

D12 HW: The Age of Reform – 1820-1860

(100 pts, Due D15)

As Youtube illustrates quite well, “A [moving] picture is worth 1000 words.” People make millions off of the silly and serious on Youtube, and in our world, a short video is one of the most **effective** ways to share opinions, knowledge, and propaganda known.

For this assignment, you’ll be researching various **topics of importance** from this crucial era in American History: **1820-1860**, the prelude to **Civil War**, and then sharing what you’ve learned via a video! Choose from the **following options** (from Ch. 13 + 14):

- **Development of Transportation / Communication (pp 386-389)**
 - Trains, Telegraphs, Clippers, etc.
- **Other Technological Developments (pp 390)**
 - John Deere Plow, McCormick Reaper, +1 other of your choice
- **Life in Factories (pp 391-393)**
 - Include blacks, women, children, unions, etc.
- **Immigration + Nativism (pp 393-395)**
 - Consider Germans, Irish, Prejudice, “Know-Nothing” Party, etc.
- **Cotton is King (pp 397-400)**
 - Dependence on Cotton in the South, effects on industrialization, etc.
- **Southerners before the War (pp 401-402)**
 - Consider small farmers, sharecroppers, plantation owners, etc.
- **Life as Slaves in the South (pp 403-406)**
 - Slave Cabins, Culture, Slave Codes, Resistance to Slavery, Escaping Slavery, etc.
- **Social Reforms (pp 412-414)**
 - Alcohol, Education, Sp. Ed., etc.
- **Transcendentalism (p. 415)**
 - Civil Disobedience, Margaret Fuller, Ralph Waldo Emerson, Henry David Thoreau, etc.
- **Writers of the Mid 1800s (p. 415)**
 - Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson, Harriet B. Stowe, etc.
- **Abolitionism (pp 418-421)**
 - American Colonization Society, William Lloyd Garrison, Grimke Sisters, Frederick Douglas, Sojourner Truth, etc.
- **The Underground Railroad (pp 422-424)**
 - Life on the Railroad, Reactions to the Railroad (north and south), etc.
- **Women’s Movement (pp 425-428)**
 - Seneca Falls Convention, suffrage, Susan B. Anthony, Education, Marriage & Family, etc.

Make sure to consider the following elements in your video:

- *The easiest option is to use www.biteable.com to create your own **free video!***
- *Use +3 main authentic **illustrations / pictures** from the era to keep the video **relevant & interesting**. Others are good too!*
- *Use **bullet points** to keeps info organized in easy to digest chunks.*
- *Make sure to include **true facts** which illustrate that you’ve **done your research** (5 or more)*
- *Does your video **fully and adequately** explain your **topic**? Did you cover **all** of the **subtopics** listed?*
- *Is your video **worth watching**? If not, keep working at it until it is!*
- *Review the rubric on the back, and make sure to follow it for full points.*
- *Make sure to include a **works cited** section (at the end) for full points!*

Project Rubric:

Criteria	Accomplished 16-20%	Satisfactory 11-15%	Developing 6-10%	Beginning 0-5%	Score
Graphics & Accuracy	Contains fresh, original ideas. Solid content is backed up with examples, illustrations and a variety of support for ideas.	Good ideas and content backed up with generalized examples. Accurate wording is apparent. Illustrations are adequate. Support for ideas is all of the same type.	Stale ideas. Worn-out. Content is not well supported. Illustrations are acceptable. The writer is beginning to define the topic, but development is still basic or general.	No real ideas. Content is murky or unsupported. Illustrations used are poor. No awareness of audience is apparent. As yet, it has no clear purpose or central theme.	
Notes:					
Structure	All information is well-organized, neat and easy to follow. Illustrations used are well done, powerfully reinforcing the message	Information is easy to follow with perhaps some minor flaws. Illustrations used are adequate, and reinforce the message	Information is starting to make sense, but still a bit difficult to follow, and a bit messy. Illustrations used are adequate, but lack originality, and weakly support the message	Information is poorly organized and difficult to read / understand. Illustrations used are poor, rehashed ideas from other sources; don't really support the message	
Notes:					
Message Strength	The message to the viewers is clear, strong, & persuasive; viewer easily understands the message. Completes all of the requirements	The message is clear. Uses several different persuasive techniques to good effect; completes most of the requirements	The message is somewhat clear, but not very powerful or strong. Completes several of the required questions	The message is unclear or weak, and the viewer struggles to understand the point. Doesn't complete the requirements	
Notes:					
Creativity	Student has taken the assignment and completed it in a way that is totally his/her own. The student's personality/voice comes through quite strongly, yet doesn't detract from the information presented.	Student has taken the assignment and has used source material as a starting place. The student's personality comes through in some parts of the presentation.	Student has copied some info straight from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Notes:					
Sources	Info, pictures used, etc., is correctly & fully cited.	Info, pictures used, etc., appear to be mostly cited.	An attempt was made to cite the sources, though it is sloppy, incorrect, etc.	Sources are not documented at all.	
Notes:					

Overall Comments:

Total Score:

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