Unit Five Project  
Eighth Grade Social Studies

**WHO:** You and up to two partners  
**WHAT:** You have two options for this:

1) Create a diorama of a Civil War Battlefield. Please include a one-page paper detailing the importance of your battle. Your diorama should include: clear geographic features, ­Union and Confederate soldiers, Important Generals and military figures, other important elements such as hospitals, animals used in the battle, structures (like forts or tents), etc. Be detailed!

2) Create a ten-minute documentary of a Civil War battle, detailing the history leading up to the battle, the strategy used during the battle, important moments during the battle, and the battle’s importance to the war. Please include the script of your documentary. **Each person must do equal work.**

**WHEN:** Due January 6, 2020

This unit will be focusing on the political, economic, and social importance of the Civil War. As such, while we will touch on some battles in class, this project will give you the opportunity to study a particular battle in more depth.

Please make sure that, whatever project you choose to do, your work is detailed and all-encompassing. You will have over a month to work on this project. I will be grading it as such.

Possible battles to do (NOTE: only one group in each class may do any given battle): Antietam, Fort Sumter, Gettysburg, Fredericksburg, Chancellorsville, Bull Run (1 and 2), Shiloh, Vicksburg, *Merrimack* v *Monitor*, Battle of Appomattox Courthouse, Atlanta, Siege of Petersburg, Bennet’s Place, Cold Harbor.

This project will be broken up into different deadlines. The first deadline will be **Monday, November 25** when you must return a Parental Form acknowledging the project (ten points).

The second part of the project will take place on **Tuesday,** **December 10** when students will have to bring in a rough outline of their project (whether it is a drawing of what they will be creating or a one-page outline of the materials they will cover with their documentary) (twenty points).

Students will need to present their projects on January 6. Any projects that are dioramas will have to have a five-minute presentation (twenty points).

The diorama itself will be worth fifty points.

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|  | 20 points | 15 points | 10 points | 5 points | 0 points |
| Craftsmanship | Great attention to detail that is also true to form.  Students have taken exceptional care in their work’s presentation. There are no parts of their project that look unfinished. | Students show strong attention to detail, with few exceptions. An excellent showing, nonetheless. | Project is lacking in attention to detail in multiple places. | Work seems rushed and shoddy. While it is clear the students understood the project, their final work needs more effort. | Work done with no care or attention to detail or neatness. |
| Use of Elements and Principles | Students have shown an understanding of their art/work. It is obvious that the students researched and understood their prompt. | While it is clear that the student understood their artwork/feat of engineering overall, there are some aspects of this project that are historically inaccurate or anachronistic. | Student shows a basic understanding of their material. Multiple anachronisms or inaccuracies are observed. | Student shows a rudimentary understanding of their material. Many anachronisms or inaccuracies are observed. More time needs to be spent in conducting their research. | No understanding of the material. Many errors observed. |
| Creativity | Students went above in beyond in the presentation of their project. They took everything of importance into account. | While students have clearly shown creativity, their project has some holes that were not addressed | Students have clearly made an effort; however, they have still not covered everything asked for. | Work seems rote and as if it was done quickly. Misses many important opportunities. | There seems to be minimal effort. |
| Presentation | Entire group is knowledgeable and shows an understanding of their work. Group speaks clearly and with organization and is able to answer class questions. | Presentation is well spoken although not everyone presents, *OR* everyone presents but there are small errors in the presentation. | Presentation seems unorganized. The whole group has not demonstrated an understanding of their material for the class. | No clear evidence of preparation during presentation. Group members do not speak. | Group does not present. |
| Written Component:  Mechanics | Each student’s essay is free of grammatical/spelling errors. Proper English writing standards are used, and their paper is easy to read and understand. | Up to two small spelling/grammar errors may be observed in order to achieve this grade | Up to five small spelling/grammar errors may be observed in order to achieve this grade | Up to ten small spelling/grammar errors may be observed in order to achieve this grade | Student must pay more attention to their writing mechanics. More than ten errors observed. |

**Parent Acknowledgment Form**

**Due: November 20, 2019**

Dear Parents/Guardians:

I hope that your semester has been going well.

I am writing to you to inform you that we will be closing this quarter (and beginning the next quarter) with a larger project that will allow the students to further examine a Civil War battle. Students may either create a diorama of a battlefield OR create a video documentary on a battle. For those doing the second project, smartphones will be allowed to be used to record their documentary. Students will be allowed to work in groups of up to three people, although they will also be able to work by themselves, should they wish.

In order to fully facilitate this project, I will be allowing the students to turn it in on January 6, *after* Winter Break. It is my hope that this longer period will allow the students to meet with their groups after school, on weekends, and also on break. While I am giving the students this long period of time, they should not take this as leave to procrastinate. The first part of their project, an outline of what they will creating, will be due on December 10. You may find all information about the project on my website or email me if you have any questions.

I hope that you enjoy the rest of the semester.

Caitlin Cushing

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(parent name) acknowledge that I am aware of my student’s \_\_\_\_\_\_\_\_\_\_\_\_\_(student name) project due on January 6, 2020. Should I have any questions concerning the project, I know that I can email Ms. Cushing at ccushing@rivermill-academy.org.

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_