

Learning about History through Travel Journals

End of Unit Project: Telling our own stories through travel journals and mixed media

Targeted Grade Level: 10

Text: American History Textbook

500 points

National History Standards Objectives

- Investigating family history.
- Drawing conclusions from different sources of data (e.g., interviews, artifacts, journals and primary sources)
- Explaining the ways families have transmitted beliefs and values through oral tradition and literature over time
- Drawing upon different sources of data to uncover different points of view
- Reading historical narratives imaginatively and interpreting what they convey about the humanity of the individuals and groups involved.

Tasks:

1. Students will write a self-evaluation of their knowledge of the Lewis and Clark exhibition and the great west expansion.
 - a. **Assessment:** Completion of a 100-200 word essay. 25 points.
2. Students will review resources
 - a. Students will review [Lewis and Clark's journals](#). They should choose at least 3 journal entries to evaluate using the writing rubric.
 - b. Students will also review previously read chapters describing Lewis and Clark's exhibition and the westward expansion.
 - c. **Assessment:** See descriptive writing rubric. 100 points.
3. Students will interview an adult--family or friend--about a journey they took
 - a. Ask students to develop questions that elicit a story about their interviewee's life and times. If they ask questions that can be answered with a yes or no, encourage them to ask follow up questions.
 - b. Having students develop questions prompts them to learn about the interview process and become more engaged in the assignment. Ask students to jot down 5-10 questions of their choosing
 - c. See Worksheet B for some starter ideas
 - d. **Assessment:** Interview questions are completely answered. 25 points.
4. Students will write their own story on a journey they have taken, or a story from the interview.
 - a. Implementing writing standards, students will write one 300-500 word journal

entry.

- b. **Assessment:** See descriptive writing rubric 100 points.
5. Using what they learned from the chapter, and the teen travel journals, students will write a fictional adaptation to one of the journals, of at least 300 words, *or* they will make a short audio-visual movie trailer, edit a Wikipedia article, create a website, Facebook profile or game depicting this adaptation.
 - a. See worksheet A for ideas on projects and tools that can be used, and
 - b. **Assessment:** See the mixed media rubric, descriptive writing or non-fiction writing rubric. 150 points.
6. Students will review their classmate's materials in class/online.
 - a. Students will evaluate two classmate's projects using the appropriate rubric. 25 points.
 - b. Students will reevaluate, correct and add commentary on their previous self-evaluation of their knowledge of the southeast Asia in the areas of culture, geography, resources, language, natural features, exports, imports, main occupations, transportation, flora, fauna and other.
 - c. **Assessment:** Complete analysis of their previous essay. 50 points.

Worksheet A

Unit Project options--these will be gathered and organized on a comprehensive Unit Project website students can share with family and friends. Weebly (Free website design tool) will be used.

- Write a short story of 300-500 words based on the textbook and journal
 - **Tools:** Microsoft Word, pdf maker.
 - Evaluated using the descriptive writing rubric (worksheet A)
 - Published as an ebook and cataloged in the library, and embedded in the Unit website.
- Create a 120-180 second movie trailer
 - **Tools:** Cell phone camera, tripod, windows movie maker/YouTube editor or Garageband.
 - Evaluated using the mixed media rubric
 - Published on Youtube or teachertube and embedded in the Unit website.
- Edit a Wikipedia article to contain more details (adding at least 2000 characters) than are presently included.
 - **Tools:** Wikipedia sandbox
 - Utilize a Wikipedia Ambassador to assist students in technical aspects.
 - Evaluate using the non-fiction writing rubric
- Create a website
 - **Tools:** Online website design software: Weebly, Google sites
 - Virtual fieldtrip
 - Portfolio of a fictional or famous person from one of these areas
 - Other
 - Evaluated using the mixed media rubric; linked to the Unit Project website.
- Create a Facebook page of a historical/fictional person from one of these areas
 - **Tools:** Facebook “Fictional Character” page
 - Fill out every aspect of the profile, making sure they choose the option that this is a fictional person.
 - Make at least 15 status updates that illustrate significant events in the history/culture of the area.
 - Evaluated using the mixed media rubric.
 - Profile is embedded on Unit website.
- Create a choose your own adventure single user computer game
 - **Tools:** Powerpoint, or an interactive website design tool like Weebly.
 - Student creates and submits branching map of choices
 - The player must have at least 10 choices to make, in the majority of

paths, from beginning to end.

- Game is evaluated with the mixed media rubric and uploaded on, or linked to the Unit website.

Worksheet B

Interview starter questions for a journey story

1. Where did you go?

2. Why did you go there?

3. Did you go with someone, or by yourself?

4. Who did you meet?

5. What was your favorite thing to do/eat/see there?

6. What was your most fascinating experience there? Tell me about it.

7. Would you go back? Why or why not?

Mixed Media Rubric

	1 point	3 points	5 points	7 points	10 points
Reasoning/ analysis ___/10	Uses unclear historical thinking skills. Omits most of the relevant evidence. Reaches inaccurate conclusions.	Uses incomplete comprehensive historical thinking skills (analyze, evaluate, synthesize evidence) Identifies some relevant details, but omits others. Reaches incomplete decisions based on evidence.	Uses adequate comprehensive historical thinking skills (analyze, evaluate, synthesize evidence) Identifies and logically organizes most of the relevant details. Reaches informed decisions based on evidence.	Uses good comprehensive historical thinking skills (analyze, evaluate, synthesize evidence) Identifies and logically organizes most of the relevant details. Reaches informed decisions based on evidence.	Uses extensive comprehensive historical thinking skills (analyze, evaluate, synthesize evidence) Identifies and logically organizes all relevant details. Reaches informed decisions based on evidence.
Depth of knowledge ___/10	Project shows inadequate knowledge of historical events, providing few or irrelevant details.	Project shows a limited knowledge of the geographic area and period studied, providing few details of historical events.	Project shows good knowledge of the geographic area and period studied, providing adequate details of historical events.	Project shows good knowledge of the geographic area and period studied, providing details of historical events.	Project shows extensive knowledge of the geographic area, providing many details of historical events.
Accuracy of knowledge ___/10	Project shows a limited understanding of the period and culture studied, and more than 60% of the information is inaccurate.	Project shows an limited understanding of the period and culture studied, and more than 60% of the information is accurate.	Project shows an adequate understanding of the period and culture studied, and more than 80% of the information is accurate.	Project shows a good understanding of the period and culture studied, and the information is wholly accurate.	Project shows a deep understanding of the period and culture studied, and the information is wholly accurate.
Communication ___/10	Most of the ideas are unclear and unorganized.	Project shows a limited scope of understanding or organization.	Project has an adequate organization and only minor mistakes.	Project shows substantial evidence of organization and is well focused.	Project is excellently organized, and well focused.

Conventions & Word Choice ____/10	Frequent errors in grammar impede communication, Word choice is predictable, vague, limited, or immature.	Knowledge of grammar is demonstrated, Word choice is vague & sometimes inappropriate.	Conventions of grammar is demonstrated, Word choice lacks precision in areas.	Conventions of grammar are generally followed, Word choice is sometimes precise.	With few exceptions, the conventions of grammar are followed. Language is mature and masterful.
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Total: ____/50 x 2 = ____%

Worksheet A

	1 point	3 points	5 points	7 points	10 points
Focus ___/10	Minimally addresses the topic, Little if any development of supporting ideas, Unrelated information may be included.	Slightly related to the topic, May offer little relevant information, Few supporting ideas or examples.	Generally focused on the topic, May contain some extraneous or loosely related information.	writing focused on topic	Writing is focused with a unifying point that is maintained throughout the entire response.
Setting ___/10	Writing shows inadequate knowledge of the geographic area and period studied, providing few or irrelevant details.	Writing shows a limited knowledge of the geographic area and period studied, providing few details through dialog, descriptions of landscape, culture and language.	Writing shows good knowledge of the geographic area and period studied, providing adequate details through dialog, descriptions of landscape, culture and language.	Writing shows good knowledge of the geographic area and period studied, providing details through dialog, descriptions of landscape, culture and language.	Writing shows extensive knowledge of the geographic area, providing many details through dialog, descriptions of landscape, culture and language.
Accuracy ___/10	Writing shows an limited understanding of the period and culture studied, and more than 60% of the information is inaccurate.	Writing shows an limited understanding of the period and culture studied, and more than 60% of the information is accurate.	Writing shows an adequate understanding of the period and culture studied, and more than 80% of the information is accurate.	Writing shows a good understanding of the period and culture studied, and the information is wholly accurate.	Writing shows a deep understanding of the period and culture studied, and the information is wholly accurate.
Support ___/10	Little development - jumps from one event to the next	Some events supported with details, other areas not developed.	Controlled storyline with details provided as support, however some areas lack details to further develop the story.	Support is evenly developed with details throughout.	Specific, relevant, and descriptive details. · sense of wholeness or completeness

<p>Conventions & Word Choice</p> <p>____/10</p>	<p>Frequent errors in spelling, capitalization, punctuation, & sentence structure impede communication, Simple sentence construction. Word choice is predictable, vague, limited, or immature.</p>	<p>Knowledge of conventions, punctuation & capitalization is demonstrated, Commonly used words usually spelled correctly, Attempt to use variety of sentence structures although most are simple Word choice is vague & sometimes inappropriate.</p>	<p>Conventions of punctuation and capitalization is demonstrated, Commonly used words are usually spelled correctly, Has been an attempt to use a variety of sentence structures, although most are simple constructions. Word choice lacks precision in areas.</p>	<p>Most sentences are complete, although a few fragments may occur, Conventions of punctuation, capitalization, and spelling are generally followed, Various sentence structures are used. Word choice is adequate overall, Word choice is sometimes precise.</p>	<p>Subject/verb agreement, Verb and noun forms are generally correct, With few exceptions, the sentences are complete except for purposeful fragments, Various sentence structures are used. Language is mature and masterful.</p>
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Total: ____/50 x 2 = ____%

Non-fiction Writing

	1 point	3 points	5 points	7 points	10 points
Focus ___/10	Minimally addresses the topic, Little if any development of supporting ideas, Unrelated information may be included.	Slightly related to the topic, May offer little relevant information, Few supporting ideas or examples.	Generally focused on the topic, May contain some extraneous or loosely related information.	writing focused on topic	Writing is focused with a unifying point that is maintained throughout the entire response.
Depth ___/10	Writing shows inadequate knowledge of historical events, providing few or irrelevant details.	Writing shows a limited knowledge of the geographic area and period studied, providing few details of historical events.	Writing shows good knowledge of the geographic area and period studied, providing adequate details of historical events.	Writing shows good knowledge of the geographic area and period studied, providing details of historical events.	Writing shows extensive knowledge of the geographic area, providing many details of historical events.
Accuracy ___/10	Writing shows an limited understanding of the period and culture studied, and more than 60% of the information is inaccurate.	Writing shows an limited understanding of the period and culture studied, and more than 60% of the information is accurate.	Writing shows an adequate understanding of the period and culture studied, and more than 80% of the information is accurate.	Writing shows a good understanding of the period and culture studied, and the information is wholly accurate.	Writing shows a deep understanding of the period and culture studied, and the information is wholly accurate.
Points of View ___/10	Writing shows a limited understanding of different points of view, and represents these views with bias.	Writing shows a limited understanding of different points of view, and represents these views with limited bias.	Writing shows an adequate understanding of different points of view, and represents these views without bias.	Writing shows a good understanding of different points of view, and represents these views without bias.	Writing shows a complete understanding of different points of view, and represents these views without bias.

<p>Conventions & Word Choice</p> <p>____/10</p>	<p>Frequent errors in spelling, capitalization, punctuation, & sentence structure impede communication, Simple sentence construction. Word choice is predictable, vague, limited, or immature.</p>	<p>Knowledge of conventions, punctuation & capitalization is demonstrated, Commonly used words usually spelled correctly, Attempt to use variety of sentence structures although most are simple Word choice is vague & sometimes inappropriate.</p>	<p>Conventions of punctuation and capitalization is demonstrated, Commonly used words are usually spelled correctly, Has been an attempt to use a variety of sentence structures, although most are simple constructions. Word choice lacks precision in areas.</p>	<p>Most sentences are complete, although a few fragments may occur, Conventions of punctuation, capitalization, and spelling are generally followed, Various sentence structures are used. Word choice is adequate overall, Word choice is sometimes precise.</p>	<p>Subject/verb agreement, Verb and noun forms are generally correct, With few exceptions, the sentences are complete except for purposeful fragments, Various sentence structures are used. Language is mature and masterful.</p>
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Total: ____/50 x 2 = ____%