**Title** *(3/1)*

The Return of a Famous Georgian

**My Name:** *(3/1)*

**Majesty Uwagerikpe**

**Group Name(s)** *(3/1)*

**Team 21**

**Due Date: April 5th**

**Introduction** *(3/1)*  
This project is on World War I, the Great Depression, and World War II. Throughout this project, you will see how the most famous events in the twentieth century relate to the book *Outliers* by Malcolm Gladwell. We will take a journey back in time and remember the soldiers that died in World War I and World War II. We will learn about the hardships Americans faced in the Great Depression and the New Deal which brought economic reform. Fasten your seatbelts because we are about to take a ride through history.  
**Essential/Driving Research Questions**

Can we analyze the important events of World War I, the Twenties, and the Great Depression and their impact on Georgia?

Can we describe the impact of World War II on Georgia’s development economically, socially, and politically?

Can we evaluate the role of Georgia in the modern civil rights movement?

Can we analyze the main ideas in Malcolm Gladwell’s Outliers?

Can we compare and contrast Gladwell’s theories in Outliers with relevancy to our own lives?

How can we relate Gladwell’s theories in Outliers to people of WWI, WWII, the Twenties, the Great Depression and the modern civil rights movement?

**Standards**   
**8th Grade Georgia History**

39a - give reasons for World War I and describe Georgia’s contributions

39b - assess the impact of the boll weevil and drought on Georgia

39c - examine economic factors that resulted in the Great Depression

39d - generalize the impact of the political career of Eugene Talmadge

39e - discuss the effect of the New Deal in terms of the impact of Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security

40a - describe the impact of events leading up to American involvement in World War II to include the Lend-lease Act and the bombing of Pearl Harbor

40b - evaluate the importance of Bell Aircraft, military bases, Savannah and Brunswick shipyards, Richard Russell and Carl Vinson

40c - analyze the impact of the Holocaust on Georgians

40d - discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state

42a - examine major developments in civil rights and Georgia’s role during the 1940’s and 1950’s to include Herman Talmadge, Benjamin Mays, the 1946 governor’s race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr. and the 1956 state flag

42b - analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960’s and 1970’s including such events as founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Homes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Acts, election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox 42c - discuss the impact of Andrew Young on Georgia

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42b - analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960’s and 1970’s including such events as founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Homes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Acts, election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox 42c - discuss the impact of Andrew Young on Georgia

**Standards**

**8Th Grade Language Arts**

1. Speaking and Listening and Language (Vocabulary Acquisition) ***(10 pts. 3/8)***
   1. Make a list of 20 SAT words. Include the definition and a sentence using the word. Your sentence should be content based.
      1. Compatriot: someone from your own country

Eugene Bullard offered his services to the United States during World War I, but he was rejected by his compatriots.

* + 1. Egalitarian: favoring social equality

Martin Luther King and Andrew young were egalitarians who fought very hard for equal rights between whites and blacks.

* + 1. Array: an impressive display

The Tuskegee Airmen presented a large array of flying skills during World War II.

* + 1. Meritocracy: a form of social system where power is given to superior intellects

The United States was not a meritocracy during the 1960s but instead power was given to the whites.

* + 1. Virtuoso: someone who is skilled in any field

Women were virtuosos in the factories during World War II.

* + 1. Menial: used of unskilled work

Fighting World War II was not a menial task, and many died during the conflict.

* + 1. Mitigation: the action of lessening the severity or intensity

The Lend-Lease Act caused mitigation of Great Britain’s need of war supplies.

* + 1. Subversive: in opposition to a civil authority or government

The people of Germany were not subversive to the dictatorship Germany had become because Hitler promised to once again make them a great nation.

* + 1. Estranged: caused to be unloved

The harsh consequences of Germany’s actions during World War II caused the United States to become estranged to Germans.

* + 1. Repugnant: offensive to the mind

For many, the Holocaust was repugnant and a great tragedy.

* + 1. Imperil: pose a threat to

The Lend-Lease Act imperiled Germany, and they thought that the United States had joined forces with Great Britain.

* + 1. Rummage: search haphazardly

The Nazis rummaged for land to take over, and the invasion of Poland started World War II.

* + 1. Cohort: a band of warriors

The Tuskegee Airmen were like a cohort fighting for their country during World War II.

* + 1. Paradigm: a standard or typical example

Americans thought the Great Depression would be a paradigm of the many depressions they had gone through, but they were wrong.

* + 1. Drudgery: hard monotonous routine work

Searching for land to control never became drudgery for Hitler.

* + 1. Indictment: an accusation of wrong doing

World War I started because of the indictment of a Serbian for assassinating Archduke Ferdinand of Austria-Hungary.

* + 1. Subtlety: the quality of being difficult to detect or analyze

The Allied Power’s codes were subtlety, and the Axis Powers couldn’t decipher them.

* + 1. Diligent: quietly and steadily persevering especially in detail or exactness

The United States was diligent in making the atomic bomb.

* + 1. Practitioner: someone who practices a learned profession

Women were not practitioners in industry, but they learned quickly.

* + 1. Pernicious: exceedingly harmful

During the World Wars, pernicious gas was used during combat.

1. Reading (Information Texts) ***(15 pts. 3/15)***
   1. a. Malcolm Gladwell’s *Outliers*

b. Texts of your choice. You will need to research and print 12 informative pieces of literature that discusses your person from each area. (12 total)

1. Writing (Informative) – This will be completed in the reflection part of your proposal. ***(35 pts. 4/5)***
   1. A. Write an informational analysis of your project.

B. Analyze all 4 people you research, additional literary pieces, what makes them an Outlier and why were they important in Georgia history.

**Computer Applications *(15 pts 3/22)***

1. Standard: Use technology as a means of creating your project
   * 1. Create a visual representation of your project and save to Google Docs.

**Visual Representation *(10 pts 3/26)***

1. Choose one of your four people and design a life size representation of your person. Your life size replica must duplicate the era in which they were from.
2. Your replica must also include a visual biography.

**Group Member and Job Assignment *(3/1)***

**Intended Outcome *(5 pts. 3/1)***

**The intended outcome of this project is simple. It is to learn the AKS while making a project that will make it easier for others to learn it as well.  
Result *(5 pts. 4/5)***

**References (MLA Format) *(5 pts. 4/5)***

Grading Rubric Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3/1: Intended Outcome \_\_\_\_/5

3/8: Vocabulary Acquisition: 20 SAT words, definitions. Sentences \_\_\_\_/10

3/15: Reading Information Texts: 12 Articles (with indicators referenced) \_\_\_\_/15

3/22: Computer Applications: Techno project saved on Google Docs \_\_\_\_/15

3/26: Visual Representation: Life Size Biography (with indicators referenced) \_\_\_\_/10

4/5: Informative Analysis: Writing Piece (with indicators referenced) \_\_\_\_/35

4/5: Result \_\_\_\_/5

4/5: References: MLA format \_\_\_\_/5

Total \_\_\_\_/100