Atlanta Vita

                                                            Manmeet and Harnoor

Team 21

Date Project is Due

December 15, 2014

(5pts)

Atlanta Vita

**Introduction** (10 pts)

  To portray the idea of reconstruction in Atlanta we are making a model of the boom period, reconstruction, and how Atlanta looks today. We are really looking forward to this project because of the creativity involved , problem solving for figuring out the materials, along with hands on activity, while building the model, and research for creating the poster.

     We hope to achieve many things in this project. First of all, we want to help kids better learn the concept of reconstruction and also understand what happened throughout this time of rebuilding after the civil war. This project doesn’t just help others, it also helping us in better understanding what was going on during this period. This project is very valuable to us because after doing it we will perfectly understand everything that happened during reconstruction.

**Essential/Driving Research Question** (5 pts)

1. What problem or issues have you discovered that needs to be solved? A lot of people have little interest in reconstruction and the hardships of the colonists who had to face it.
2. What proposals do you have in order to help solve the identified issues? We want to make a project that will hopefully make reconstruction a little more fun to learn about, while at the same time, people will learn more information on other topics as well.

**Standards** (30 pts)

8th Grade Georgia Studies

37d - Analyze the impact of Reconstruction on Georgia and other southern states emphasizing Freedmen’s Bureau, sharecropping, tenant farming, Reconstruction plans, 13th Constitutional Amendment, 14th Constitutional Amendment,15th Constitutional Amendment, Henry McNeal Turner, black legislators, and the Ku Klux Klan

**VOCABULARY:**

1. **13th Amendment**
2. **14th Amendment**
3. **15th Amendment**
4. **Freedman’s Bureau**
5. **Radical Republicans**
6. **Jefferson Davis**
7. **Charles Sumner**
8. **Thaddeus Stevens**
9. **Abraham Lincoln**
10. **John Wilkes Booth**
11. **Andrew Johnson**
12. **Black codes**
13. **Civil Rights Act of 1866**
14. **Impeachment**
15. **General John Pope**
16. **Carpetbaggers**
17. **Scalawags**
18. **Ku Klux Klan**
19. **Georgia Act**
20. **Henry Mcteal Turner**

**Intended Outcome** (10 pts)

After finishing the project it will be showcased and many 7th graders will get the opportunity to go through all the projects in the showcase. We hope that while they look around they will leave with a better understanding of what Reconstruction was and the other topics surrounding it. We want to show how reconstruction affected the way we live today. The project is meant to help people who know nothing about reconstruction to learn it in a fun way, rather than having a teacher explain it to them. It is intended that by listening to our research and the way we demonstrated this topic, students will find Reconstruction a much more interesting topic then they thought it would be. After showcasing the project we are hoping for the results to mainly be that we learned about the evolution of atlanta and taught many people along with our model. We also want people to understand the hardships that many people went through and how Atlanta, the place we live in and call home, was once a city in despair.

**Group Member and Job Assignment** (10 pts)

(Be explicit about each persons’ job. What did he/she do, contribute, design, develop, conclude, provide etc. If you are working alone, be sure you explicitly list your tasks as well.)

**Manmeet**

half vocab for the research paper

model

poster pictures

explanation for the research paper

Half intro

**Harnoor**

half vocab for research paper

printing doc. and making poster

model

Half intro

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(*Everything* ***above*** *this line should be completed on the first week of a project; everything* ***below*** *the line should be completed by the day the project is due.*)

**Result** (10 pts)

Describe what **result you actually accomplished through the project** (Minimum of **two** full paragraphs; should specifically detail if your intended result fits the final result and how; should explain the final product--its use; its dimensions (if applicable); its physical description; its usefulness to others, etc.)

 In the beginning we had a conceptual picture in our minds on how the visual display was supposed to be supported by the reconstruction era. We were thinking of things like a big christmas tree, lights, rivers, etc… However we learned that with our budget of money and time we weren’t able to do it, so we had to scratch a couple blueprints and come up with an efficient and easy way get our point across to younger students with our visual and poster. We went through a lot of ideas until we had narrowed it down.

Finally we came up with an idea that would make the material easy for the younger students to understand, an idea that would fit the budget, wouldn't be time consuming, and compared reconstruction to periods of time people were more excited and familiar about. We decided to make a representation of the reconstruction era while comparing it to the an ealier era in which the the farmers had great crop and everyone was living happily, and to another era, the modern era, where we should a modern structure. In the beginning we wanted to make the reconstruction era not sound boring and wanted to convey in such a way it would be exiting, in the end i think we achieved our goal along with overcoming other unexpected obstacles.

**Reflection** (10 pts)

Reflect on what you learned. (Minimum of one, six sentence paragraph; concentrate on what AKS you really learned; what do you know now that you didn’t before; how was the project helpful; what were the problems with the project; what will change in the future; how does this project compare to projects of the past?) **NOTE:** *The reflection should be different for each group member!*

We have learned a lot from this great experience. On this project we focused mainly on the reconstruction period and the years before and after it. This project was not only fun, but it was also a great study tool for when we had a test on this material. However, there were a few bumps in the road. Eventually we overcame them and achieved our purpose. We didn’t learn an entire AKS but we learned parts of each. We learned: two parts of reconstruction, main african americans involved, main generals, turning points, assassinations, revolutions, organizations, main laws and amendments involved, causes and lastly effects/scars.

* ***Harnoor Dhillon acad. 1***

This project has been a great experience for me and my partner. This project was centered around the idea of reconstruction and the time before and after it. This project provided me with a great study material for when i needed it for the test. This project allowed us to become experts on this area in the AKS. So during test day, we wouldn’t have to worry about the reconstruction period as much. Though the project turned out great, there were a few obstacles. First of all, all the things we needed cost a lot of money, and our overall bill was higher than expected. But the end product turned out great! This project is a great improvement from projects in past years. This project involved a lot more research and interaction with other people. I hope that in the future we continue to do these types of projects.

* ***Manmeet Gill acad. 4***

**References** (10 pts)

List all references and resources used in project (APA or MLA acceptable but should be consistent) [Link to The Owl at Purdue](http://owl.english.purdue.edu/owl/resource/560/01/)

1. "Reconstruction." *History.com*. A&E Television Networks, n.d. Web. 17 Dec. 2014.
2. "Ku Klux Klan." *History.com*. A&E Television Networks, n.d. Web. 17 Dec. 2014.
3. "Learn American History through 50 Pop Songs." *History Tunes: 13th 14th and 15th Amendments*. N.p., n.d. Web. 18 Dec. 2014.
4. "Unit 6 Antebellum, Civil War, and Reconstruction." *Cargill's Georgia Studies*. Mr. Cargill, n.d. Web. 18 Dec. 2014.
5. "Mcneal Turner." *PBS*. PBS, n.d. Web. 18 Dec. 2014.

T*here should be a minimum of 3 (three) resources listed.*