

## 13 Colony Research Project

You have learned about the 13 colonies in your Social Studies class. You have studied the states and the characteristics of the New England, Middle, and Southern Colonies (**Standard 8.1**)

You will imagine you are thirteen year old English citizen living outside of London in the 1620s. Your local area has become very crowded. One day at school, you overhear some adults talking about new possibilities and new beginnings in the recently established 13 colonies. You become very excited hearing this and think it might be a wonderful opportunity for your family. Before you approach your parents, you decide to do a little digging and find out where your family should live.

Project Directions: In the course of making a decision for your family, you will research each of the thirteen colonies. At this time you are simply researching each colonial region for important information.

You will research:

- Geography and climate of the area
- Religious practices → Discuss impact of Great Awakening (**Standard 8.1.1**)
- Rights of the Colonists (include impact of Magna Carta, English Bill of Rights, Parliament (**Standard 8.2.1**))
- Reason for Settlement
- Food in the colonies
- Education available for colonists
- What colonists do for fun!

Upon completion of your research and information chart, you will have the opportunity to choose 2 of the following projects to persuade your parents to move to the colony of your choice. **Projects must demonstrate an understanding of the culture and characteristics of the colony of your choice!!!**

Written Project Choice (choose one):

1. Poster
2. Power Point Presentation with at least 8 slides
3. A six paneled travel brochure

\*Written projects must include all bulleted items listed above in order to score Independent (3/4)

Cultural Project Choices (Choose one):

1. Find two songs that colonists may have enjoyed
2. A colonial recipe, make some samples, and bring to class to share
3. Share an old colonial kid's game. Write out directions and teach the class to play!
4. Dress up as an authentic colonist from the 1600s
5. Build a model of a colonial village, home, school, church, or similar structure important to the colonists in the 1600 and 1700s

\*Student may score advanced 4/4 by completing more than the project requirements and choosing to do an additional cultural choice

### Written Choice Rubric

CATEGORY	4	3	2	1
Required Elements	The poster or PowerPoint includes all required elements as well as additional information.	All required elements are included on the poster or Power Point	All but 1 of the required elements are included on the poster or Power Point.	Several required elements were missing.
Content - Accuracy	More than 7 accurate facts are displayed on the poster or Power Point.	5-6 displayed on the poster or Power Point.	3-4 accurate facts are displayed on the poster or Power Point.	2 accurate facts are displayed on the poster or Power Point.
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Attractiveness	The poster or Power Point is exceptionally attractive in terms of design, layout, and neatness.	The poster or Power Point is attractive in terms of design, layout and neatness.	The poster or Power Point is acceptably attractive though it may be a bit messy.	The poster or Power Point is distractingly messy or very poorly designed. It is not attractive.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.

### Brochure Rubric

CATEGORY	4	3	2	1
Oral Presentation	Student maintained eye contact and was well prepared for the presentation. Student loudly and went above and beyond presentation expectations	Student spoke with a strong voice and was well prepared. Eye contact was maintained for the majority of the presentation and the student had good posture.	Student spoke with a strong voice, but was not fully prepared. Eye contact was not maintained for the majority of the presentation.	Student was unable to be heard or was not prepared to present.
Required Elements	The chosen project included all required elements as well as additional information	All required elements were included on the chosen cultural project	All but 1 of the required elements are included on the chosen cultural project.	Student did not bring a cultural project.