Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Social Studies Unit of Study: The 13 Colonies and the American Revolution**

**7th Grade - Unit Project**

Congratulations! You have completed this year’s study of The 13 Original American Colonies and the American Revolution. Now, it’s time to show off your newly acquired knowledge in the form of a unit project where you will get to show off all you have learned as well as your individual talents. Please choose ONE of the following options for your project. Although you will be given some time to work on this project in class, it is an independent project. With that in mind, choose the option that best suits you and the materials available at your disposal. Each project will be assessed with the corresponding rubric and will count as 20% of your social studies grade for this marking period. Good luck!

**Option ONE: Create a Political Cartoon** Political cartoons were used during the Colonial and Revolutionary War Period to generate disgust and contempt for King George III and The British Parliament. Powerful images, slogans, and captions were used to show the unjust treatment of the King on the colonists and other important political issues involving citizens’ rights, trade and commerce, taxes, unlawful treatment and lack of representation in government.

**Task:** Select an important and controversial issue from this time period (1760- 1780) to represent in your project. For example: Native American Rights, Slave Codes, Women’s Working Rights, Anti-Navigation Acts, Trade Boycotts, etc.,

-Choose a side of the issue to represent in your cartoon in order to convince your audience to take your position on the issue. Example: Slave Codes 🡪FOR Slave codes: promote using slave codes to discipline slaves if you are a plantation owner OR AGAINST Slave Codes: promote the abolishment of slave codes as it is a violation of human rights.

- Create a powerful hand drawn image or create one using a computer program like ToonDo or PowToon to represent the issue and the side that you are on. The image will be the first thing that draws your audience’s attention.

- Add elements of a political cartoon that we discussed in class

* Original Slogan or Phrase (i.e., “No Taxation without Representation”, “Yes We Can,” “Just Do it”)
* dialogue (i.e., thought bubbles, speech bubbles)
* distorted or cartoonlike images, symbolic representations (flags, portraits, animals \*See samples from class)
* a title and caption describing the details of your cartoon and its historical significance (1 page minimum)

Your project will be graded with the attached rubric. Follow all instructions and use it as a guide to ensure all parts are complete. ALL SOURCES MUST BE INCLUDED.

**-OR-**

**Option TWO: Historical Journal** Historians rely on historical journals as primary sources to uncover information about the past and draw conclusions about the events that occurred. The Sons of Liberty and the Founding Fathers relied on written messages and reflections to make important changes to our American History. For your project you will:

**Task**-Select an important historical figure we have studied during the unit. For example: Thomas Jefferson, Samuel Adams, George Washington, Patrick Henry etc.

-Create THREE journal entries written from the point of view of this person capturing their thoughts on three separate events from this time period

-Write 3 one-page journal entries discussing three specific events and how this person may have felt about them

-In your writing include information about this person (job, role in the Revolution, where they live)

-Use the sample below and rubric as a guide for your writing. You are not limited to the information in the instructions or the rubric, but all historical information must be accurate. ALL SOURCES MUST BE INCLUDED.

Sample from George Washington: January 16, 1778

“My men and I have taken shelter in Valley Forge. They are brave but I feel they are thinking of abandoning their posts. I wish there was more that I can pay them, clothe them with, and feed them with but resources are scarce and we have so much more to fight for. I miss Martha and I dream of returning to my home in Mount Vernon safely once this bloody war is over…”

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Social Studies Unit of Study: The 13 Colonies and the American Revolution**  **7th Grade - Unit Project Political Cartoon Project Rubric** | | | | |
| **Criteria** | **Above Target**  **4** | **Meets Target**  **3** | **Approaching Target**  **2** | **Below Target**  **1** |
| **Title**  **CCLS WHST 7.2e** | The title included is original, clear, and directly identifies the issue while capturing the historical meaning. | A title is included but may not be original.  -OR-  Title does not identify the issue. | Title does not connect with the historical meaning or issue. | No title was included. |
| **Slogan**  **CCLS WHST 7.2d** | Slogan is original, catchy, and captures the historical relevance of the issue. | A slogan is included but may not be original. There is some historical relevance. | Slogan has no historical relevance. | No slogan was included. |
| **Caption**  **CCLS WHST 7.f & RH.7.8** | Original caption is included, is free of errors, and is connected to the subject of the cartoon. It is clear and describes the cartoonist’s purpose including identifying information about Who, What, Where, When, Why and How(5Ws+H) this issue occurred during the American Revolution era. | A caption is included but may not be original. Some errors. The caption is connected to the purpose. It includes most identifying information about (5Ws+H) the issue occurred during the American Revolution era. | The caption is loosely connected to the purpose with limited identifying information about (5Ws+H) this issue occurs during the American Revolution era. | No caption was included.  -OR-  The caption does not include identifying information. |
| **Image**  **CCLS RH.7.7** | The student has integrated visual information that captures the attention of the audience. The design is creative and represents the issue and the cartoonist’s purpose and is aligned with information in print. | Visual information has been integrated into the design that represents the issue and the cartoonist’s purpose. Image is aligned with information in print. | An image was included but does not capture the reader’s attention. It is loosely related to the issue and not aligned with the information presented in print. | No image was included with the project. |
| **Historical**  **Issue**  **CCLS RH.7.1** | A description of at least 1 page has been included describing the events that led to the creation of the cartoon. It is elaborate, accurate and includes 2 references to provide the broader historical event, its development and its relevance in American history. | A description has been included with detailed events. Only 1 reference was included and needs more elaboration on the broader historical event, its development and/or its relevance to American history. | The description included contains several inaccuracies and is missing key details about the historical event, its development and/or relevance in history. No references cited. | No description was included  -OR-  is limited in detail and relevant historical content. |
| **Overall**  **Presentation**  **CCLS 7W.4&6** | Political cartoon is visually pleasing and includes all major elements. Project was submitted in a timely manner. | Presentation of political cartoon includes most major elements and was submitted on time. | Presentation is missing key elements and was handed in after the deadline. | Incomplete and illegible. |
| T**eacher Comments: Student Self Reflection:**  **Grow: Grow:**  **SCORE \_\_\_\_\_\_\_\_\_\_\_\_\_/24**  **Glow: Glow:** | | | | |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

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| **Social Studies Unit of Study: The 13 Colonies and the American Revolution**  **7th Grade - Unit Project Historical Journal Rubric** | | | | |
| **Criteria** | **Above Target**  **4** | **Meets Target**  **3** | **Approaching Target**  **2** | **Below Target**  **1** |
| **Journal**  **Entries**  **CCLS WHST 7.2b-e**  **CCLS WHST 7.9** | Three journal entries were created that include accurate dates, greetings, & signatures. Each entry meets the one-page requirement and contains evidence drawn from informational texts including well-chosen facts, definitions, and examples. | Two journal entries were created that include dates, greetings, & signatures with some inaccuracies.  OR  Draws only some information from informational text. | Journal entries are incomplete and do not meet requirements. Little information is drawn from informational texts and very few examples have been included. | Entries are incomplete and illegible. Writing contains no evidence or examples from informational texts. |
| **Author’s**  **Voice**  **CCLS WHST 7.2d** | Author maintains the voice of the historical figure throughout the entries and uses a first person point of view to provide specific and historically based opinions on events and experiences that they were a part of or witnessed. | Author maintains the voice of the historical figure for most of the entries and uses first person point of view to provide opinions but waivers at times. Some opinions contain historical inaccuracies. | Author’s point of view waivers and does not maintain the voice of the historical figure. There are few opinions on specific events included, and several inaccuracies. | Journal entries are not written from the first person point of view. No opinions on events were included. |
| **Events**  **CCLS WHST 7.2** | Student has created an informative and explanatory text which includes a narration of at least 5 specific historical events from the Colonial or American Revolution period. | Student has created an informative and explanatory text which includes a narration of 4 events from the historical period. | Only one or two events were included with some inaccuracies in relation to the historical period | No events were included.  OR  Events are not related to the historical era. |
| **Personal Information**  **CCLS WSHT 7.9** | Author has included at least 3 pieces of personal information about the figure directly or indirectly (i.e., job, family, talents, friends) collected from a variety of primary and/or secondary sources. | Author has included 2 pieces of personal information about the figure (i.e., job, family, talents, friends) collected from one or two sources. | Author has included only 1 piece of personal information about the figure (i.e., job, family, talents, friends) | No personal information was provided. |
| **Content**  **Vocabulary**  **CCLS RH 7.4** | Author’s word choice is historically accurate and includes vocabulary specific to domains related to history/social studies and this historical period. | Word Choice is mostly accurate and includes some vocabulary specific to this domain and historical period. | Word choice needs development. Vocabulary is loosely related to this domain and historical period. | Vocabulary is not domain specific.  -OR-  Word choice suggests misunderstanding. |
| **Conventions & Presentation**  **CCLS 7W.4&6** | Journal entries were presented in a creative manner and meets length requirements. The project is free convention errors. | Journal entries are creative and meet most requirements. Project contains some errors. | Journal entries do not meet length requirements and contains many errors. | Project errors interfere with meaning and do not meet project requirements. |
| T**eacher Comments: Student Self Reflection: SCORE \_\_\_\_\_\_\_\_\_\_\_\_\_/24**  **Grow: Grow:**  **Glow: Glow:** | | | | |