research. • SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context. 	/15
<p>Overview & Analysis</p> <ul style="list-style-type: none"> • Overview (politics, economics, environment, etc.) <ul style="list-style-type: none"> ○ SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives. ○ SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. ○ SS.CV.3.6-8.LC, MdC, MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights. ○ SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address. ○ SS.CV.6.6-8.MdC: Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings. ○ SS.G.2.6-8.LC: Explain how humans and their environment affect one another. ○ SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy. ○ SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves. ○ SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth. ○ SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs. ○ Pop culture (music, dance, fashion, fads, TV, movies, technology, etc.) • Analysis <ul style="list-style-type: none"> ○ SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations. ○ SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations. ○ SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses. ○ SS.H.1.6-8.LC: Classify series of historical events and developments as examples of change and/or continuity. ○ SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. ○ SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras. ○ SS.H.4.6-8.LC: Explain multiple causes and effects of historical events. ○ SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media. ○ SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past. 	/50
<p>Lesson Plan & Teaching</p> <ul style="list-style-type: none"> • SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media. <ul style="list-style-type: none"> ○ Information (evaluated above) is shared in ways that are both effective and varied ○ Goals of the lesson are shared ○ Directions are clear and all materials are well-prepared ○ Reflection at the end allows students to share their learning and for teachers to wrap up their ideas ○ Classroom management is professional and attention-getter was appropriate and effective 	/50
Minus points for not “dressing for success” according to the parameters	
Minus points for major GPS errors, lack of preparedness, or much too short of a lesson	
Comments:	
	/150