Now You Can Rewrite History Too

Fake News Assignment

Just like Winston was required to do in *1984*, you will be rewriting history in order to deceive your classmates and convince them to agree with your agenda. Choose a controversial event in history (any event, though we would suggest choosing one that you are interested in and already have background knowledge about), determine your agenda/ and what you would like to change about the event, and rewrite the event. You will then choose a unique way to present your event to the class.

Steps for completion:

* Choose a controversial historic event
* Determine your agenda (*Why* do you want to convince your audience of an alternative)
* Change the event to meet your agenda (*What* will you change to do this?)
* Choose a method for presentation—this is your chance to be creative and make something that is unique to your skills. You could write a newspaper article, film an investigative report, create an interactive map that explores the event, put together a poster board with both visuals and specifics about the event, etc. Think outside the box and have fun with this part of the assignment.
* Participate in a gallery walk-through with your classmates (with peer reviews)
* Complete a reflection that outlines why you chose the event that you did, discusses what you changed, and displays your thought processes regarding why you changed the aspects of the event that you did

Due dates:

* Historic event notification: **due Wednesday, February 8th**
* Completion of the graphic organizer: **due Friday, February 10**
* Presentations and reflection: **due Tuesday, February 14th**

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**Historic Event Proposal**

*Once you have chosen your historical event you to focus on rewriting, turn in this part of the page to notify me of your choice.*

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Historical event you will be focusing on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Why did you chose this event?: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Rewriting History Graphic Organizer**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Historic Event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- |
| **Access prior knowledge and complete some research. Record the accurate facts about your historic event here:** |
| **What is your agenda? In other words, why are you rewriting this historic event? Why do you want to deceive your classmates by providing them with this fake news?** |
| **What will you rewrite about this historic event in order to meet your agenda? (Be specific):** |

**Rubric**

\*Staple this rubric to your reflection as well as any other written piece of the assignment that you would like to turn in. If your assignment is in a digital format, make sure to send me a link or share it with me: mmperry@jeffcoschools.us\*\*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Meets Expectations (9-10) | Approaching Expectations (7-8) | Needs improvement (5-6) |
| Choice of Historic Event  (5 points)  \_\_\_\_ | Student’s choice of event is clear and fits the expectations that the event is controversial.  Student’s work shows understanding of the event’s importance in history as well as important details. | Student’s choice of event is clear but may not fit the expectation that the event is controversial.  Student’s work shows understanding of the event’s importance in history but it is unclear if the student understands the important details of the event. | Student’s choice in event is unclear and the event chosen is not controversial.  Student’s work shows little to no understanding of the event’s importance in history and the student does not understand important details about the event. |
| Agenda and Fake News Aspects  (25 points)  \_\_\_ | Student makes consistently intentional changes to the event in order; changes are realistic and not over-the-top as the student creates a believable fake news story.  The changes support the student’s agenda; it is evident why the student made the changes he/she did when considering the agenda the student proposed. | Student makes some intentional changes to the event but there are also some that do not make sense; changes are occasionally unrealistic and over-the-top, creating a sometimes unbelievable fake news story.  The changes may support the student’s agenda, but not clearly so; it is not always evident why the students made the changes he/she did when considering the agenda the student proposed. | Student makes little to no intentional changes to the event; changes are always unrealistic and over-the-top, creating a completely unbelievable fake new story.  The changes made by the student do not support his/her agenda; it is not at all evident why the student made the changes he/she did when considering the agenda the student proposed. |
| Mode of Presentation  (20 points)  \_\_\_ | The student chose a creative way to present his/her fake news story that fits well with the chosen historic event and his/her personal skills.  The student’s presentation is well-made and presents the fake news story in an effective manner. | The student chose a creative way to present his/her fake news story, but it may not completely fit well with the chosen historic event or his/her personal skills.  The student’s presentation is usually well-made, but may not present the fake news story in a consistently effective manner | The student did not choose a creative way to present his/her fake news story, and it does not fit well with the chosen historic event or his/her personal skills.  The student’s presentation is poorly made and does not present the fake news story in an effective manner. |
| Reflection  (20 points)  \_\_\_ | The reflection is well-written and clearly shows his/her reasoning in choosing the historic event as well as making changes to the event to support the student’s agenda. | The reflection is usually well-written and does show some of the student’s reasoning in choosing the historic event as well as making changes to the event to support the agenda, but reasoning is not always clear. | The reflection is poorly written and shows little to none of the student’s reasoning in choosing the historic event as well as making changes to the event to support his/her agenda. |
| Grammar and Mechanics  (5 points)  \_\_\_ | Student has little no grammar and/or spelling mistakes throughout their presentation and reflection.  Student’s writing style is effective for what he/she is trying to convey. | Student has a number of grammar and spelling mistakes throughout their presentation and reflection, but they do not present too much of a distraction.  Student’s writing style is sometimes effective for what he/she is trying to convey. | Student has many distracting grammar and spelling mistakes throughout their presentation and reflection.  Student’s writing style is ineffective for what he/she is trying to convey. |

**Total: \_\_\_\_\_\_\_\_\_\_/75**