

Project Research Topic: Conduct Unbecoming an American?

Behavioral norms can vary significantly over time and across cultures. When cultures clash in violent hostilities, a wartime code of conduct may seem like an oxymoron, but the western world has a centuries-old tradition of honorable conduct in conflict. Select at least 3 of the attached documents and identify significant similarities and distinctions between your chosen artifacts, in regards to their parameters for acceptable behavior (in various scenarios). In your work product, be sure to address the contributing factors to distinctions between artifacts (time period, geographic location, target audience, duration of application, etc.). Present your findings on the defining conduct for the American identity in one of the formats offered below. See the attached rubric for grading guidelines.

Artifacts:

[Robert Rogers' Rules of Ranging](#)

[George Washington's Rules of Civility](#)

[Articles of War for 1754 \(Edited by William Tatum\)](#)

[Uniform Code of Military Justice](#)

[United Nations -- Geneva Accords](#)

Choose-Your-Own-Assessment Format Menu

For this unit, you will choose from the following projects for your assessment, and your presentations to the class will serve as a launching point for class discussions of the French & Indian War. Each will follow the attached rubric and combined, will account for 100 points and will contribute to the test/project portion of your overall grade in the course. You will be expected to present your project in class. Your presentations should be no longer than 10 minutes. Written submissions of work should include which project format you chose and why, and how it relates to the topic of the unit, in addition to properly formatted citations.

A few things to remember:

- ✓ You may choose to work alone or with a partner (but only with the same partner once). You must complete at least one project individually over the course of the semester.
- ✓ Select any project from the menu below for each unit, but you may not repeat any projects.
- ✓ If you work with a partner, the required bits of information doubles unless otherwise noted.
- ✓ There is a moratorium on PowerPoint -- branch out, explore new ways of communicating.
- ✓ Cite your sources appropriately (using Chicago style format)!
- ✓ Be original and creative! Have fun & enjoy yourself!

Your choices include:

- **NEW** Design a tour related to your chosen person or event. Your tour must include at least 6 points of interest (12 if working in pairs), and each point of interest must include an explanation of its significance, along with at least one picture depicting the location.
 - [Google Tourbuilder](#) or Google Maps Trip feature
- Assemble a playlist of at least six songs that demonstrate in some way the similarities and distinctions in conduct that you have identified. You may record this as a podcast or assemble a written submission including links to the songs. You should introduce the song, play it (or the specific portion that relates to the topic), and you should discuss its relevance to the topic. This may be a list of songs that symbolize the central issues of the unit, or be based on the

listening habits of an individual somehow involved in the unit of study. If you work with a partner, you need to include 12 songs.

- Create a children's book to tell children the story of your chosen person or place – be sure to illustrate the book. Keep in mind you need to make it appropriate for a child who may not understand the complexities of the situation, contributing factors, or historical & cultural context while still including specific & pertinent information. Remember: Resolution is important for the the child's sense of closure, so be sure to address an end to the situation, and present information in a format that will be appropriate for the reading level of a child, while not sacrificing essential content.
- Create a board game based on your research. Be sure to include an instruction manual, game board (you must create your own), and any pieces the game need. You must use at least 10 different essential concepts/vocabulary words/people/places/events in your game. If working with a partner, double the necessary terms. Your presentation of conduct can be included in the procedures of the game, while the central theme of the game is entirely up to you.
- Create an infographic using <http://infogr.am/> or <http://visual.ly/>. You may choose any topic relating to your selected similarities and differences in conduct. Be sure to use images, fun facts, statistics, etc.
- Create propaganda publications (posters, pamphlets, TV advertisement, website banner ad, etc.) aimed at at least 3 different populations involving your chosen conduct. These should seek to persuade and induce action or attitude shifts. If you work with a partner, make 5.
- Make a time capsule or survival kit from the perspective of someone following your chosen rules of conduct. What are some items that would have been essential, valuable, or enjoyable to perform the behaviors you chose? Make sure to include at least 10 items – find ways to connect them to the chosen perspective in some way. For each item, you should include a written explanation for why it is included in your time capsule. If you are working with a partner, the number of items that must be included is 20.
- Rewrite the lyrics to a popular song ("We Didn't Start the Fire" by Billy Joel works nicely, if you are seeking inspiration) to be about the central issues related to your chosen requisite conduct. Lyrical rewrites should be accurate, school-appropriate, and may focus on a single perspective or encompass a variety of the perspectives involved in the unit. You may create an audio recording of your rewrite, or make a new music video to debut your masterpiece.
- Design a monument or memorial to pay tribute to someone who embodied a variety of your selected behaviors. Consider geographic location, architectural structure, flow of traffic, and symbolism throughout your design. Create a model of your design, and each decision should be purposeful. Include a program for the unveiling of your monument, complete with keynote speaker, songs to be played, and high profile attendees.
- A project of your own design – if you have a great idea that you would like to use to explore topics your chosen person, event, or location, let me know. If I think it will work, I will grant you approval or I may make suggestions or give parameters to make it work for the rubric.

Assorted Assessment Project Rubric

	Excellent	Good	Fair	Poor
Content 20 Points	Covers topic in-depth with details and examples. Subject knowledge is excellent. 20-15	Includes essential knowledge about the topic. Subject knowledge appears to be good. 14-10	Includes essential information about the topic but there are 1-2 factual errors. 9-5	Content is minimal OR there are several factual errors. 4-0
Presentation & Attractiveness 15 Points	Well-rehearsed with smooth delivery that holds audience attention. Makes excellent use of font, color, graphics effects, etc. to enhance the presentation. 15-13	Rehearsed with fairly smooth delivery that holds audience attention most of the time. Makes good use of font, color, graphics, effects, etc. to enhance the presentation. 12-10	Delivery not smooth, but able to maintain interest of the audience most of the time. Makes use of color, graphics, effects, etc. but occasionally these detract from presentation content. 9-6	Delivery not smooth and audience attention often lost. Use of font, color, graphics, effects, etc., but these often distract from the presentation content OR are non-existent. 5-0
Historical Analysis 10 Points	Identifies 2-3 clear commonalities and trends among selected evidence, in addition to several unique aspects of each artifact examined. 10-8	Identifies 2 clear commonalities and trends among selected evidence, in addition to some unique aspects of each artifact examined. 7-5	Identifies 1 clear commonality and trends among selected evidence, in addition to 1 unique aspect of each artifact examined. 4-3	Identifies no clear commonalities and trends among selected evidence, and lacks a unique aspect of each artifact examined. 2-0
Technology Integration 10 Points	Technology medium is used in a way that maximizes the effectiveness of the research and/or presentation. All required material is included. 10-8	Technology medium is used in a way that contributes to the effectiveness of the research and/or presentation. Some required material is missing. 7-5	Technology medium is used in a way that overall does not contribute to the effectiveness of the research and/or presentation. 4-3	Technology medium is used at a basic level or does not enhance the research and/or presentation. 2-0
Evidence & Artifacts 10 Points	Specific evidence and artifacts cited are appropriate to the content and enhance the presentation. 10-8	Most evidence and artifacts cited are appropriate to the content and sort of enhance the presentation. 7-5	Most evidence and artifacts cited are not appropriate to the content and minimally enhance the presentation. 4-8	Specific evidence and artifacts cited generally do nothing to enhance the presentation. 2-0
Sources 15 points	Source information collected for all graphics, facts, and quotes. All document in Chicago style format. 15-13	Source information collected for all graphics, facts, and quotes. Most document in correct Chicago style format. 12-10	Source information collected for graphics, facts, and quotes, but not documented in Chicago style format at all. 9-6	Very little or no source information was collected. 5-0
Originality 20 points	Product shows a large amount of original thought. Ideas are creative and inventive. 20-15	Product shows some original thought. Work shows new ideas and insights. 14-10	Uses other people's ideas (giving them credit), but there is little evidence of original thinking. 9-5	Uses other people's ideas, but does not give them credit. Little originality and creativity. 4-0

French & Indian War Projects

Spring 2015

Comments:

Mrs. Everett

Assessment Options

Total Points:

/100