

DESTINATION: DECADES!

Thunderbolt Middle School

2015

Seventh Grade Projects

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1900s - 2010s

Buy Me! Buy Me!: Marketing Prepared Foods

Marilyn Monroe and the Question of Celebrity

How Boy Bands Change(d) the World

Let's Get Physical

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C.S.I.: Create Your Own Crime Scene

Eighth Grade Projects

1800s - 1910s

Conspiracy: Assassinations!

Death, Death, and More Death!

Wild West Horror Story: Travelling Circus

Ticket to Ride!

“Robber Barons” or “Captains of Industry”?

This Town Ain't Big Enough!

BUY ME! BUY ME!: MARKETING PREPARED FOODS

Background: For much of the nineteenth century, people living in towns as well as cities bought fresh vegetables, meats, and dairy products from local public markets, and other items from general stores nearby. As the population in urban areas increased and people demanded more variety, the classic “grocery stores” began to spring up in cities and their suburbs. Once manufacturers could employ new mass-production technologies in their factories, and use railroads to transport both raw materials and finished products, they began to process food on a huge scale, distributing it throughout the country. Processed food was often sold in small, prepackaged units, such as cans or boxes, containing the company’s name and a trademarked image. These advertising campaigns eventually made companies such as Quaker, Post and Kellogg’s successful beyond the quality of their mass-produced food.

- 1. Research Questions (1-3 index cards allowed during interview):
 - What is mass marketing? Why do companies use mass marketing? How and why was mass marketing created?
 - How have companies such as Kellogg’s, Post, and Quaker used mass marketing to promote their products?
 - How has mass marketing changed between the early 1900s and the present?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include information on mass marketing, its definition and history, how it works, and how it has changed since the early 1900s
 - Include marketing campaigns from Kellogg’s, Post, and Quaker throughout their companies’ histories, both successful and unsuccessful
- 3. Project Options (choose one):
 - Create a marketing campaign
 - Choose a major food production company, create a new product (or line of products), then design a marketing campaign including “trademarked” logos, slogans, packaging designs, and advertisements
 - Create a fake social media campaign
 - Choose a major food production company, create a new product (or line of products), then design a marketing campaign including including “trademarked” logos, slogans, social media pages, and advertisements. **all social media pages must be pre-approved by your mentor teacher
 - Create a mass production company
 - Focus on a particular type of product (ex. food, electronics, sports equipment, vehicles, etc.) and create a new company that mass produces these items. Create a name, logo, slogan, and business plan, including what products you will make, what resources you will need, and what audience you will sell to
 - Create a television advertisement
 - Choose a major food production company, create a new product (or line of products), then script, film, and edit a television advertisement for the product
 - Become an event planner
 - Choose a type of event (ex. birthday party, wedding reception, awards ceremony, etc.), and plan all of the necessary details, including invitations, tables/chairs, meals and drinks served, and location. Create a diagram or graph that shows the cost of this event if it was planned for 50 people, 100 people, or 500 people.

MARILYN MONROE AND THE QUESTION OF CELEBRITY

Background: Celebrities are an everyday part of our world, whether they have received their fame through the avenues of Hollywood, reality TV, politics, YouTube, or record labels. Their images, personal lives, faults, and talents are an open book to modern society. We can trace this idea of the “rich and famous” back to the 1920s when James Dean and Marilyn Monroe splashed onto the big screen with their good looks and great skills. At the end of their lives, however, celebrity had taken a great toll on both James and Marilyn, as it too often does on the celebrities of today. The question that remains: is celebrity status worth the cost(s)?

- 1. Research Questions (1-3 index cards allowed during interview):
 - Who were Marilyn Monroe and James Dean? Why are they so important to our culture? What were their lives like?
 - Which celebrities are like Marilyn Monroe and James Dean in the modern day? How are these celebrities alike or different from the movie stars of the 1920s?
 - What is the “cost” of celebrity status?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include information on the lives of Marilyn Monroe, James Dean, and two (or more) celebrities from the modern era
 - Include background information on the movie industry, the concept of “celebrity,” and the “cost” of celebrity status in our society
- 3. Project Options (choose one):
 - Create a video
 - Script, film, and edit a skit that portrays a celebrity, focusing on their talents, their lives, and the “cost” of being a celebrity. Use music, costumes, and props to fully express their celebrity experience.
 - Create a piece of art
 - Create a piece of art that represents the idea of “celebrity” or a particular celebrity. Use your creativity to show both the glamour and talent as well as struggles and “cost” of being a celebrity.
 - Research the cost
 - Create a pamphlet that compares the lifestyles of celebrities in the 1920s and 30s (such as Marilyn Monroe) to the lifestyle of celebrities today. What is the financial cost of a celebrity life? What is the cost of beauty, careers, or experiences? How have those costs changed since the 20s?
 - Create a timeline
 - Choose a celebrity from the 1920s or 30s, then research what experiences, education, career moves, decisions, and events transformed their life. Track these events on a timeline, adding images, quotes, and interesting facts.
 - Create a photo essay
 - What does “beautiful” look like? Has it always looked the way we picture it today? Research images of beauty from the early 1900s through today, and create a photo essay, either in physical or digital format.

HOW BOY BANDS CHANGE(D) THE WORLD

Background: The first world-wide, iconic boy band surged onto the music scene more than 50 years ago! Before N'SYNC or One Direction, Beatlemania was a term that described the fan frenzy directed towards The Beatles during the early years of their success, characterized by adoring fans at both concerts and during their travels to new venues. Never before had there been so much mass hysteria over a musical band and to this day there are only a select few who could even be comparable in popularity! Yet, The Beatles were more than a crowd pleaser. Meaningful lyrics, powerful performances, and acts of service characterized their careers and encouraged their adoring fans to participate in the world as active citizens for positive change.

- 1. Research Questions (1-3 index cards allowed during interview):
 - Compare and contrast The Beatles and the modern day boy band, One Direction. How did these bands become popular, and where did each artist's solo career go?
 - What impact did world events and technological advances have on their worldwide popularity explosion?
 - How did the Beatles convey messages of world issues and culture in their music? What impact have their music and their experiences had on the world around them?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include information about The Beatles' and One Direction's musicians, music, and popularity (including timelines, images, and facts)
 - Include information on the impact of world events or advancing technology on each band
 - Include Beatles songs with lyrics relating to world events, and information about their connection to the youth of that time period
- 3. Project Options (choose one):
 - Create an advertisement for a Beatles concert
 - Include the location and venue, possible song choices, images, a logical opening band, and ticket information. Make the poster meaningful, artistic, and easy to read for information.
 - Create a music video
 - Choose a song from either the Beatles or One Direction that carries a message related to world issues, and then film or edit a music video that expresses that world message. You may choose to perform the music itself or use the original song.
 - Create a service project
 - Create a project that will allow you to positively impact your community. Document the planning and successes, and display the project either in physical or digital format.
 - Research the cost
 - Create a pamphlet that explores the cost of being a #fangirl (or #fanboy). Track all aspects of the #fanlife, including concert tickets, travel expenses, meet-and-greets, autographs, music, souvenirs, selfies, and other fan experiences.
 - Write a song
 - Write a song, including lyrics and music, that would impact the world in some way. Write about social or historical issues, something that matters to you today, or any message you believe will have a positive effect on the society around you.

LET'S GET PHYSICAL

Background: Americans learned that daily exercise was a major component of health during the 1970's, but as awareness of fitness grew, the role of exercise in American lives expanded beyond health concerns to include recreational pastimes. As new forms of exercise were created, fitness became a full-fledged lifestyle as Americans gave new meaning to "working out." With new forms of exercise available, the physical appearance of one's body also became more important. In the U.S., there was a boom in the 1970s in competitive road running, body-building, and jogging for recreation as well as fitness. At the same time, a number of individuals were working to combine cardiovascular training with dance routines to create "aerobics."

- 1. Research Questions (1-3 index cards allowed during interview):
 - Who were fitness icons of the 1970s and 80s, and what did they contribute to fitness, sports, and health?
 - What event(s) caused the running craze that began in the 1970s? How were "aerobics" created, and how did it impact communities as well as businesses?
 - What companies benefitted from the 1970s' fitness craze (equipment manufacturers, public gymnasiums, etc.)?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include information about the fitness icons of the 1970s and 80s
 - Include information about jogging, aerobics, and other 1970s fitness craze movements
 - Include information on the businesses and types of businesses that benefitted from the 1970s physical fitness boom
- 3. Project Options (choose one):
 - Create an aerobics film
 - Be an aerobics instructor and teach a short, typically 1970s, exercise routine. Include appropriate fitness costumes from the 1970s and correct techniques for at least three exercises, as well as logical music in the background.
 - Create a workout poster
 - Choose a piece of exercise equipment and create an eye-catching, informational advertisement poster. Include 1970s attire, images of the equipment you've chosen, and any relevant information about use or effect on the body.
 - Create a television advertisement
 - Choose a major sports or fitness equipment company and create a television advertisement for either a current or new (invented) product. Script, film, and edit your advertisement to include all of the needed information in the limited length of TV ads
 - Create a personal fitness plan
 - For each member of your group, research physical fitness goals such as goal B.M.I., exercise, diet, and levels of fitness. Create a fitness plan that includes goals for maintaining physical health and the choices and activities you would need to make.
 - Compare us!
 - Choose a foreign country, and then compare the U.S. to your chosen country in all aspects of health, including population rates of obesity, health risks, causes of death, participation in fitness and sports, and life spans.

THE H.G.P.: SAVING LIVES OR PLAYING WITH THEM?

Background: The Human Genome Project (HGP) was an international research effort to determine the sequence of the human genome and identify the particular traits each gene represents. The work of the HGP allowed researchers to begin understanding the blueprint for building a person. As researchers learn more about the functions of genes and proteins, this knowledge will have a major impact in the fields of medicine, biotechnology, and the life sciences. We now have identified just over 20,000 human genes, including several disease-causing genes, and we now have the ability to use DNA like a medicine to treat these diseases. Other possibilities include the creation of new humans with specifically sorted DNA allowing them to have designed physical traits, such as for beauty, health, and strength. The technology is ready, but the question remains: should we alter a person's genes?

- 1. Research Questions (1-3 index cards allowed during interview):
 - How do DNA, RNA, single nucleotide polymorphism, and gene insertion work?
 - What is the relationship between DNA, proteins, and disease?
 - Approximately what percentage of a person's DNA is different from any other human?
 - What are the arguments for and the arguments against altering a person's genes?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include the function, structure, purpose, and nitrogen bases of DNA, including the production of proteins from DNA and a diagram of how genes are spliced
 - Include information about diseases related to DNA and genes, and how these diseases can be treated through human genetic technology
 - Include the arguments for and the arguments against altering a person's genes for medical and designer purposes
- 3. Project Options (choose one):
 - If you are FOR gene therapy and genetically modified people:
 - Create a campaign that supports your cause: design a logo and slogan, T-shirts, buttons, bumper stickers, and an advertisement (ex. commercial or posters) that encourages the public to agree with your group's opinion on genetic modification
 - Choose a disease that can be treated or cured using human genetic alteration. Create a charity foundation that will increase awareness of the disease you choose to support: create a name, logo, slogan, poster/pamphlet increasing awareness of your foundation and disease, and a fundraising plan (what is something you could do to raise awareness and research funds?)
 - If you are AGAINST gene therapy and genetically modified people:
 - Create a campaign that supports your cause: design a logo and slogan, T-shirts, buttons, bumper stickers, and an advertisement (ex. commercial or posters) that encourages the public to agree with your group's opinion on genetic modification
 - Choose a negative outcome or major problem with human genetic alteration. Create a charity foundation that will increase awareness of this negative impact so that the public will be aware: create a name, logo, slogan, poster/pamphlet increasing awareness of your foundation and disease, and a fundraising plan (what is something you could do to raise awareness and research funds?)
 - Create a timeline
 - Research the major events, breakthroughs, and setbacks in genetic science since its discovery. Include images, diagrams, interesting facts, and important events.

C.S.I.: create your own crime scene

Background: The purpose of crime scene investigation is to help establish what happened (crime scene reconstruction) and to identify the responsible person. This is done by carefully documenting the conditions at a crime scene and recognizing all relevant physical evidence. The ability to recognize and properly collect physical evidence is oftentimes critical to both solving and prosecuting violent crimes. Possibly due to the popularity of CSI TV shows, many middle schools, high schools, and universities have started offering classes in forensics or crime scene investigation. These classes teach skills such as: observation, inference, measurement, graphing, statistics, interviewing, record keeping, DNA analysis, blood typing, in addition to preparing students for a career in forensics.

- 1. Research Questions (1-3 index cards allowed during interview):
 - What kinds of evidence is collected at a crime scene, and how does each piece of evidence get analyzed? How does each piece help solve the crime?
 - What kind of training is needed for a career in forensics or crime scene investigation?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Techniques & tools used in solving crime, such as fingerprinting, DNA, suspects, motives, and incriminating evidence
 - Models of DNA, fingerprints, blood spatter, measurement, or photographs associated with evidence and evidence collection
 - Information on careers in forensic science, crime scene investigation, and criminal law enforcement
- 3. Project Options (choose one):
 - Create a fake crime scene case file
 - You have been hired by a high school to design a fake crime scene for their Investigation class
 - Create a case file that includes a victim, suspects (biographies, mug shots, motives, incriminating evidence), evidence from the crime scene, detailed measurements and observations of the crime scene, and a solution
 - Create a fake crime scene diorama
 - You have been hired by a high school to design a fake crime scene for their Investigation class
 - Create a detailed, 3D diorama that includes all evidence, suspects, victims, measurements, locations, and measurements needed to find the crime's solution
 - Create a game board
 - Re-imagine a game such as Mafia, Clue, or Life; each player should explore or attempt to solve a crime. Include suspects, crimes, pieces of evidence, and an element of mystery.
 - Interview a detective or crime scene tech
 - Video tape or audio record at least one member of your group interviewing a real-life detective or crime scene technician. Write your questions ahead of time, focusing on how their job works, what experiences helped them get to this point in their career, and what might be interesting or difficult about their job. Finally, create a display of what you learned during your interview, either in physical or digital form.
 - Create a murder mystery
 - Script, film, and edit a murder mystery story. Include a crime, suspects, evidence, and an element of suspense.

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Eighth Grade Projects

CONSPIRACY: ASSASSINATIONS!

Background: On April 14, 1885, the 16th president of the United States was assassinated by John Wilkes Booth. On November 22, 1963, the 35th president of the United States was assassinated by Lee Harvey Oswald. Many individuals claim that the assassinations of John F. Kennedy and Abraham Lincoln are too similar not to be considered a pair of conspiracies; on the other hand, the evidence could be seen as merely a coincidence or bizarre twist of fate. Now it's your turn to decide: were Lincoln's and Kennedy's assassinations simply a pair of events that aligned perfectly, or must they be considered one of the longest-lived and most influential conspiracies in American history?

- 1. Research Questions (1-3 index cards allowed during interview):
 - What happened before, during, and after the assassination of Abraham Lincoln? What occurred during the ensuing search for John Wilkes Booth, and what effect did the President's death have on the U.S.?
 - What happened before, during, and after the assassination of Abraham Lincoln? What occurred during the ensuing search for Lee Harvey Oswald, and what effect did the President's death have on the U.S.?
 - What coincidences and conspiracies connect the presidencies and deaths of Lincoln and J.F.K.?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include background information on both Abraham Lincoln and John F. Kennedy
 - Include information on their assassins, as well as the political perspectives each held that led to their crimes
 - Include the various conspiracies, coincidences, and inexplicable pieces of evidence linked to both assassinations
- 3. Project Options (choose one):
 - Create a breaking news segment
 - Script, film, and edit a breaking news segment about one or both of the presidential assassinations. Make sure all facts given are true, but spin the news segment in any direction your group chooses to.
 - Create a diorama
 - Research the details of President Lincoln's assassination in Ford's theater. Create a diorama that depicts all of the suspects, playgoers, and other key players, as well as the layout of the theater.
 - Create a diorama
 - Research the details of President Kennedy's Dallas, TX assassination. Create a diorama that depicts all of the suspects, guards, and other key players, as well as the buildings located nearby.
 - Create two timelines
 - In two, side-by-side, detailed timelines, compare the presidencies and assassinations of J.F.K. and Abraham Lincoln. Include facts, images, and the coincidences/conspiracies that connect them.
 - Write a diary entry
 - Choose to be either an assassin or a detective investigating one of the assassinations. Write a diary entry of the events that unfolded on the day of each President's death.

DEATH, DEATH, AND MORE DEATH!

Background: Diseases such as cholera, smallpox, and tuberculosis ravaged Europe and the United States in the nineteenth century, influenced, in large part, by the lack of information on viruses and germs among medical professionals. Sanitation was not a focus of city-planning or even of doctors and nurses while they worked with patients. At this time, huge advances in cleanliness and vaccinations, as well as an increasing understanding of how diseases spread allowed death rates to lower and medicine to improve.

- 1. Research Questions (1-3 index cards allowed during interview):
 - Research cholera, smallpox, and tuberculosis, especially: what causes each disease? What effect do they have on the human body? Where/how were they spread through Europe?
 - Who were John Snow, Dr. John Clinch, Dr. Edward Jenner, and Robert Koch?
 - Who was Florence Nightingale, and how did she impact the medical field?
 - How were vaccines created? How do they work?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include information about epidemiology, cholera, smallpox, and tuberculosis
 - Include background information on vaccines, the doctors and scientists who discovered them, how and when they were created, and how effective or ineffective they were against nineteenth-century diseases
 - Include information on individuals such as John Snow, Dr. Jenner, Florence Nightingale, and others in the fields of nursing and epidemiology
- 3. Project Options (choose one):
 - Create a timeline of events
 - Create a timeline that tracks epidemiology and vaccines. Include discoveries about bacteria, viruses, the cause of individual diseases, vaccine testing and use, and the spread of disease in the 19th century.
 - Create a map of 19th century disease and death
 - Using a map of Europe in the 1800s, track the spread of various diseases (including cholera, smallpox, and tuberculosis), including death tolls, the routes each disease took throughout Europe, and the time periods when each disease ravaged the world. Make sure to color-code your map based on each disease.
 - Create a city sanitation plan
 - Choose a European city and research its population, layout, sanitation, and environment in the 1800s. Since diseases are often caused or spread as a result of poor sanitation, come up with a plan to keep your city and its inhabitants clean. You can create pamphlets, posters, maps, a model of the city, or a powerpoint.
 - Create a video news segment
 - Script, film, and edit a video for a feature news segment on a particular event in vaccination and/or disease history. Interview important individuals related to this event, discuss controversial opinions, and use props/music/costumes to make your video come to life.
 - Interview a nurse or health professional
 - Video tape or audio record at least one member of your group interviewing a real-life nurse or professional at the Health Department. Write your questions ahead of time, focusing on how their job works, what precautions are taken in hospitals and doctors offices against the spread of infection or disease, and how the medical or health fields have changed since they began their careers. Finally, create a display of what you learned during your interview, either in physical or digital form.

WILD WEST HORROR STORY: TRAVELLING CIRCUS

Background: Entertainment in the 1800s consisted mostly of socializing at local saloons and mercantile in the nearest town. In the late 1700s, traveling salesmen brought odd and new objects of scientific unknown to villages across the territories. These salesmen gradually began to create traveling circus shows that involved the “freaks” of humanity as “side show” entertainment. What were the audiences drawn to? New experiences? The victims of biological oddities? A chance to escape the hard work and monotony of life in the old west?

- 1. Research Questions (1-3 index cards allowed during interview):
 - What is the history of the travelling circus? Where and when did it begin, who created them, and what made them popular or successful?
 - What did a travelling circus entail during the 1800s? What kinds of acts, shows, experiences, games, or performances were given?
 - What controversies or arguments led to the end of the “freak show” or “side show” in travelling circuses? How is the “freak show” viewed in modern society?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - During the 1800s, both on the East coast and in what was called The Wild West, what did people do for socializing, fun, and entertainment?
 - What was a travelling circus? What kinds of acts, performers, side shows, audiences, and circus masters were a part of travelling circuses? How were they advertised? How much did it cost to go and experience a travelling circus?
 - What was a “freak show,” and what led to their demise? How is the “freak show” viewed by modern society? Why?
- 3. Project Options (choose one):
 - Circus! Circus! Read All About It!
 - Create a set of advertisements for a new travelling circus coming to town. Create posters, pamphlets, tickets, or even a scripted and recorded radio announcement, including dates, location, side shows, main performances, and prices.
 - Side Show: Your Show
 - Create a 3D model of a circus, including at least three moving parts. Include typical side show or “freak show” performances.
 - Next Up: YOU!
 - Design a side show performance for one or several members of your group. Script, record, and edit a performance of your show.
 - Performer’s Biography
 - Research a famous performer or circus master and create a biography of them. Include images, a timeline of their life, details and cool facts about them, and any other important information you discover. Create a display of what you learned during your interview, either in physical or digital form.
 - Write a picturebook
 - From the point of view of a small child, write a picture book that explores an 1800s travelling circus. What does your narrator see? Hear? Smell? What is exciting or scary? Use simple language, colorful pictures, and creativity.

TICKET TO RIDE!

Background: The success of the Industrial Revolution depended on the world's ability to transport raw materials and finished goods over long distances. There were three main types of transportation that grew exponentially during the Industrial Revolution: waterways, roads, and railroads. Transportation via water was the cheapest way to move heavy products, so canals were widened and deepened to allow larger boats to pass. Roads were improved through the creation of turnpikes for easier transportation and the invention of macadam road construction. To replace horses, Richard Trevithick created the first steam locomotive in 1801, while the first Transcontinental railroad was completed by the mid-1860s. These improvements in transportation made traveling safer, and it allowed goods to be moved more efficiently.

- 1. Research Questions (1-3 index cards allowed during interview):
 - How did transportation (via water, road, and rail) change during the Industrial Revolution? How did improvements in transportation influence the Industrial Revolution?
 - How did these improvements in transportation allow for safer traveling? How did they allow for goods to be move more cheaply and efficiently?
 - What structures (ex. canals, bridges, etc.) and transportation routes (ex. railways, turnpikes, etc) which were created during the Industrial Revolution still exist today?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include background information on the three types of transportation, the changes that took place during the Industrial Revolution, and how their improvements influenced the Industrial Revolution
 - Include information on how the improvements in transportation changed how goods and materials were transported
 - Include visual representations of transportation methods, structures like bridges and canals, and improvements made
- 3. Project Options (choose one):
 - Steamboats in Time
 - Create a timeline comparing the invention of steamboats in the 1800s with a modern type of water transportation. The timeline should include major accomplishments and failures in the building of these types of transportation.
 - Map the Railroads
 - Use a map of the US and plot out the major landmarks of the 1800s. Design railroad routes between landmarks, keeping in mind that there are many geographic obstacles in your way!
 - Macadam Roads
 - Design a diorama that displays that differences between Macadam Roads and the roads built before their invention, called Telford's Roads. Also include a comparison to roads built today.
 - Bridges that Last
 - Pick a bridge built in the 19th Century that still exists today and build a replica of the structure. Ensure that the model is to scale, and that your structure looks as if it is made from the same materials the real version has been made from.
 - Steel! Steel! The Magical Metal!
 - Create a skit on how to make and process steel. Make sure to include each step in the process, each ingredient, and the numerous ways steel can be used.

“ROBBER BARONS” OR “CAPTAINS OF INDUSTRY”?

Background: During the 1800s, wealthy businessmen and entrepreneurs such as the first billionaire, John D. Rockefeller, made a living through unethical business practices. These men would exercise control over natural resources, obtain high levels of government influence, pay workers extremely low wages, and sell stock to insure the destruction of small competing companies. Social criticism soon coined the derogatory term “robber barons” for many of these monopolists; however, they are also known for their large charitable contributions and philanthropic activities. You decide: were they thieving scoundrels or generous philanthropists?

- 1. Research Questions (1-3 index cards allowed during interview):
 - What is a “Robber Baron” and who were considered to be Robber Barons in the 1800s?
 - What kinds of unethical or criminal practices were these Robber Barons accused of using while they amassed their wealth? What charitable contributions or positive legacies did they leave on the world?
 - Were the Robber Barons of the 1800s like the millionaires of today? Do they participate in the same unethical practices? Are they equally philanthropic?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include background information on Robber Barons of the 1800s and today (family, wealth, legacy, business)
 - Include information on unethical and criminal practices that led to the highest profit margins in history, and still exist today
 - Include the charitable and philanthropic activities of robber barons in the 1800s
- 3. Project Options (choose one):
 - Create a map of 19th Century Monopolies
 - Using a map of the U.S., track the influence monopolists had over the country (companies bought out, land purchased, railroads purchased, etc.). Make sure to color-code your map based on each monopolist and his influence.
 - Create a Guide to Philanthropy
 - The Rockefeller Philanthropy Advisors are an actual organization aimed at guiding people on where to make charitable contributions (which charities utilize their donations most effectively, which charities focus on which topics or needs in the world, etc.). Pick a philanthropy that is important to you and create a guide for giving. This can include creating a logo, brochure, advertisements, fundraiser event, and/or video.
 - Create a Yellow Journalism cartoon
 - Create a newspaper cartoon that depicts the saying “Robber Baron or Captain of Industry?” for John D. Rockefeller or any other 19th century millionaire of your choosing. Write an article of 250-500 words, explaining which term is more accurate for your chosen monopolist to be printed next to your cartoon.
 - Monopoly! Robber Baron Style
 - Create your own Monopoly Board with actual companies purchased by Robber Barons of the 19th Century. Each character should be a representation of one of these Robber Barons.
 - Create a timeline
 - Create a timeline comparing the careers and financial success of John D. Rockefeller to a modern millionaire/billionaire of your choice. The timeline should include any decisions that these individuals made that led to their fortune, including ethical and unethical actions

THIS TOWN AIN'T BIG ENOUGH!

Background: Rapid expansion from the east coast into the wild western territories of the early United States resulted in population booms, new cities that sprang up around landmarks or water sources, and a rise in opportunities for crime. Many towns installed a sheriff or marshall to uphold basic laws, while judges traveled slowly around counties and territories. Convicts were put on trial by these judges, but sometimes also by the townspeople themselves. Consequences were often severe and verdicts absolute. The “wild west” also saw the vigilante justice of lynching mobs, gunslingers, and bounty hunters. At the end of the day: how exactly did early America define “justice”?

- 1. Research Questions (1-3 index cards allowed during interview):
 - How did you become a Judge, Sheriff, Marshall, Gunslinger, and Bounty Hunter during the 1800s?
 - What was a shoot out?
 - How and where were trials held? Who decided on the verdict and punishments? Were the verdicts and punishments fair?
 - Who were some of the most notorious outlaws? Who were some of the most notorious sheriffs and judges?
- 2. Tri-fold Board (required information listed; feel free to include additional information):
 - Include background information on lawmen, judges, outlaws, and bounty hunters in the 1800s
 - Include information on trials, verdicts, and punishments in the justice system of the Wild West
- 3. Demonstration Options
 - Create a picture book
 - Research a famous lawman or outlaw. Write their biography in simple language, using colorful images and text to make your biography fascinating to children.
 - Create a map
 - Using a map of the U.S. during the 1800s, research and plot weird, strange, and interesting laws that were put into effect all over the country. (Did you know that in Mohave County, AZ, if a man was caught stealing soap, he had to wash with it until it was gone?)
 - Create a Wild West town
 - Create a model or detailed map of a new town you are building in the Wild West. Choose its location carefully (near an important resource or rail line), then plan out what kinds of buildings, residential areas, and land area it will need. Many Wild West towns were named after lawmen or outlaws—which will you choose?
 - Create a video
 - Re-create a Wild West shoot out using no actual weaponry. Be humorous, dramatic, or suspenseful—either way, be creative! Film and edit your “shoot out.”
 - Create a wanted poster
 - Has one of your group members committed a crime in the Wild West during the 1800s? Create a vintage “Wanted” poster with detailed information about your outlaw’s crimes, the bounty on his or her head, and the lawmen who are after that person.