**Let's Make Like a Rock n' Roll**  
**New Edition**

**Congratulations** on your terrific work this year. The tables will now turn and the responsibility for our curriculum will now fall on your shoulders. (I feel lighter already; ) We are going to use the history of music and pop culture to investigate the second half of the Twentieth century. Working in small groups you will investigate a 5-year period. You will then present your findings utilizing many mediums including recorded music, videos, museum poster boards, directed discussions, photography, debates, and lecture. I also have many curriculum units created by *History Alive, Enduring Visions, Taking Sides*, and others. You will have 3-4 days to dazzle us with your findings.

**Special Note:** Our objective is to increase our knowledge base and then explore cause and effect relationships. So remember you will be responsible to answer not only **What Happened?**, but also **Why Now?**. Henceforth, after leading us through a tour of what happened, the crux of the project is leading analytical investigation into what caused these events to unfold the way they did? Consequently, would you play the Rolling Stones *Can’t Get No Satisfaction* and play the movie *Dazed and Confused*? No, first of all we all are already familiar with that song, and secondly movies must be from the time period. *Dazed* was made in the 1990’s about the 1970’s.

ALL material must originate from time period unless pre-approved by Mr. Milne. Documentaries would be a good exception.

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<th>Due Date</th>
<th>Points</th>
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<td>___Due</td>
<td>400 pts.</td>
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<td>1. A <strong>poster board</strong> featuring a <strong>Golden Triangle</strong> (Concepts, People, Events) with a time line of your 10 year period on the bottom. This poster should include fads, best-selling books, famous movies, and cultural and sport idols. The center of <strong>The Golden Triangle</strong> will feature the history of MHS. After examining all ten year books and other primary materials of Medford High School, you will include a $\frac{1}{2}$ page synopsis of MHS on your poster board. Included in this summary could be a count of the number of non-white students in the senior class. What is the ethnicity of the last names? A comment on fashion, hairstyles, and body size would be insightful. You could include the names of number of students belonging to clubs and teams. Radiating outward, your poster should reflect the town of Medford and Tufts University. What stores do business in Medford Square? What are the issues covered in the two Medford papers? What issues covered in the Tufts student newspaper? Your poster board should cover at least one important event occurring in Massachusetts. The remainder of your work should be devoted to United States and the international events that impact the US.</td>
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| ___Due | 100pts |          |
| 2. **Photocopy Timeline:** You will provide each student with a photocopy of a timeline of your 10 year period. The timeline must be a piece of original work and cover the material from your Golden Triangle. |

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Due 400 pts 3. **Conduct an empirical interview** of a family person about your time period, including important events, everyday living and music. We are hoping that this person was a Medford resident. You will create a list of twenty specific and historically informed questions prior to the interview. These must be approved by Milne. This project can be submitted on video or audio tape (at least ½ hour). You will play one short highlight in your presentation. The family should plan on keeping this as a family treasure.

**Presentation**

Due 100 pts 1. You will provide an interactive presentation on the overall history of your time period. The goal is to set up the classroom like a museum with artifacts and research from your time period. Feel free to play music, play video of television shows, provide dance lessons – anything you can think of that reveals the essence of your decade. Visuals must be utilized.

Due 100 pts 2. **Primary Document:** Find an interesting and slightly off the beaten path, and approximately 1-2 page primary document. (I stress off the beaten path – you are expected to find something interesting. Think local too.) Have the students analyze the document with additional deeper analysis directed by you. I have some great books for this.

Due 200 pts 3. A **presentation of a major historical event** during your time period. Your presentation must include a visual element such as slides, photography or documentary film. It must also include pre-established curriculum material from such sources as **Choices, History Alive**, etc. (See Mr. Milne for help.) The 1950’s – Civil Rights Movement. 1960’s – Vietnam War. The 1970’s – Watergate. The 1980’s – The Iran-Contra Scandal.

Due 200 pts 4. **One song** This song will be approved by Mr. Milne and the lyrics will be photocopied for all students. Ten analytical questions will be created and a copy provided to Mr. Milne. Then you will lead an analytical investigation relating the music to the historical forces of your time period. Make sure you bounce your ideas off a knowledgeable resource person prior to leading a class discussion.

(Part B) 3 partial songs These songs will familiarize students with other genres of music including, but not limited to, Jazz, Country, Folk, Blues, Rap, Motown, Disco, New Wave, Alternative, Punk. These do not have to be collectively analyzed, but instead the student may state their theories regarding “Why now?”
Due 200pts 5. Select a popular movie and write a full page analysis of why this movie was created during your time period. (Everyone in your study group is expected to view the whole movie.) You will lead an analytical discussion of how this clip illustrates key social and cinematic developments. Remember we want to analyze this as young historians. Please start off your discussion with “Why now?” Again establish the forest before moving to the specifics!!! In other words we want to look at the cause and effect relationships of why this movie was made rather than analyze the actual content of the movie. Make sure you have bounced your ideas off of a knowledgeable resource person. Your clip is limited to 15 minutes unless pre-approved by Milne. Please have video set at the starting point, and be mindful that content must be appropriate for in-school viewing. Make sure you summarize the any part of the movie the students will be missing.

Due 100 pts 7. Check In Submit all parts of presentation the day before.

Warning Warning Warning Warning Warning Warning Warning Warning

Plagiarism: Any direct copying from other sources including books, periodicals, and the Internet will result in a zero for the entire project for all team members. Make sure you not only put information in your own words, but for the most part you will need to synthesize abundant and complex material into a few words.

I challenge you to do this well. Bring a sense of enjoyment to your work. If you do, our final weeks together will be a lifetime treasure.