**Eighth Grade**

**Social Studies**

**Chapter 17 Jigsaw Group Project**

**\*\*\*PROJECT DESCRIPTION & GRADING RUBRIC\*\*\***



**PROJECT DESCRIPTION**

You will be assigned a lesson of “Chapter 17: The Civil War” to read, research more deeply, and become an “expert” of ☺ You and your group members will then design an interactive and engaging presentation, complete with multimedia AND an end-of-section assessment. This presentation will be delivered in class, starting on Friday, May 18th (with Group One/Lesson One) and ending on Thursday, May 24th (with Group Five/Lesson Five). You will have AMPLE class time to work on this project between now and then, but you may also be expected to work on it outside of class.

Your textbook will be an invaluable resource to you and your group as you complete this project. The relevant lessons and page numbers are as follows:

* **Group One**— “Lesson One: The Two Sides” (pgs.458-463)
* **Group Two**—“Lesson Two: Early Years Of The War” (pgs. 464-470)
* **Group Three**—“Lesson Three: Life During The Civil War” (pgs. 471-477)
* **Group Four**—“Lesson Four: The Strain Of War” (pgs. 480-486)
* **Group Five**—“Lesson Five: The War’s Final Stages” (pgs. 487-493)

You are welcome to conduct additional/outside research, as long as you give credit to your source(s).

**GRADING RUBRIC**

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| **ASSIGNMENT REQUIREMENT** | **POINT VALUE**  **(out of 100 Possible Points)** |
| **Description of Each Group Member’s Role**  (see example)   * Each group member should be assigned a clearly-defined task. * Such tasks should be determined from the get-go, even before delving into the content. * The description of each group member’s role should be submitted on a sheet of paper with the completed project on the day of your presentation. | **10 Points** |
| **Preparation and Participation**   * Mr. Abrahams/Ms. Wolin will meet with each group EVERY day (Tuesday, Wednesday, and Thursday) and will assess their progress. He/she will record a daily progress score on the “Group Progress: Preparation and Participation Sheet.” * Scores range from 5 (highest level of preparation and participation) to 1 (very minimal preparation and participation) | **15 Points** |
| **Presentation/ “Teaching the Class”**   * Delivery of content should be facilitated through some kind of visual aid (e.g. PowerPoint; large posterboard; or other acceptable presentation format) **(10 Points)** * Presentation **MUST** include **ONE essential/discussion question (3 Points)**; **THREE identifications (2 Points Each; 6 Points Total)**; **THREE key terms** for the section **(2 Points Each; 6 Points Total)**; at least **FIVE major talking points/key ideas** from the section **(3 Points Each; 15 Points Total)**. **(30 Points)** * All group members should have a role in the presentation, even if it is a non-speaking one. Eye contact and proper body language should be maintained at all times. Group members with speaking roles should speak clearly, with confidence, and in an appropriate tone/volume **(10 Points)** | **50 Points** |
| **Assessment**   * After “teaching the class,” you and your group will administer an assessment of your own design to check for student understanding and mastery of content. * Ideas/Suggestions: 5-10 question oral OR written quiz; Candy Questions of the Day; crossword puzzle; Jeopardy Game; etc. | **15 Points** |
| **Overall Quality**   * Time and effort are evident. * Group members worked well together and tasks were clearly delineated. * Work is neat and aesthetic/visually pleasing. * Presentation runs smoothly. | **10 Points** |