**Social Studies**

**Spring Student Enrichment Packet**

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**7th Grade**

**World Cultures & Geography II: Eastern Hemisphere**

**™**

**Department of Curriculum and Instruction**

**Office of Academic Programs**

**Prince George’s County Public Schools**

**NOTES FOR STUDENTS AND PARENTS**

The purpose of this “culture quest” is to give students an opportunity to research and refine their knowledge about a country or culture beyond their World Cultures studies in school. The task below will assist students as they write and perform a play about their chosen topic.

* Consider working on this portion of the Spring Quest with a partner or two. Be sure that all group members will do their part!
* Use the calendar on page 3 as a general guide to complete your project. Evaluation criteria can be found on page 4.
* Your play may be historical non-fiction, or you may choose to develop it as historical fiction. Your final production should be 7-10 minutes in length. You might want to skim through your World Cultures textbook for ideas. Your current studies include the topics below.
	+ Europe and Asia
	+ Presidents and presidential races, global warming, and other environmental concerns (current events)
* Begin to research your topic. Use a variety of primary and secondary sources. Keep in mind whether or not your sources are accurate. Use information from websites and books to provide the historical background for the play you write. Use a variety of primary and secondary sources. Keep in mind whether or not your sources are accurate.
* Based on your research, script and perform a play (you might record it to share with others). In your script, be sure to include stage directions (see page 509 of *Literature* for more information). You may want to review samples of dramatic works in your textbook as models.
	+ *The Monsters Are Due on Maple Street* (Rod Serling), page 140 of *Literature*
	+ *A Christmas Carol* (Charles Dickens), page 400 of *Literature*
	+ *Clara Barton: Battlefield Nurse* (Jeannette Covert Nolan), page 858 of *Literature*
* If your family chooses to take a field trip to a museum, you can use the documents linked to this page to help you gather historical evidence: [www.smithsonianeducation.org/educators/lesson\_plans/collect/telsto/telsto04.htm](http://www.smithsonianeducation.org/educators/lesson_plans/collect/telsto/telsto04.htm).
* Be sure to include an annotated bibliography of the sources you used. You can find citation styles and a model at <https://nhd.org/annotated-bibliography>.

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**QUEST TASK CALENDAR**

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| --- |
| **Directions:** This calendar provides guidance to write and perform a play based on culture and historical events of a location related to your World Cultures studies. More details on this task are on the next page. |
| **Day 1**Plan for your play. Review models of plays. Find historical resources for your play.Conduct research for your play. Take notes of useful information (cite sources).Begin to outline your play (purpose, characters, setting, plot, tone, etc.). Use your ideas and outline to begin to write the script for your original, short play. | **Day 2**Complete your script. Review the script to ensure all needed stage directions are included. Try this by reading your play aloud. | **Day 3**Rehearse your play. Make sure that you have any needed props. | **Day 4**Perform your play for your invited guests. Share the inspiration for your script. Celebrate your success!Reflect on your experience as a researcher, playwright, and actor. Add your reflection to your script as an introduction or preface. |
| **Enjoy your quest!** |

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**EVALUATION CRITERIA**

From an Historical Point of View:

* Is the entry historically accurate and authentic, or does it have serious errors and/or omissions?
* Is there a wide use of primary and secondary sources? Is the research balanced, and—if appropriate—does it demonstrate an analysis of all points of view?
* Does the presentation demonstrate the balance of viewpoints?
* Is the annotated bibliography correct in format and content?

From a Literacy Point of View:

* Is the main idea or topic clear and coherent, or are the ideas presented in a scattered, incoherent way?
* Is information enhanced with formatting, graphics, and other visual images?
* Is the language used precise and appropriate for the format of presentation? Does it maintain an appropriate style or tone? Does it show a command of conventions of writing and/or speaking?
* Is the annotated bibliography correct in format and content?

Quality of Presentation:

* Is the overall organization of the quest project coherent?
* Does the final product exhibit a high degree of creativity?
* Are all aspects of the final product appropriate to the topic and to the grade level of the student(s) who created it?
* Is the presentation/performance of the quest project of high quality?
* Are all incorporated visuals, sound effects, music, speeches clear and relevant?

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