**An Album Cover**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| An Album Cover Preliminary Step: Iconic Image Show and Tell | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| An Album Cover | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

Zeitgeist is a German word which literally translates to ‘time spirit’, but, as with many translations, this is misleading and the word has a much more meaningful essence. To be less literal and more accurate, zeitgeist could be translated as ‘in the spirit of the times’. Again though, this does not quite suffice in explaining the concept. To describe it most accurately, zeitgeist would be a specific place and time where a significant historical movement is in motion (think San Francisco late 1960’s and the counter culture, or, Seattle 1990’s and anti-globalization). Indeed, zeitgeist describes that special spirit descending on certain places at certain times to influence world history more than any one place or time conceivably should.

Music and history are deeply intertwined; no more so than in the modern era and no more so than when we could apply the term zeitgeist. Often significant historical movements are represented by particular songs or styles of music. With this in mind it seems opportune to link music and history under the umbrella of zeitgeist. As with all assignments in this class there will be a list expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**Album Cover Expectations:**

1. Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.
2. Describe some key social, economic, and political events, trends, and developments in Canada between 1945 and 1982, and assess their significance for different groups in Canada.
3. Analyse some key experiences of and interactions between different communities in Canada, as well as interactions between Canada and the international community, from 1945 to 1982 and the changes that resulted from them.
4. Analyse how significant events, individuals, and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982.

**An Album Cover Preliminary Step: Iconic Image Show and Tell**

Select an image (photograph, picture, painting) that represents an important moment, related to a social historical movement. Show and tell the class all about it. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Iconic Photograph Show and Tell Instructions:**

1. Research various post-war social historical movements.
2. Select an iconic image (photograph, picture, painting) that represents an important moment in the social historical movement.
3. Print the image (in colour if applicable) to show to the class.
4. Prepare a one to two minute explanation as to the historical significance of the moment captured and its relation to the social historical movement.
5. Be prepared to show and tell on the assigned day.

**Iconic Image Show and Tell Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Show and tell was not understandable. | Show and tell was partially understandable. | | Show and tell was mostly understandable. | Show and tell was well delivered and understandable. | | Show and tell was eloquent and very understandable. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| The iconography was not captured through the selection and explanation. | The iconography was almost captured through the selection and explanation. | | The iconography was partially captured through the selection and explanation. | The iconography was captured through the selection and explanation. | | The iconography was vividly captured through the selection and explanation. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| There no knowledge and understanding of the historical moment and related social historical movement. | There was almost adequate knowledge and understanding of the historical moment and related social historical movement. | | There was adequate knowledge and understanding of the historical moment and related social historical movement. | There was good knowledge and understanding of the historical moment and related social historical movement. | | There was thorough knowledge and understanding of the historical moment and related social historical movement. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| Historical significance was not explained. | Historical significance was barely explained. | | Historical significance was partially explained. | Historical significance was well explained. | | Historical significance was cleverly explained. |
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**Album Cover**

Select five to ten songs that represent a particular ‘zeitgeist’. Create an album jacket wherein a list of songs appears on the back (with a brief explanation as to each song’s importance to the historical movement) and a visual that captures the essence of the historical movement appears on the front. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

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**Album Cover Instructions:**

1. Research a social historical movement of the post war era that would fit the criteria of ‘zeitgeist’.
2. Research the music that accompanied and/or defined this movement.
3. Find the music that accompanied and/or defined this movement and listen to some of the songs.
4. Conduct research on the songs and the related musical genre(s).
5. Select five to ten songs to represent ‘zeitgeist’.
6. Out of poster board, or another suitable material, create an album jacket (vinyl record album size not compact disc size).
7. On the back of the album jacket include each song and an explanation of how the song portrays ‘zeitgeist’ (how does the song relate to the social historical movement).
8. On the front of the album jacket create a cover that represents ‘zeitgeist’ (You may want to research actual album covers – many of them are quite interesting and artistic).
9. You can use various mediums of art to create the album cover (paint, charcoal, graphic design, photography).
10. If the album cover is mostly computerized an accompanying explanation of the work you actually did needs to be submitted.

**Album Cover Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Communication** | | | | | | | | |
| Minimal or no explanations of significance accompanied each song, the visual(s) did not communicate context. | Marginally clear explanations of significance accompanied each song, the visual(s) partially communicated context. | | Mostly clear explanations of significance accompanied each song, the visual(s) communicated context. | | | Clear explanations of significance accompanied each song, the visual(s) effectively communicated context. | | Very clear explanations of significance accompanied each song, the visual(s) very effectively communicated context. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | | Level 3  70 – 79% | Level 4  80 – 100% |
| **Application** | | | | | | | |
| No research of music and time periods was conducted. | Minimal research of music and time periods was applied to the album cover. | | Some research of music and time periods was applied to the album cover. | | Good research of music and time periods was effectively applied to the album cover. | | Thorough research of music and time periods was very effectively applied to the album cover. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | | |
| A very limited understanding of history and nostalgia or zeitgeist was evident with the selection of songs. | A limited understanding of history and nostalgia or zeitgeist was evident through a selection of songs. | | A fair understanding of history and nostalgia or zeitgeist was evident through a selection of songs. | | A good understanding of history and nostalgia or zeitgeist was evident through a selection of meaningful songs. | | A deep understanding of history and nostalgia or zeitgeist was evident through a selection of meaningful songs. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Thinking and Inquiry** | | | | | | | | |
| Historical significance was not explored; not a creative, interesting and representative visual was designed. | Historical significance was minimally explored; not a particularly creative, interesting and representative visual was designed. | | Historical significance was explored; a marginally creative, interesting and representative visual was designed. | | | Historical significance was well explored; a creative, interesting and representative visual was designed. | | Historical significance was thoroughly explored; a very creative, interesting and representative visual was designed. |
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