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**1619 Project Description:**

The second half of the module (click [here](#) to review the first half of the module) will give students the opportunity to choose a subject among the content covered in the podcasts OR the other topics addressed in the essays that they would like to learn more about. They will create a project-based activity on their topic of choice that explores one of the following essential questions.

**Essential Questions:**

1. How does the legacy of slavery still show up today?
2. What would it mean to start our study of American History with the year 1619? Why is that significant?
3. Which stories in history are elevated, and which are hidden? Why?

**Task:**

Using the knowledge that you gained in Unit 1, choose one of the following projects to deepen your learning. If you would like to do a project of your choosing, please submit a 5-sentence paragraph explaining the idea for your project by the end of week 1.

Project [Choices](#)

**Checklist:**

- I have chosen my topic and had it approved by my teacher**
- I have re-read and annotated the corresponding magazine article that goes with my project**
- I have picked AT LEAST 3 pieces of evidence from that article that helps answer the essential question**
- I have found AT LEAST 3 credible sources to conduct my research**
- I have filled out the graphic organizer that matches my project choice**
- I have decided how I would like to present my findings (powerpoint presentation, poster, speech, video)**
- I have created my visual aid**
- I have practiced my presentation in front of my group (3-5 min)**
- I have given my presentation**
- I have evaluated the peers in my group using the peer evaluation form**
- I have nominated one member of my group (or myself) to present my project to the community**

**Rubric (How you will be graded)**

<b>Category</b>	<b>4-Above and Beyond</b>	<b>3-Meets Expectations</b>	<b>2-Approaches Expectations</b>	<b>1-Does not meet expectations</b>
<b>Content (Key Ideas and Details)</b>	Includes historically accurate details to draw connections and answer the essential questions with at least 3 pieces of evidence	Includes historically accurate details to draw connections and answer the essential questions, with at least 2 pieces of evidence	Includes some historically accurate details to draw connections and answer the essential questions	Includes some historically accurate details but does not draw connections or attempt to answer the essential questions
<b>Content: Research guide (Integration of Knowledge and Ideas)</b>	Completes the research questions (graphic organizer)	Partially completes the research questions (graphic organizer)	Attempts to complete the research questions (graphic organizer)	Does not complete the research questions (graphic organizer)
<b>Spelling/Grammar (Language)</b>	No spelling or grammar mistakes	Few spelling or grammar mistakes	Spelling or grammar mistakes do not hinder understanding	Spelling or grammar mistakes hinder understanding
<b>Visual Aid (Craft and Structure)</b>	Includes at least two visual aids (images)	Includes at least one visual aid (image)	Includes an irrelevant or unrelated visual aid	Does not include a visual aid (image)
<b>Listening/Speaking</b>	Presents ideas clearly to the class and demonstrates mastery of the topic	Presents ideas clearly to the class	Presents ideas in an unclear or disorganized way	Does not present ideas to the class
<b>Citations (Inquiry Process and Practice)</b>	Provides a complete list of relevant sources	Provides a partial list of relevant sources	Provides a list of irrelevant sources	Does not provide a list of sources