PROJECT LIVING HISTORY

Mary Farone

Ramblewood Middle School

8505 W. Atlantic Boulevard

Coral Springs, Florida  33071

Telephone:  754-322-4300

Dr.mary.farone@browardschools.com

For information concerning IMPACT II opportunities, such as interschool visits, staff development, workshops and Adapter and Disseminator grants, please contact:
The Broward Education Foundation
600 SE Third Avenue, 1st floor
Fort Lauderdale, FL 33301
754-321-2032
www.BrowardEdFoundation.net
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GOALS AND OBJECTIVES

Our school in Broward County Florida has been experiencing severe budget cuts. This has curtailed any future field trips to visit cultural institutions. Students in grades 6, 7 and 8 struggle to maintain above average FCAT scores in Reading.

One third of our students from are from seven different cities due to NCLB, many of them are living in impoverished situations. Additionally, Title I families lack the time and funds to send their children to visit cultural institutions that would enhance their child’s learning. Funding Project Living History guarantees all children at our middle school, one cultural museum experience per year.

Cultural learning greatly contributes to the understanding of children’s place in the world. Essentially students will experience a broad range of culture and art forms, encouraging enjoyment, participation and creativity, (Response to DCMS Review of Cultural Education 20 May, 2011) breaking barriers to learning and human relationships, ultimately improving overall attendance, student achievement, and discipline.

All students will complete a research report complete with a Writing Rubric. (attached p.) The holistic score will determine their level of proficiency from below basic-basic, and proficient—advanced. The writing application and strategies measure all areas of FCAT writing ideas/content, organization, voice, word and language choice, sentence fluency, and conventions.

Project Living History transforms classrooms into museum exhibits bringing life to classroom teaching. The springboard is the Social Studies curriculum having the potential to transform the whole school as it exhibits individual Inquiry research and collaborative interdisciplinary projects in all subject areas such as: Art, Drama, Music, Science, Math, Media & Technology, Reading & Language Arts, and Foreign Languages.

This approach does not simply educate in a didactic, linear way, but lends its approach to include cultural education in the context of learning for all ages. Project Living History incorporates a multiplicity of formats and techniques within its context.

Outcome 400-500 students will increase their research skills, thereby improving overall reading achievement and content knowledge as measured by grades in Social Studies and annual FCAT scores.

Measurement All 6th graders will be pretested in Social Studies in September and post tested in May. The results will enhance quarterly 6th grade Benchmark testing and contribute to what every 6th grader should know. Overall student achievement will improve with active participation in the project. When students choose their own inquiry and thesis, they become more engaged in their own learning. Student attendance, attitude, and confidence will increase. Teachers should record this data throughout the project and compare with other teacher’s involved in the project.
The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A Focus On Results Rather Than Means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as
An Integrated Model of Literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and Media Skills Blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared Responsibility for Students’ Literacy Development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have
a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding. The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.
CCR English Language Arts Standards>>Writing Grade 6 and Grade 7

Introduction

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

**Standards in this Strand:**

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claims and organize the reasons and evidence clearly.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.6.1 & 7.1 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.6.1 & 7.1 Use words phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.6.1 & 7.1 Establish and maintain a formal style.

W.6.1 & 7.1 Provide a concluding statement or section that follows from the argument presented.

W.6.2 & 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. Include formatting (e.g. headings), graphics (e.g. charts, tables) and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationship among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
• Establish and maintain a formal style.
• Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 & 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

• Engage and orient the reader by establishing a context and introducing a narrator and/or characters, organize an event sequence that unfolds naturally and logically.
• Use narrative techniques, such as dialogue, pacing, and description, to develop
• Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
• Use precise words, and phrases, relevant descriptive details, and sensory language to convey experiences and events.
• Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.6.4 & 7.4

Produce clear and coherent writing in which the development, organization, and are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)

W.6.5 & 7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6 & 7.6

Use technology, including the Internet, to produce and publish writing as well as boarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

W.6.7 & 7.7

Conduct short research projects to answer a question, drawing on several source sand refocusing the inquiry when appropriate.

W.6.8 & 7.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.6.9 & 7.8

Draw evidence from literary or informational texts to support analysis, reflection and research.

- Apply grade 6 Reading standards to literature (e.g. Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”).

- Apply grade 6 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)

Range of Writing

W.6.10-W.7.10 Write routinely over extendend time frames (time for research, reflection, and shorter time frames (a single sitting or a day or two) for a range.

http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/introduction/

CCR English Language Arts Standards>>Reading: Informational Text>>

Grade 6 & 7

CCR English Language Arts Standards>>Anchor Standards College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.¹
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American Literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

¹ Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Course Outline

Note this project may be adapted to the Elementary level.

ACTIVITY: 1  READING, HISTORY, WRITING, AND RESEARCHING

During the first six weeks students will focus their study on a chapter in their History or Social Studies curriculum. Students will choose their own topic, declare a thesis and learn the research process as they complete an Inquiry project. The focus combines literacy, history and the Common Core Standards in Literacy, History, Writing, Researching and Technology.

1. ACTIVITY: 2  PUBLISHING

Each student will create their own nonfiction/information text and each text will be submitted and published into a hardcover book using the resource at studenttreasures.com.
ACTIVITY: 3  MUSEUM BOX  http://museumbox.e2bn.org/index.php

Students create their own collection of artifacts for their box exhibit.

The Abolition Project

Museum Box has been used within the abolition project to help students:

- Understand the campaign
- Understand the collection and importance of evidence
- Understand that many people contributed to the campaign

You can see some of the boxes produced at the bottom of the page.

- Was Wilberforce the man who ended the slave trade?
- Thomas Clarksons African

Clarkson's Box

First teachers will register their school at this homepage and view the samples of student created projects.

In activity 3, students create collaboratively or individually their own unique box of artifacts central to their museum exhibit. In the above box the student imagines, collects and designs what a slave may be carrying.

ACTIVITY 4: MUSEUM BOX is a website for exhibition. Student writing is represented on this website in a 3D box and layered with student chosen photographic images or drawings illuminated on the box as one layer. A second or third layer displays student’s research writing on the box and extends the research to other disciplinary knowledge, categories such as science, agriculture, and the global or local community in which they live.

AZTECS  http://museumbox.e2bn.org/creator/viewer/show/295687
ANCIENT CHINA  http://museumbox.e2bn.org/creator/viewer/show/295688
DIVERSITY IN AMERICA  http://museumbox.e2bn.org/creator/viewer/show/295691
2. 6th grade girls preparing the India Room.
3. Kayla, in authentic Indian women’s marriage garb in red with a Bengali tiger sitting on the floor next to her in the India Room.

**ACTIVITY 5: VIRTUAL**

**WEBSITES LINKED AND CREATED FOR YOUR SCHOOL AND FOR THE DISTRICT TO BE ON DISPLAY**

**ACTIVITY 6: THE MUSEUM EXHIBITION** - This exhibit includes performance artists, costume, customs, artifacts, digital representations in MuseumBox, and authentic photos and student work created and displayed on a virtual website.

This is the day your school and your team of teachers will exhibit all student work created by new historians and authors. Begin with the presentation of authors reading their hardbound textbooks. Visit a room where students and families can see work published digitally on MUSEUMBOX and local websites. In addition, have an exhibit room or many classrooms decorated to explore the culture of the area researched.
Photo Attachments:

Photos from the Museum Experience 2009 at Young Scholars Charter School presented by Grades 6 and 7

1. 6th grade authors reading their published books.
2. 6th grade girls preparing the India Room
3. Kayla, in authentic Indian women’s marriage garb in red with a Bengali tiger sitting on the floor next to her in the India Room.
4. Caesar Augustus, Jordan, Performance Art in the main lobby
5. 5th and 6th grade boys in the Turkish Room
6. Students fascinated with the Spanish Room’s welcome tiled door entry.
7. Sarah in Chinese red finishing the China Room.
8. 7th grade boys creating games for the Cultural Interactive Game Room


   Performance Art in the main lobby.
5. 6th grade boys in the Turkish Room.

6. The tiled entry was created by 6th and 7th graders. Here younger students are fascinated with the Spanish Room’s welcome tiled door entry.
7. Sarah in Chinese red finishing the China Room,

8. 7th grade boys creating games for the Cultural Interactive Game Room.
PROJECT LIVING HISTORY

IMPLEMENTATION SCHEDULE

✓ September  Teacher Training  discuss program design
  Nominate teacher coaches based on strengths  Review text
  and content in grade level Social Studies for
  individual topic selection

✓ September  Learn Research process and databases with Media specialist
✓ September  Select topic for personal Inquiry

✓ September  order art materials

✓ October  Develop Essential Questions for Inquiry

✓ October  Begin Inquiry/Research

✓ October  Include pictures, diagrams, charts and references

✓ October  Edit

✓ November  Revision

✓ December  Publish into non-fiction book (www.studenttreasures)

✓ December  Declare individual and group art projects and
  draft illustrations or pictures (copy & save for binder)
✓ December  begin project constructions, each project is coached and has
  a student project manager

✓ January  under construction

✓ February  under construction

✓ March  construction ends by Mid-March

✓ March  Director, and Media specialist, coaches, project managers
✓
✓ March  meet to develop brochure and museum tags/piece/artists,
Have brochures printed

✓ April  meet to finalize installations and exhibits
✓ April  Distribute printed brochures
✓ April  coordinate teacher and school Gallery Walks
✓ April  Send invitations one month in advance, publicize
✓ May   School Museum Opening Reception, and Gallery Walks
✓ May   Closing designate last day May       and store items
LIVING HISTORY CURRICULUM

ANCIENT CIVILIZATIONS

- Early Humans NEOLITHIC, PALEOLITHIC
- CAVE PAINTINGS
- FARMING
- INCAS
- MAYANS
- AZTECS
- ROMAN EMPIRE
- RENAISSANCE
- MEDIEVAL EUROPE
- CRUSADES – MIDDLE AGES
- CHRISTIANITY
- JUDAISM
- ISLAM
- KRISHNA
- BUDDHISM
- HINDU
- GREECE
- EGYPT
- ISRAEL
- CHINA
- JAPAN
- ITALY
- SPAIN
- TURKEY
- INDIA
- COLOMBIA
- GUATAMALA
- MEXICO
- ENGLAND/MONARCHY
- IRELAND
- SCOTLAND
- NEW ZEALAND
- AUSTRALIA
- KOREA

CIVICS

- US HISTORY
- GOVERNMENT
- AMERICAN REVOLUTION
- BILL OF RIGHTS
- DECLARATION OF INDEPENDENCE
- INVENTIONS
- PRESIDENT
<table>
<thead>
<tr>
<th>HOLISTIC</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCORE</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>IDEAS/CONTENT</td>
<td>States a compelling and original thesis</td>
<td>States a meaningful thesis</td>
<td>Weak thesis and/or Focus too broad</td>
<td>No clear thesis</td>
</tr>
<tr>
<td>SUPPORTING THESIS</td>
<td>Skillfully supports thesis, using well-articulated, well documented and compelling evidence synthesized from a variety of sources</td>
<td>Adequately supports the thesis, using logical, well-articulated and documented evidence, synthesized from a variety of sources</td>
<td>Evidence is not logical, sufficient, well-articulated or well documented</td>
<td>Little or no supporting evidence to support thesis</td>
</tr>
<tr>
<td>ELABORATION</td>
<td>Skillfully presents detailed information with clear conclusions throughout paper</td>
<td>Adequately explains and interprets information and draws conclusions</td>
<td>Some explanation and interpretation</td>
<td>Little or no interpretation</td>
</tr>
<tr>
<td>CITATIONS/BIBLIOGRAPHY</td>
<td>Variety of sources Sources properly cited within text and referenced in bibliography and sources cited for images</td>
<td>Variety of sources Sources properly cited within text and referenced in bibliography and sources cited for images May have minor errors</td>
<td>Incomplete and Incomplete format</td>
<td>None</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Skillful Structure Strong, engaging introduction Logical and effective sequencing of ideas linked to thesis and gives closure</td>
<td>Appropriate Structure Engaging introduction, logical sequencing of ideas based on purpose and related to thesis Conclusion reinforces thesis and gives closure</td>
<td>Weak Structure Introduction, body and/or conclusion need some revision Evidence may be isolated facts with weak sequencing</td>
<td>Little to no Structure Introduction, body and/or conclusion may not exist or may need revision</td>
</tr>
<tr>
<td>VOICE</td>
<td>Writer’s voice is authentic, confident, enlightening, and imbedded within the textual information. Clear sense of audience and purpose and Consistent point of view</td>
<td>Writer’s voice is confident and engaging Writer’s reaction and feelings about the thesis are evident Clear sense of purpose and audience</td>
<td>Sense of purpose or audience not clear Straight facts with writer’s voice detached from topic</td>
<td>Writing lacks voice Unclear or no sense of purpose and audience</td>
</tr>
<tr>
<td>HOLISTIC SCORE</td>
<td>ADVANCED</td>
<td>PROFICIENT</td>
<td>BASIC</td>
<td>BELOW BASIC</td>
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<tr>
<td>WORD AND LANGUAGE CHOICE</td>
<td>Words and phrases powerfully convey intended meaning in an interesting and precise way. Academic language imbedded throughout the text</td>
<td>Precise words and phrases convey intended meaning. Uses academic language related to the text</td>
<td>More precise and accurate words and phrases are needed to create clear meaning</td>
<td>Limited vocabulary words may be used inappropriately</td>
</tr>
<tr>
<td>SENTENCE FLUENCY</td>
<td>Purposeful and innovative sentence structure to enhance intended effect. Skillful use of transitions within and across paragraphs</td>
<td>Purposeful use of sentence structure to enhance the intended effect. Transitions connect ideas within and across paragraphs</td>
<td>Some understanding of sentence structure. Limited use of appropriate transitions</td>
<td>Simple or incorrect sentence structures</td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>Shows creativity and flexibility when using conventions to enhance meaning</td>
<td>Uses grade level appropriate conventions; errors are minor and do not obscure meaning</td>
<td>Uses grade level appropriate conventions; errors occasionally obscure meaning</td>
<td>Limited understanding of grade level appropriate conventions</td>
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ASSESSMENT

Rubric #2

for Museum Exhibit Planner (Pdf)

NCTE National Council Teachers of English   Website   www.readwritethink.org
To start select a topic of interest

Next, select an inquiry question (Why?)

READ TO FIND ANSWERS TO YOUR QUESTION

READ 3 PRIMARY SOURCES OTHER THAN THE INTERNET

READ AT LEAST ONE SECONDARY SOURCE TO ACQUIRE BACKGROUND OR FOUNDATIONAL INFORMATION TO UNDERSTAND

The past, or the history of your topic

The present, because it poses a problem

To develop future questions for research
INQUIRY RESEARCH PROJECT

RESEARCH READING

TEXTBOOK UNIT AND CHAPTER

WORLDBOOK OR OTHER ENCYCLOPEDIA

BOOKS FROM THE LIBRARY ON YOUR TOPIC

*YOU WILL NEED TO READ THREE BOOKS ON YOUR TOPIC

INTERNET RESEARCH, USE SIRS TO CONDUCT YOUR SEARCH, IDENTIFY THREE WEBSITES THAT ADDRESS YOUR TOPIC AND HAVE ANSWERS TO YOUR QUESTIONS

READ THE ARTICLES AVAILABLE

MINIMUM 6 ANNOTATED BIBLIOGRAPHIES

You will have 6 index cards that follow the bibliography handout you received and that summarize the information you need

INQUIRY/RESEARCH/REPORT

TITLE PAGE 1 PAGE

INTRODUCTION 1 PAGE

RESEARCH QUESTION/CONCEPT EXPLAINED

REPORT ANSWER TO QUESTION

#1 2 PAGES

#2 2 PAGES

CONCLUSION 1 PAGE
DISCOVERY SECTION FOR PRESENTATION

You may include relevant pictures, diagrams, graphs and surveys

YOUR PROJECT IS WORTH 200 points

DESIGN TITLE PAGE 25 points
TABLE OF CONTENTS 15 points
RESEARCH REPORT 75 points
CONCLUSION 20 points
BIBLIOGRAPHY 15 points
DISCOVERY 50 points =200 points

If you add visuals to your project that are relevant you will receive additional points

DISCOVERY SECTION this includes a written page and a presentation

In this section following your Table of Contents you should identify three new ideas/answers to your questions that you believe we all should understand from your research data.

These three discoveries need to be typed and presented to your classmates.

You decide how you would like to present these findings
Group Members

What are your topics/themes?

For each theme or topic, what is the epitome. One sentence for each theme or topic that describes the most important thing that your audience will learn.

Topic 1

Topic 2

Museum Proposal

Topic_____________________   Name___________________

How will you immerse your audience in the exhibit?

Layering your exhibit…

How will you introduce your exhibit?
How will you label your key themes?

How will you label or title specific objects?

Specific Design Requirements

Describe a large title poster that will introduce people to your exhibit.

Describe how you will use technology in your exhibit.
Describe your hands-on / interactive component.

How will you appeal to at least 3 of our 5 senses (taste, touch, sound, sight, smell).

How will you incorporate elements of art into the design, and be professional, educational, and interesting?
Good Afternoon Dr. Farone,

I have registered you on our online publishing site. You will be receiving an email with your user name and password. Feel free to contact me if you have any questions.

Anita Dougherty, Customer Service Manager
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