Change Across Time Project

**Overview:**  One of our overarching themes for the first quarter of third grade is “*Change Across Time*”. As a culminating project each student will select a city from the list provided and become experts about the city’s past and present. The project is to be completed outside of school and will require students to conduct research on their chosen city. Some possible places to look include the public library, newspaper archives, and the Internet. (Note: We will practice research skills in media and in technology.) While parents are encouraged to help gather resources with their child, the work should be the student’s own.

**Project is due: Friday, October 16, 2014 (You may bring in earlier if you would like)**

**City Choices:**

Memphis, TN New Orleans, LA Portland, OR

Boston, MA New York City, NY Miami, FL

Los Angeles, CA

Choose your own city (If you choose this you must find all of your own resources. Must be in USA).

**Format**

**Students can choose one, or a combination, of the following as long as all project requirements are met:**

* Media Presentation such as Power point, Prezi, Video etc. (Save on a CD or flash drive and bring to school on the due date, create a Weebly and upload it there, or upload video to YouTube. Please do not send by e-mail.)
* Tri-Fold Project Board or Poster Board
* Report—book format with a creative front/back cover

**Requirements (Must do both)**

* Essay - Describe in one to two paragraphs how the city has changed over time. Include at least three ways that the city is different now than in the past. Include a map of where your city is located in the USA using a star to mark the city.
* Timeline - Create a timeline with at least 6 important events in the history of your city. Be sure to begin with the city’s founding and events that led up to the city’s present day. Each entry on the timeline should be clearly labeled with a date and one describing sentence. Find a creative way to visually display your timeline. Examples include: poster board, PowerPoint, report/book format, etc.

**Oral Presentation**

Students should be prepared to share their project with the class and have a visual aid. Their oral presentation should be 1 to 3 minutes. A good idea might be to practice presenting before the due date to make sure they know the content and meet the time requirements.

**Evaluation**

Student projects and presentations will be evaluated based on their understanding of the key concepts of change, the quality of their research, and the connections of ideas into a clear portrait of the community, both visually and orally. In their presentations, students should be able to convey their understanding of the concepts related to change over time. We will be using the attached rubric to grade their projects.

**Possible city research resources: (not limited to)**

Boston Massachusetts

<http://www.boston-discovery-guide.com/boston-history.html>

<http://www.landofthebrave.info/massachusetts-colony.htm>

<http://www.localhistories.org/bostonus.html>

Memphis, TN

<http://www.tnhistoryforkids.org/cities/Memphis>

<http://www.infoplease.com/ipa/A0108552.html>

<http://memphis.about.com/od/historyandfacts/a/history.htm>

<http://www.quickiwiki.com/en/History_of_Memphis,_Tennessee>

<http://www.bluffcityrealestate.com/memphis/memphis-history/>

<http://www.enchantedlearning.com/usa/states/tennessee/>

New York City, NY

<http://www.eduplace.com/ss/socsci/nyc/books/bkd/ilessons/index.html>

<http://www.inetours.com/New_York/Pages/NYC_History.html>

<http://www.localhistories.org/newyork.html>

<http://www.landofthebrave.info/new-york-colony.htm>

New Orleans, LA

<http://www.history.com/topics/new-orleans>

<http://www.pbs.org/wgbh/amex/neworleans/timeline/index.html>

<http://gatewayno.com/history/new_orleans.html>

<http://www.experienceneworleans.com/history.html>

Portland, OR

<http://pdxhistory.com/>

<http://www.portlandneighborhood.com/history-of-portland-oregon.html>

<http://oregonmyoregon.weebly.com/early-history.html>

<http://www.destination360.com/north-america/us/oregon/portland/history>

Miami, FL

<http://www.miamigov.com/home/history.html>

<http://www.u-s-history.com/pages/h3901.html>

<http://www.lonelyplanet.com/usa/miami/history>

<http://www.miamidade.gov/info/about_miami-dade_history.asp>

Los Angeles, CA

<http://www.discoverlosangeles.com/blog/historical-timeline-los-angeles>

<http://www.localhistories.org/losangeles.html>

<http://www.pbs.org/weta/thewest/places/states/california/ca_la2.htm>

<http://www.nhm.org/site/explore-exhibits/permanent-exhibits/becoming-los-angeles>

***Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

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| ***Change Across Time Project*** | | |
|  | ***Criteria*** | ***Score*** |
| **Essay** | * **Detailed description of how the city has changed over time** * **Includes three ways that the city is different now than in the past** * **Map of where your city is located in the USA using a star to mark the city** | ***/40*** |
| **Timeline** | * **Timeline has 6 events listed** * **A date and describing sentence for each event is included** | ***/40*** |
| **Creativity** | * **Visual aid is creatively displayed** * **Project is thought provoking and creative** * **You can tell the student spent a lot of time on his/her project** | ***/5*** |
| **Neatness** | * **Project is neat and completed with care** * **Project is well organized** | ***/5*** |
| **Oral Presentation** | * **Oral presentation is at least 1 minute, but no more than 3** * **Student shows a thorough understanding of the content of their project** * **It is evident that the student has rehearsed their presentation** | ***/10*** |
| ***Total Score: /100%***  ***Teacher Comments:*** | | |