Black History Month Project
Due Monday, March 2

Students are to choose a person from the list below and create their project around them. If the student wishes to choose someone not included on the list, they **MUST** receive approval by the teacher.

List of names:

Rosa Parks	**W.E.B Du Bois**
Harriet Tubman	**Serena Williams**
Martin Luther King, Jr.	**Maya Angelou**
Coretta Scott King	**Ella Fitzgerald**
Barack Obama	**Mae C. Jemison**
Michelle Obama	**Henrietta Lacks**
Langston Hughes	**Thurgood Marshall**
Madam C.J. Walker	**Jesse Owens**
Jackie Robinson	**Sidney Poitier**
Aretha Franklin	**Sojourner Truth**
Muhammad Ali	**Booker T. Washington**
Oprah Winfrey	**Sarah E. Goode**
Frederick Douglass	**Misty Copeland**
George Washington Carver	**Ethel Waters**
Simone Biles	**Gabby Douglas**

This will be a MAJOR GRADE with a value of 50 points. A rubric and the project description is attached. Students will begin presenting Monday, March 2nd. Please visit brcvpa2.weebly.com if you need additional copies of any of the handouts. If you have any questions you may contact me on ClassTag or email me at agilmore1@ebrschools.org

Sincerely,
Ms. Gilmore

Black History Month Project
Due Monday, March 2

NOTE TO PARENTS: This project is to be completed at home. Please sign and return this portion by January 31st to indicate that you have read the information in this packet.

Your Child's Name: _____

Who has your child chosen for the project?

_____

REMINDER ** If your child is interested in choosing someone not listed they MUST receive approval. For approval, please message me directly on ClassTag or email me at <u>agilmore1@ebrschools.org</u> Thank you! *

Parent Signature: _____

Elements of the project:

1) Opinion paragraph in which the student explains why the person should be celebrated during Black History Month. The paragraph **MUST** be handwritten and include an opening sentence, four detail sentences that support the writing topic, four transition words (ex: first, then, next, last), and a closing sentence. **If you have questions- please refer to Examples 1 and 2.

2) Timeline of 5 events from the person's life with a handwritten date and handwritten information for each. In addition to the dates and events the student wants to include, the timeline **MUST** include when the person was born and when they died if they are no longer living. **If you have questions- please refer to Example 3.

3) Illustration of the person of interest. The illustration is to be entirely student created. Students may choose any art materials they wish to create the illustration. Students are encouraged to be creative. **If you have questions- please refer to Example 4.

4) Three or more photographs connected to the person of interest. This includes: pictures of the person or of events or objects connected to their life. Each photograph must include a handwritten caption in the student's own words. **If you have questions- please refer to Example 5-7.

5) List of three character traits that describe the person of interest and the definitions of each. Character traits and definitions must be handwritten. **If you have questions- please refer to Example 8. Students are asked to **NOT** use the words "determined", "respectful", and "brave" as these words are already provided in the example by teacher.

Poster Appearance:

* Students are to neatly include **ALL** of the elements above on a poster board.
* Students are to include the person of interest's name on the poster as a poster title. This does not need to be handwritten and can be created from any material the student chooses.
* Students are to include their first and last name on the back of the poster.
* Students are to include their homeroom teacher's name on the back of the poster.
* **Students are NOT to include the circle map that aided them with their writing on the poster.**

**If you have questions about what the final project can look like- please refer to Example 9. However, it is not necessary that the project be laid out exactly as the project in the example.

** If a student does not follow the direction that ALL aspects with the exception of the poster title be handwritten, they will lose 10 points from their final grade.**

Presentation of the project:

Students should be prepared to present any time between March 2nd-6th. Presentations are to last between 3-5 minutes. This time includes students sharing information for a minimum of one minute and answering questions about their project from their teacher and classmates for the remainder of the time. Students are allowed note cards when presenting, but should not have to read directly from them in order to present.

Name: _____

Project Rubric:

Project Elements	4	3	2	1	0	Student Score:
Opinion Paragraph- **Why the Person Should be Honored During Black History Month**			The student included both an opening and a closing sentence.	The student included either an opening or a closing sentence.	The student did not include an opening or closing sentence.	
	The student included 4 different details that support the writing topic.	The student included 3 different details that support the writing topic.	The student included 2 different details that support the writing topic.	The student included 1 detail that supports the writing topic.	The student did not include details that support the writing topic.	
		The student included transition words for each supporting sentence.	The student included transition words for 2-3 supporting sentences.	The student included transition words for 1 supporting sentence.	The student did not include transition words.	
		The student response demonstrates **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear.**	The student response demonstrates **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding,** but the **meaning is generally clear.**	The student response demonstrates **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student response **does not demonstrate command** of the conventions of standard English at an appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.**	
Timeline	The student includes 5 events from the person's life with the accurate date and information.	The student includes 4 events from the person's life with the accurate date and information.	The student includes 2-3 events from the person's life with the accurate date and information.	The student includes 1 event from the person's life with the accurate date and information.	The student does not include a timeline with correct information.	

Project Elements	4	3	2	1	0	Student Score:
Illustration	The student includes a student-created illustration of the person that shows creativity.		The student includes a student-created illustration of the person.		The student does not include a student-created illustration.	
Photographs and Captions		The student includes 3 photographs of the person or what they are known for.	The student includes 2 photographs of the person or what they are known for.	The student includes 1 photograph of the person or what they are known for.	The student does not include photographs.	
		The student includes an accurate and descriptive caption for three photographs.	The student includes an accurate and descriptive caption for two photographs.	The student includes an accurate and descriptive caption for one photograph.	The student does not include accurate captions.	
		The student's captions demonstrate **full command** of the conventions of standard English at an appropriate level of complexity. There **may** be a **few minor errors** in mechanics, grammar, and usage, but **meaning is clear.**	The student's captions demonstrate **some command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **occasionally impede understanding,** but the **meaning is generally clear.**	The student's captions demonstrate **limited command** of the conventions of standard English at an appropriate level of complexity. There **may** be errors in mechanics, grammar, and usage that **often impede understanding.**	The student's caption **does not demonstrate command** of the conventions of standard English at an appropriate level of complexity. **Frequent and varied errors** in mechanics, grammar, and usage **impede understanding.**	
Character Traits and Definitions		The student provides three accurate character traits and a written definition for each.	The student provides two accurate character traits and a written definition for each.	The student provides one accurate character trait and a written definition for each.	The student does not provide both character traits and definitions.	

Project Elements	4	3	2	1	0	Student Score:
Roll as an Audience Member			Was quiet and respectful of my classmates as they presented.	Respected my classmates as they presented, but there were times when I needed to be reminded.	Did not respect my classmates as they presented.	
Presentation			Remained on topic throughout the presentation.	Presented information related to the topic, but was occasionally off topic. Ex: Discussing how the poster was created instead of who the project is about.	Presented information not related to the topic OR did not present.	
		Presented all information in a clear and organized way with varied volume and expression.	Presented most of the information in a clear and organized way though there were times student was hard to understand.	Presented information that was poorly organized or presented in a way that was mostly hard to understand.	Did not present information.	
			I was able to answer all of the questions related to my presentation.	I was able to answer most of the questions related to my presentation.	I could not answer questions related to my presentation OR did not present.	
			I maintained eye contact with my audience.	I maintained eye contact with my audience for most of my presentation.	Did not maintain eye contact OR did not present.	
		Presents for 1 or more minutes.	Presents for a time of 45 to 60 seconds.	Presents for a time of 30 to 44 seconds.	Presents for fewer than 30 seconds OR did not present.	

Project Elements	4	3	2	1	0	Student Score:
Poster Appearance				The student includes the person's name as a poster title.	The student does not include the person's name as a poster title.	
				The poster is neatly organized.	A majority of the poster is not neatly displayed.	
				The student includes their first and last name on the back of the poster.	The student does not include their first and last name on the back of the poster.	
				The student includes their homeroom teacher's name on the back of the poster.	The student does not include their homeroom teacher's name on the back of the poster.	