**Social Studies**

**Spring Student Enrichment Packet**

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**8TH GRADE**

**United States History I: Revolution to Reconstruction**

**™**

**Department of Curriculum and Instruction**

**Office of Academic Programs**

**Prince George’s County Public Schools**

**NOTES FOR STUDENTS AND PARENTS**

The purpose of this “history quest” is to give students an opportunity to research and to refine their knowledge about a topic beyond their studies in U.S. History. The task below will assist students as they script and film a video about their chosen topic. If access to technology is not readily available, please consider a “low tech” version of this project: the script can be performed as a [Readers’ Theatre](http://www.aaronshep.com/rt/Tips.html).

* 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 video may be historical non-fiction, or you may choose to develop it as historical fiction. The final product should be 7-10 minutes in length. You might also skim through your History textbook for ideas. Your current studies include the Expansion topics below:
  + Industrial Revolution
  + Abolition
  + Women’s Suffrage, and other social reforms
  + Westward Expansion
* Use information from websites to provide the historical background for your video. Some suggestions are listed below:
  + <http://www.archives.gov/exhibits/>
  + <http://www.mdhs.org/digital-images>
  + <http://www.americanhistory.si.edu/exhibitions/category.cfm?category=online> (be sure to choose from the right era)
* Begin to research your topic. Use a variety of primary and secondary sources. Keep in mind whether or not your sources are accurate. Based on your research, script or storyboard and film a video to share with others. In your script/storyboard, be sure to include any stage directions (see page 509 of *Literature* for more information). You may want to review these resources as models.
* Storyboard: <http://accad.osu.edu/womenandtech/Storyboard%20Resource/>
* Scripts:
  + - *The Hitchhiker* (Lucille Fletcher), page 92 of *Literature*
    - *Charly* (Stirling Silliphant), page 224 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 create a video based on historical events related to your U.S. History studies. More details on this task are on the next page. | | | | |
| **Day 1**  Plan for your video. Review models of scripts. Find historical resources.  Conduct research for your video. Take notes of useful information (cite sources). Brainstorm ideas for your video. Will you use original video, existing clips, or a combination? | **Day 2**  Continue research as needed. Begin to outline the script or storyboard (purpose, characters/ historical figures, purpose, etc.).  Use your ideas and notes to outline the script or storyboard for your video. Be sure to note any stage directions, props, sound effects, etc. | **Day 3**  Begin to film/edit.  Finish filming and make any necessary edits.  Ensure all is ready for the big show! | **Day 4**  Show your video! Share the inspiration for your masterpiece! Celebrate your success! | **Day 5**  Show your video! Share the inspiration for your masterpiece! 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!** | | | | |

**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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