We’re Going West:

Student Name

 Daniel Metrio, Isaac Ahn, Austin Richardson

The Team 21 3rd Academic Class

Date Project is Due

November 17, 2014

(5pts)

Title

We’re Going West

**Introduction** (10 pts)

 Hello today I will be doing a song for the project. I hope to have a fun educational project for the class. The project will involve me, Isaac Ahn. I feel very excited to do our part in this project to teach others about the expansion of Georgia and the removal of many Indian tribes. In order to teach this subject though, many students would like to have a fun time though learning instead if hearing boring lectures, am I right? So I’ve decided to put together a little song that will have them tune into the beat and have them listen to.

 So what value does this project hold? Well, every generation needs to know the things that have happened in the past and we should be able to teach them what happened. We value the fact that students need to learn history and how we should learn from such mistakes made in the past if we were ever to make them again in the future. We all hope to accomplish this and make this a memory for everyone to remember about. Thank You.

Must be two paragraphs minimum; use this section to introduce others to your project. Express your excitement for the project and what you’re trying to achieve. Focus on what you hope to accomplish and the value of the project. Write as if your audience has no idea what your project is about.

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

1. What problem or issues have you discovered that needs to be solved? We discovered that many eighth graders still don’t know a lot about the western expansion and how the Indians were removed from their homeland
2. What proposals do you have in order to help solve the identified issues? I will make a song to present all of the info that the students will need to know about this subject.

**Standards** (30 pts)

8th Grade Georgia Studies

Category- Ex. **Analyze t**

1. Standards / AKS (write out entire standard that fits under category)

Explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840 (GPS) (8SS\_E2007-36)

36c - defend how technological developments impacted Georgia’s growth to include the cotton gin and railroads

36d - analyze the events that led to the removal of the Creeks and Cherokees including the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, the Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of tears

**VOCABULARY:**

* Cotton gin
* Cede
* Railroad

**Intended Outcome** (10 pts)

What I hope will happen is that people will actually listen to this song and share it with other people. I actually hypothesize that these kids that are listening to the song will actually share it with others and have them learn the song as well. Then what I know will happen is that the grades of those kids will go up. I do hope this can actually change the face of educational learning because making popular kids songs and have them become big hits of education. My highest hope for this is to actually just have the kids have a good time to learn about what happened all those years ago in the past and why most of the natives are gone now.

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

Isaac Ahn- recording, signing, lyric writing, and editing.

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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)

So I was able to get all of my project completed and kind of have its result as I planned it to be. The only flaw was the background fuzz when I sing and my voice seems to be a bit loud. Now how does my final result fit a bit with my intended result? Well, I intended it to have like a music video, but the deadline was drawing near so I had to just come up with the song. So how can other be able to use this song? Well it can be used to teach students about the native removal and the westward expansion that the U.S. was going through at the time. This song can also get them into the beat of learning.

 Anyway, the final product of the project was this song. I like to sing and this idea just flew into my head. It is useful to others like teachers if they seem to be a bit out of ideas for lesson plans. This can be used to give students from motivation for a project and stuff their brains with knowledge. The final product kind off had to go through some changes because I kind of originally planned for it to be a music video. Anyway, I hope you enjoy the product!!!

**Reflection** (10 pts)

So my AKS was based on the developments of Georgia and the key events and people led up to the Indian removal from the states. I did know that some actually spoke up for the Indians, but I didn’t know that an actual state official, John Ross, was the one who spoke up for them. I also learned that a white missionary was jailed just because he was defending the rights of the Indians. Now the project had some problems like how was I supposed to upload it onto my Weebly or how did I mess up on recording? This project wasn’t really that different from the past years because I have done these kind of projects where I either sing a song or have my own free will.

**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/)

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

Wi, Ss8H5 – The Student. *THE GROWTH of GEORGIA (1789-1840)* (n.d.): n. pag. Web.

"Gold Rush." *New Georgia Encyclopedia*. N.p., n.d. Web. 17 Nov. 2014.

Ection. *S Ection P Review* (n.d.): n. pag. Web. (From the textbook)