

Name _____



FREEDOM AWARD

Biographical Research Project

Task: The Pelham Middle School teachers and staff have suggested that an award be granted each year at Recognition Night to the 8th grade student who did the most to foster a spirit of cooperation and fairness to settle conflict among students during his or her time at the middle school.

The principal has decided that the “Freedom Award” should be named after an American Revolutionary leader. In addition, PMS students will select the leader who best reflects these characteristics in their fight for freedom for all to enjoy life, liberty, and the pursuit of happiness.

Goal: The purpose of the Freedom Award will be to show younger middle school students that individuals can act as agents of positive change. As a member of the PMS G.O., your goal will be to (1) **research** and then to use the information you gather to (2) **write a nominating speech** that tries to persuade PMS students that the Freedom Award should be named after....

HOW DO I DO THIS PROJECT?

Step 1: Developing the Research Questions

To meet the goal of this project, you will need to do research to answer these questions:

- Which Revolutionary **events or activities** did this person participate in?
- For **how long** was this individual involved in these activities?
- What **methods** were used in this event/activity to bring about change in the relationship between Britain and the colonies?

- How did these activities **change the relationship** between Britain and the colonies?
- Should this individual be selected for the Freedom Award?

Step 2: Gathering Information

- In the PMS Library, you are required to use 2-3 sources for research, including an **online biographical database, a web site, and a print source**.
- As you read each source, take notes on the “Research Notes Sheet” on any information that will answer the research questions.
- Remember to cite the source you use in the “Source Citation” column on the “Research Notes Sheet.”

Step 3: Synthesizing Evidence to Support Your Claim

Use the information on the “Research Notes Sheets” to answer the questions on the “Evidence Planning Sheet.” These questions will help you plan your nomination speech to persuade your PMS audience to vote for your Revolutionary figure.

Step 4: Writing Your Nomination Speech

Use the information on your planning sheet to guide you in writing a draft of your speech.

Step 5: Complete the Freedom Award Nomination Application

Download a picture of the individual to insert in the space provided on the application, and include your speech typewritten in the space that follows.

PROJECT COMPLETION CHECKLIST

Your work needs to include a completed...

- ✓ **Freedom Award Nomination Application**, including a **downloaded picture** of your individual, activity **timeline**, plus **typewritten nomination speech**.
- ✓ **Research Notes Sheets** that include citations for **2-3 sources**, one of which must be a biographical data base
- ✓ **Evidence Planning Sheet**

Freedom Award Biographical Research Project Rubric

	0	1-2	3-4	5-6	7-8
Knowing & Understanding	The student does not reach a standard described by any of the 1-8 descriptors below.	Demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	Demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions and/or examples.	Demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	Demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples
Investigating	The student does not reach a standard described by any of the 1-8 descriptors below.	<ul style="list-style-type: none"> - Follows an action plan in a limited way to explore a research question - Connects and records information, to a limited extent - With guidance, reflects on the research process and results, to a limited extent 	<ul style="list-style-type: none"> - Partially follows an action plan to explore a research question - Uses a method(s) or methods to collect and record some relevant information - With guidance, reflects on the research process and results with some depth 	<ul style="list-style-type: none"> - Mostly follows an action plan to explore a research question - Often uses method(s) to collect and record relevant information - Reflects on the research process and results 	<ul style="list-style-type: none"> - Effectively follows an action plan to explore a research question - Consistently uses methods to collect and record relevant information - Reflects on the research process and results
Communicating	The student does not reach a standard described by any of the 1-8 descriptors below.	<ul style="list-style-type: none"> - Communicates information and ideas in a style that is not always clear - Organizes information and ideas in a limited way - Inconsistently Lists sources, not in a way that rarely follows the task instructions 	<ul style="list-style-type: none"> - Communicates information and ideas in a way that is somewhat clear - Somewhat organizes information and ideas effectively - Lists sources in a way that sometimes follows the task instructions 	<ul style="list-style-type: none"> - Communicates information and ideas in a way that is mostly clear - Mostly Generally organizes information and ideas effectively - Lists sources in a way that often follows the task instructions 	<ul style="list-style-type: none"> - Communicates information and ideas in a way that is completely clear - Completely Organizes information and ideas completely and effectively - Lists sources in a way that always follows the task instructions.
Thinking Critically	The student does not reach a standard described by any of the 1-8 descriptors below.	<ul style="list-style-type: none"> - Identifies the main points of ideas, events, visual representation or arguments to a limited extent - Rarely uses information to justify opinions - Identifies the origin and purpose of limited sources/data - Identifies some different 	<ul style="list-style-type: none"> - Identifies some main points of ideas, events, visual representation or arguments - Justifies opinions with some information - Identifies the origin and purpose of sources/data - Identifies some different views and suggests some of their implications 	<ul style="list-style-type: none"> - Identifies the main points of ideas, events, visual representation or arguments - Gives sufficient justification of opinions using information - Identifies the origin and purpose of a range of sources/data - Identifies different views 	<ul style="list-style-type: none"> - Identifies in detail the main points of ideas, events, visual representation or arguments - Gives detailed justification of opinions using <u>information</u> - Consistently identifies and analyzes a range of sources/data in terms of origin and purpose - Consistently identifies different views and their

Linda Mancia 8/28/2015 4:17 PM
Comment [1]: ...change "information" to "evidence"???
 Jeannine: I was thinking that may be we should eliminate "analyzes a range of sources" and "Identifies points of view" from the objectives since we really don't do that in the research project....If you agree, then cut these two...and cut them from objectives too.

Name: _____

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		views		and most of their implication	implications
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