PROJECT OVERVIEW

**A Journey Back in Time**

You recently launched your new business: **Time Travel Tours, Inc**. Based on recent advances in quantum mechanics and gravitational forces, you have perfected a method that allows you to shrink humans, safely, to a subatomic size and propel them forward and backward in time! The time travel machine you have created can take tourists back millions, and even billions, of years to times when plants, animals, and the continents themselves were much different than anything you can see today.

In this project you will **create a travel brochure** that **focuses on a geologic time period** of **Earth’s past**. Your brochure will be displayed in the classroom during a gallery walk, where classmates will be able to ask questions about and leave comments on your work.

**First**, you will choose a specific time period from Earth’s history through random draw. **Next**, **you will use books and other resource materials to research that time period**. **Then**, you will **create a travel brochure** for the time period that **includes both written descriptions and illustrations**. **Finally**, you will **use your brochure** to **present your geologic time period** to the class in a Gallery Walk format.

**Project Rules**

* You will choose a geologic time period about which you will become an expert—look over the list on page 7 before coming to class on March 7th.
* Make a list of reference materials you could use to find information to complete a travel brochure of the geologic time period you choose. Project Worksheet 1 will help you focus your research.
* Use books, magazine articles, and Internet sites to gather information about your time period.
* Create a travel brochure that gives an accurate and comprehensive picture of your geologic time period. Project Worksheet 2 will help you organize your ideas for your brochure.
* Create illustrations for the travel brochure. These can be cartoons or realistic pictures. They should be interesting, well-made, and accurate to the time period. **THESE MUST BE ORIGINAL ILLUSTRATIONS!! *Copying and pasting from the internet will result in 0 points for the Illustration segment, as well as -5 points on the Brochure Content segment.***
* Use your travel brochure to present your geologic time period to the class. In this presentation, you should urge classmates to visit your time period for the reasons included in the brochure. You must support any information in the brochure with the books/ materials you used for reference.

**Project Hints**

* Immediately, begin making a list of the reference materials you will need to create your brochure. Read widely at first, taking notes of important points each book or article makes. Then concentrate your attention on those sources that you think can provide you with the best information about your geologic time period. **Make sure that you use more than one source and that you never directly copy exact sentences from those sources. Your brochure must be written in your own words**.
* As you read the reference materials and look at their illustrations, do not concentrate your attention only on animals. Your brochure must be accurate. For instance, flowering plants didn’t evolve until the Cretaceous period, so including such plants in illustrations for a time period before that would make your brochure inaccurate. Make sure you get an overall idea of the environment of the time period on which you are working.
* Make your brochure not only accurate, but also fun. Remember, **this brochure should be designed to make people want to travel back to your time period**.
* For the illustrations in your brochure, you may use colored pencils, crayons, or watercolor/tempera paint. Give some thought to which materials would represent your period best, and make the brochure attractive. **Note: If you choose to use watercolor or tempera paint you need to use paper that will not wrinkle or shrink as the paper dries.**
* As you prepare for your presentation, think of what you want to say and the order in which you want to say it. You may want to make notes on index cards to help you remember what you want to say.

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| **Project Timeline** | |
| **Task** | **Due Date** |
| **Read over the project details** and become familiar with your tasks. Then, using pages 8 & 9 of your ESRT **choose 3 geologic Eras you might like to research**.  **ERAS**: Archaean, Proterozoic, Paleozoic, Mesozoic, Cenozoic | **March 7th, 2016**  **You will choose your time period on Monday, March 7th in class.**  **-Anyone who has not selected 3 Eras to work from will be assigned a time period to research.** |
| **Select your Geologic Period** | **In class, March 7th, 2016** |
| Find reference materials | Ongoing |
| **Complete “Worksheet 1”** | **Wednesday, March 9th** |
| **Complete “Worksheet 2”** | **Monday, March 14th** |
| **Complete draft of brochure** | **Wednesday, March 16th** |
| **Peer Review of Brochure in class** | **Wednesday, March 16th** |
| **Brochure Final Copy Due** | **Monday, March 21st** |
| **Present your geologic time period to the class in Gallery Walk format, w/ Peer Evaluation & Grading** | **Monday-Tuesday, March 21st-22nd** |

PROJECT WORKSHEET 1

**Researching a Geologic Time Period**

As you work to become an expert on a geologic time period, you can use this worksheet to help focus your research. If you need more space, use another sheet of paper.

1. Which geologic time period will you research?

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1. What were the major geologic events of that time period?

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1. What did Earth’s surface look like during your time period?

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1. What was the climate like during your time period? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What were the dominant organisms living at that time? Name two animals that can be found during your time period. Name two plants that could be found during your time period.

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1. What are the main things travelers might like to see?

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1. What should travelers pack for comfort and safety (hint: think about the climate of and organisms in your time period; any possible allergies? Attacks? Atmospheric content? Sun intensity?)?

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1. What dangers might travelers face?

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PROJECT WORKSHEET 2

**A Travel Brochure**

Use this worksheet to help you plan your travel brochure for a geologic time period and the illustrations you plan to make for the class timeline. If you need more space, use another sheet of paper.

1. What is your geologic time period?

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1. Describe the general design of your brochure.

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1. Tell what kinds of information you will include in your brochure. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Tell how you will encourage people to visit your geologic time period. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Describe and tell the purpose of each illustration you plan to make for your brochure. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Describe the illustrations you plan to make for the timeline, and tell why each is important. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCORING RUBRIC

**A Journey Back in Time**

In evaluating how well you complete the Chapter Project, your teacher will judge your work in four categories. A score of 4 is the best rating in each category.

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| --- | --- | --- | --- | --- | --- |
|  | ***5*** | ***4*** | ***3*** | ***1*** | ***0*** |
| **Proper Headings**  **(5 points)** | Student accurately and clearly displays a **project title**, and clearly labels work with his/her **name**, the **date**, and the student’s **class**. | Missing any one of the following components:  **Title, name, date, class** | Missing two of the following components:  **Title, name, date, class** | Missing three of the following components:  **Title, name, date, class** | No necessary components included |
| **Title**  **(5 points)** | The student creates a creative, original title that clearly captures the essence of the time period. | The title is creative and original but does not fully capture the essence of the time period. | The title is related to the time period but lacks originality or creativity. | The title is weakly related to the time period, or is the name of the time period. | No title; no brochure; or, plagiarized brochure. |
| **Project Submission / Punctuality**  **(10 points)** | At least 8 of the project deadlines were met, with all appropriate materials submitted on or before the due date. | At least 7 of the project deadlines were met, with all appropriate materials submitted on or before the due date. No more than 2 project deadlines were missed by 2 or fewer days.  Or, final project deadline missed by 1 day. | At least 5 of the project deadlines were met, with all appropriate materials submitted on or before the due date. No more than 4 project deadlines were missed by 2 or fewer days.  Or, final project deadline missed by 2-3 days. | 2-8 project deadlines were missed by 3 or more days; or, 1-4 deadlines were missed by 7-14 days;  or, all deadlines missed by 1-3 days;  or, final project deadline missed by 4-7 days. | All deadlines missed by >3 days; no project submitted; project plagiarized.  Or, final project submitted >7 days late. |
| **Brochure**  **Design**  **(10 points)** | The brochure is creatively designed, with attractive headings and print, and includes more than three original, appropriate, and well-made illustrations. | The brochure is well-designed, with attractive headings and print, and includes two to three original, appropriate, and neatly done illustrations. | The brochure is fairly well-designed and includes at one appropriate, original illustration, or more than one poorly done original illustrations. | The brochure is poorly designed and includes inappropriate illustrations, lacks applicable illustrations, or includes illustrations from the wrong time period. | Brochure not submitted; or, brochure plagiarized from source.  No original illustrations at all |
| **Brochure Content**  **(25 points)** | 100% of information in the brochure is accurate, well-written, and interesting, includes **all** the major events of the geologic time period, and gives a good sense of that part of Earth’s history. | 90-99% of information in the brochure is accurate and interesting, includes **most** of the major events of the geologic time period, and gives a fairly good sense of that part of Earth’s history. | 70-89% of information in the brochure is accurate, includes **some** of the major events of the geologic time period, and gives a limited sense of that part of Earth’s history. | Information in the brochure is mostly inaccurate, includes **few** of the major events of the geologic time period, and gives a poor sense of that part of Earth’s history. | Brochure not submitted; or, brochure plagiarized from source. |
| **Illustrations**  **(10 points)** | The student has created at least **1 illustration per page** and these are **all accurate to the student’s time period**. | There is at least **1 original illustration per page**, but **not all are applicable to the student’s time period.** | There is less than 1 illustration per page with few applicable to the time period; or, there is 1 illustration per page with all inapplicable to the time period. | 1-2 original illustrations are present, but have nothing to do with time period. | Illustrations missing and/or copied from internet |
| **Meaningful Group Work (10 points)** | The student works diligently in the group and focuses on the task at hand without need of redirection. Completed work adds value to group’s overall project. The student’s timeline work accurately conveys the time period in the correct chronological location. | The student works diligently and does not need to be redirected more than one time. The completed work compliments the group’s work. The student’s timeline work is mostly accurate to the time period and is in the correct chronological location. | The student works below acceptable standards for STAR students. The student is redirected 2-3 times, or is sometimes engaged in conversation and activity other than the assigned task. The completed work is mediocre at best. The student’s work is mostly accurate, but may be in the wrong chronological location (minor). | The student is a distractive influence to those around him/her. The student is redirected more than 3 times, or is continually engaged in conversation and activity other than the assigned task. The work is incomplete, or the completed work detracts from the group’s effort. The student’s work is inaccurate, or is in the wrong chronological location (major). | The student does not complete any assigned work; or, the student is removed from class for being a distractive influence. |
| **Spelling / Grammar**  **(5 points)** | Fewer than two spelling and/or grammatical errors in entire project. Time period terms are all spelled correctly. Spelling and grammar help the document flow smoothly. | 3-5 spelling and/or grammatical errors in entire project. Time period terms are all spelled correctly. Spelling and/or grammar negatively impact a few sentences, but the overall document is clear and coherent. | 6-9 spelling and/or grammatical errors in entire project; or any one time period term/name is spelled incorrectly. Spelling or grammatical errors impact the document’s flow, but the reader is able to understand most concepts. | 10 or more spelling and/or grammatical errors in entire project. Or, more than one time period terms/names are spelled incorrectly. Or, spelling and grammatical errors significantly undermine the clarity of the document and writing. | No project submitted; project plagiarized; or, spelling and grammatical errors make document unreadable. |
| **Making Presentation**  **(10 points)** | Makes a well-prepared and thorough presentation that includes an interesting description of the geologic time period through creative use of the brochure. Maintains eye contact and good posture throughout presentation.  80-100% of students would go on this trip. | Makes a prepared and thorough presentation that includes a clear description of the geologic time period through good use of the brochure.  60-79% of students would go on this trip. | Makes a somewhat prepared but incomplete presentation that includes a description of the geologic time period through reference to the brochure.  50-59% of students would go on this trip. | Makes an unprepared presentation that includes an incomplete description of the geologic time period with little or no reference to the brochure.  At least one student, other than the presenter, would go on this trip. | Brochure not submitted; or, brochure plagiarized from source.  No students would go on this trip. |
| **Depth of Knowledge**  **(10 points)** | Student displays a deep knowledge about the subject and can answer 90% or more of peer or teacher questions about time period with accuracy and coherence. | Student has a good understanding of his/her time period as demonstrated by presentation, but can only answer between 70-89% of peer or teacher questions about the time period with accuracy and coherence. | Student has a moderate understanding of his/her time period as demonstrated by presentation, but can only answer 50% of peer and teacher questions about the time period with accuracy and coherence. | Student has a fleeting knowledge of his/her time period, and/or struggles to answer most questions relating to the time period. | Student did not present; or, student seems to have no lasting knowledge of the time period; or, student cannot answer any questions relating to the time period. |

**Geological Time Periods** (MS)

1. **Precambrian Eon**
   1. **Archean Era\***
   2. **Proterozoic Era**\*
2. **Phanerozoic Eon**
   1. ***Paleozoic Era***
      1. ***Cambrian Period\****
      2. ***Ordovician Period\****
      3. ***Silurian Period\****
      4. ***Devonian Period\****
      5. ***Carboniferous Period\****
      6. ***Permian Period\****
   2. ***Mesozoic Era***
      1. ***Triassic Period\****
      2. ***Jurassic Period\****
      3. ***Cretaceous Period\****
   3. ***Cenozoic Era***
      1. ***Paleogene\* (must include the following):***
         1. Paleocene
         2. Eocene
         3. Oligocene
      2. ***Neogene\* (must include the following):***
         1. Miocene
         2. Pliocene
      3. ***Quarternary\* (must include the following):***
         1. Pleistocene
         2. Holocene
         3. Anthropocene

**Gallery Walk Rubric – Peer Review**

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| --- | --- | --- | --- | --- | --- |
| Presentation Rubric – Peer Review | ***4*** | ***3*** | ***2*** | ***1*** | ***0*** |
| **Presence** | The presenter addresses the class, maintains eye contact, and keeps good posture through the whole presentation. | The presenter addresses the class, maintains eye contact, and keeps good posture through most of the presentation. | The presenter fails to address the class, does not maintain consistent eye contact, or has poor posture through most of the presentation. | The presenter fails to address the class, does not maintain consistent eye contact, and has poor posture through most of the presentation. | The presenter makes no attempt to make eye contact; has inappropriate posture; or fails to bring a project to present. |
| **Content** | **Content is clearly presented, accurate, and concise. Classmates gain a complete understanding of the time period presented.** | **Content is mostly accurate**, but may be verbose or unclearly presented. Classmates gain a good, but incomplete, understanding of the time period presented. | **Content is somewhat accurate**. Classmates gain some understanding of the time period presented, but need further clarification. | **Content is mostly inaccurate, and/or the presentation is largely unclear**. Classmates gain little or no understanding of the time period, perhaps even receiving incorrect information. | The **material is inaccurate or even fallacious**; **no coherent order to the presentation, and classmates gain no meaningful information** about the time period. **Or, no content provided**. |
| **Illustrations** | **Illustrations are clear, crisp, attractive, applicable, and original**. These **illustrations clarify or compliment key presentation topics**. | Illustrations are **clear, attractive, mostly applicable, and original**. These illustrations **somewhat clarify or compliment key presentation topics**. | Illustrations are **fairly clear, somewhat attractive, related to the topic, and original**. These illustrations **neither increase nor diminish the audience’s understanding of the time period**. | Illustrations are mostly **unclear, unattractive, inapplicable, and/or unoriginal**. These illustrations likely diminish the audience’s understanding of the time period. | Illustrations are plagiarized, missing, or inappropriate.  Or, Illustrations are misaligned to the time period and confuse the audience about the time period. |
| **Depth of Knowledge** | The presenter recalls **important information about the time period without referring to notes and/or the brochure**. The **presenter easily recounts specific details about the time period with no help**. The presenter adequately answers all questions about applicable time period topics and subjects. | The presenter **occasionally refers to information in notes or the brochure** when presenting on the time period. The presenter **sometimes needs support when discussing specific details** about the time period. The presenter is **able to answer most applicable questions without referring to notes or the brochure**. | The presenter **frequently refers to information in notes or the brochure** when presenting on the time period. The presenter has **difficulty recounting specific details** about the time period and often needs help. The presenter **struggles to answer applicable questions about the time period**. | The presenter almost **exclusively refers to information in notes or the brochure** when presenting on the time period. The presenter has **difficulty recounting any details about the time period without help**. The presenter **struggles to answer even the most basic questions about the time period**. | The presenter **exclusively refers to information in notes or the brochure** when presenting, **cannot recount details about the time period without help**, and the **presentation is largely incoherent**. The presenter can’t answer even the most basic questions about the time period. Or**, no project at all.** |
| **Voice** | The student speaks loudly and clearly enough to be heard by all students at his/her station. | N/A | The student’s voice is inconsistent. Can hear at some times, but not at others. | It is difficult to hear most of the presentation. | Cannot hear the speaker at all; or, the speaker has nothing to present |
| **Likeliness to Take the Tour** | Tour sounds awesome! I would go on this trip! | Tour sounded really nice, but I would take another tour first. | I might take this tour at some point. | I probably wouldn’t take this tour. | No chance I would take this tour! (or, don’t know because there’s no brochure) |
| **Comments:** |  |  |  |  |  |