

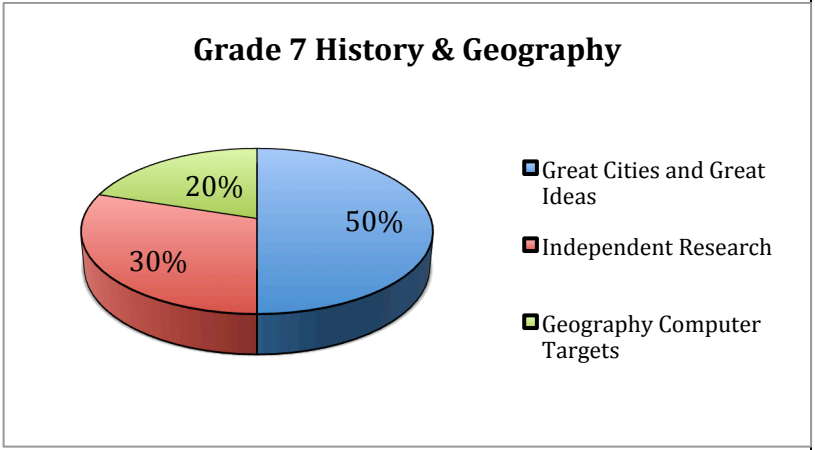
Grade 7: History and Geography

2013-2014 School Year

Welcome Scholars!
Here's the dictionary definition of syl-la-bus: n., pl. syl-la-bus-es or syl-la-bi. 1. An outline or a summary of the main points of a text, lecture, or course of study. After listening to and/or reading the descriptions of these projects, please decide which ones you plan to do. Then show your plan, your Project Tree, and this Syllabus to a parent or guardian, ask them to sign off on the plan, and return the signed syllabus to school so we can get to work!
Student Signature:
Parent/Guardian Signature:

Grade 7 History and Geography

Start & Due Dates, Project Credit/Exam Checklists, Extra Credit Opportunities

How your final quarter grade is Determined:	**Grading Pie**
❑ Students set goals, track their own progress, and grade themselves. ❑ Teachers coach and give Project Pass/Try Again Exams. ❑ The Mutual Goal is ***excellence***.	

Notes:

The 7th Grade Project-Based History & Geography Program demands a high degree of responsibility from students: you must plan your schedule, track your own progress, and get coaching when you need help. Participation is a privilege. You can signal your desire to withdraw from the project-based learning program and switch to a textbook-&-tests program for the remainder of the quarter at any time by: (i) Stopping other students from working during "Project Work time" or (ii) Submitting a Project on which you did not do your fair share of work.

- Some Projects end with a PROJECT ORAL EXAM on which you will be expected to understand and be able to discuss all the checklist requirements and to know all the vocabulary in the directions for that Project. Study the PROJECT CHECKLISTS before you take your oral exams!
- These Projects are to be done BY YOURSELF or in your ASSIGNED GROUP, (with coaching from teachers and family members, of course). To earn credit for a Project, students must do their fair share of work and be able to pass the Project Oral Exam by themselves.
- You have 9 weeks of class and 3 Project work-periods a week. There are 48 Projects in total. There will not be class time set aside for you to work on all 48 PROJECTS. Therefore you will probably have to do some on YOUR OWN TIME TO RECEIVE AN "A+" in Language Arts.
- **INDEPENDENT PROJECTS:** Projects for which there is no planned class time are marked with a purple box. For these projects it is your responsibility to start early enough to: (i) get help with directions and (ii) hand in your project early so it can be looked over.

There is no good reason to wait till the due date. **START EARLY. FINISH EARLY**

Great Ideas and Great Cities

Core Knowledge Learning Targets

I. America Becomes a World Power
  i. US annexation of Hawaii
  ii. The Spanish-American War
    a. Cuban War for Independence, José Martí
    b. Teddy Roosevelt and the Rough Riders
    c. Spain gives the U.S. Guam, Puerto Rico, and the Philippines
  iii. Complications of imperialism: War with the Philippines, Anti-Imperialist League
  iv. Building the Panama Canal: "Roosevelt Corollary" to the Monroe Doctrine, "Speak easy and carry a big stick"

II. Geography of the United States
  i. Physical Features
    a. Great Plains, Great Basin
    b. Mountains: Rocky Mountains, Appalachian Mountains, Sierra Nevada, Cascades
    c. Water Features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Great Salt Lake, Great Lakes,
    d. Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
  ii. Political
    a. Fifty states and their capitals, Puerto Rico, Virgin Islands, Guam

GREY BOXES = Foundation Project – May require oral exams completed with notes from class

PURPLE BOXES = Independent Projects – There is no guaranteed class time to work on these projects. The coordinating Foundation Project **MUST** be completed before Independent Project can be worked on. Each Independent Project is accompanied by a rubric.

1	**Fight for Freedom – *Journal Entry***	Start ☛	
Intro: *You have seen the pictures and comments written in the newspapers in 1898. Now is your chance to write about what we should have done in response to them. Tell us what you think!*		Due	

To receive credit for this Project:

- ❑ Write a journal entry answering the question: *Does the US have a duty to fight for freedom in neighboring countries?*
  - You can answer the question as if you lived back then OR answer it with present day concerns
  - Think about the pros and cons to fighting for freedom
  - Think about when, if ever the U.S. should intervene in the affairs of another country—what event would have to happen?
- ❑ Your Journal Entry should:
  - Always follow five paragraph template
  - Be legible!
  - Include a rough draft – You MUST include a rough draft with revisions! – Have a parent, friend, relative read and edit your entry.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished journal entry.
- ❑ **ENTERIES WILL NOT BE ACCEPTED LATE!**

Earn Double! This project will also count for a **Writing Project!** Check your Writing Project Tree!

2	**Black, White, And Yellow All Over – *Remember the Maine!***	Start ☛	
Intro: *It is 1898 and you are the editor to Joseph Pulitzer's newspaper, The New York World. You have been given the assignment to report on the events leading up to the Spanish-American War. Remember if you want your newspaper to sell your article(s) needs to be sensational!*		Due	

To receive credit for this Project:

- ❑ Complete notes in class on the events leading to the Spanish-American War
- ❑ Write newspaper articles about the sinking of the USS Maine and/or "Butcher" Weyler's concentration camps
- ❑ You must complete a rough draft using the newspaper organizer – Ms. Curry should read this BEFORE moving onto *Pages.*
- ❑ The article should be created in *Pages* under the newsletter template. You should include at least one other smaller article that would have been written at the same time of your feature article. Include AT MOST three pictures.
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished newspaper article.
- ❑ **Publish to your blog!**
- ❑ Be able to pass an oral exam on the events leading up to the Spanish-American War:
    - Anything on your notes is fair game to be asked during the oral exam
    - Describe what *yellow journalism* is
    - Identify who José Martí and Valeriano Weyler are

Earn Double! This project will also count for a **Writing Project!** Check your Writing Project Tree!

To Pass with Flying Colors:

- ❑ You're the teacher—now take your knowledge to the blog! Describe what yellow journalism is, who José Martí and Valeriano Weyler were, and the events that led up to the US entering the Spanish-American War. Video needs to be at least two minutes long. **Publish to your blog!**
- ❑ **OR** include a political cartoon – created by you – either in favor of the war or against it. Include it in your newsletter.

3	**Cuba Libre! - *José Martí Obituary***	Start ☛	
Intro: *Similar to Patrick Henry's "Give me liberty or give me death!" José Martí's war cry was "Cuba Libre!" Find out more about this Cuban freedom fighter that led a rebellion against Spain. Write an obituary that his family would be proud of. (An obituary is a news article that reports the death of a person while sharing the details of their life.)*		Due	

To receive credit for this Project:

- ❑ Research about José Martí. Find out about:
    - When he was born / when he died
    - What his childhood was like / family life
    - Why was he fighting for Cuban independence
    - What were his profession(s)
    - What he did during the Spanish-American War
    - What challenges he faced – how he overcame those challenges
    - What were his accomplishments
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the obituary MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished obituary.
- ❑ **Publish to your blog!**

To Pass with Flying Colors:

- ❑ Who is Patrick Henry? Why and when did he say, "Give me liberty or give me death"? How is it like "Cuba Libre"?

4	**Defend McKinley – *Response to the De Lôme letter***	Start ☛	
Intro: *Would you let someone bad mouth your friend? What about your president? In 1898, Americans were outraged when the Spanish minister spoke poorly of President McKinley. Act as an outraged American citizen and write a response letter to Spain.*		Due ☮	

To receive credit for this Project:

- ❑ Write a response letter to Spain after reading the de Lôme letter in the newspaper. Your letter/spech should include:
  - Include why you are outraged
  - Provide at least (2) reasons that prove McKinley is not the things that Spain said – with evidence
  - Include what you think the United States should do as a result of this letter
  - Describe what the future will be like with the United States as a world power
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the speech article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished speech/letter.
- ❑ **Publish to your blog!**

To Pass with Flying Colors:

- ❑ Read your letter on your blog (video or audio) with power and emotion! Remember you are outraged Spain has said these things about your president!

5	**"A Splendid Little War" – *What made it so splendid?***	Start ☛	
Intro: *The whole Spanish fleet destroyed in a matter of hours!? How did we do that? Wait until you hear about George Dewey and the Rough Riders. They were the heroes of the "Splendid Little War".*		Due ☮	

To receive credit for this Project:

- ❑ Complete notes in class on the Spanish-American War
- ❑ Reenact one of the battles with ONE partner (cannot be performed by humans) – get creative: use paper dolls, use Legos, Stykz, use stuffed animals, etc.
- ❑ Video tape the reenactment – include:
  - Where the battle took place
  - When the battle took place
  - Why was the battle taking place
  - Who was in charge – who were they fighting
  - What was special about this battle – at least five facts NOT learned in class
  - The information shared should be at least one minute long
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the video MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished video.
- ❑ **Publish to your blog!**
- ❑ Be able to pass an oral exam on the Spanish-American War:
  - Anything on your notes is fair game to be asked during the oral exam
  - Identify Battle of Manila Bay and Battle of San Juan Hill on map – describe
  - Identify who George Dewey and the Rough Riders are
  - Describe an *armistice* – Identify the *Treaty of Paris,* What was the outcome?

To Pass with Flying Colors:

- ❑ You're the teacher—now take your knowledge to the blog! Describe the outcome of the Spanish-American War. Include what an armistice is, the Treaty of Paris, and the Teller Amendment. Video needs to be at least two minutes long. **Publish to your blog!**

6	**Teddy Roosevelt – *Not your average bear—Become his Biography*** Double	Start	
	Intro: *"Speak softly and carry a big stick," were words TR lived by. Learn more about how a police officer and president could be as soft as a teddy bear. If you could ask him anything what would you say?*	Due	

To receive credit for this Project:

- ❑ Complete notes in class on Teddy Roosevelt
- ❑ Develop a list of at least 20 questions that you would ask TR in an interview. Questions should reflect your knowledge about his life.
    - Introduction → Background (name, birth, death)
    - Early Life (where he grew up, family life)
    - Challenges he faced / how he overcame them
    - His position on going to war, imperialism, the environment
    - Significant life events – What is he known for? His role in the Spanish-American War?
    - Conclusion → Late Life (how he spent the end of his life, how he died)
- ❑ Answer the questions you developed as if you were TR. Answers should reflect your knowledge about his life.
- ❑ Now take this project one step further with a partner and act the interview out – you can use just your voices but how cool would it be if TR actually came to our class. If you are creating a video, costumes are a MUST. You will earn an EXTRA point if you dress up as a real life TR – **publish video or audio to your blog.**
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.

To Pass with Flying Colors:

- ❑ Wouldn't a younger osprey love to hear about how their favorite teddy bear got its name? Bring in your favorite teddy bear to show a group of younger ospreys. Develop a lesson where you would tell about TR's life and how the teddy bear got its name. You can use this as volunteer time!

7	**Something to Write Home About – Postcard from the Front**	Start	
	Intro: *What would your experiences been like at San Juan Hill or Manila Bay? Create a postcard sharing your experiences fighting at one of these places.*	Due	

To receive credit for this Project:

- ❑ Create a postcard detailing the events at either San Juan Hill or Manila Bay
- ❑ Your postcard should be written in standard letter format and include:
    - Where you are fighting
    - The weather/environment where you are
    - Who you are fighting for (who is in charge) and who you are fighting against
    - The biggest challenge you have faced as a soldier
    - Your opinions about fighting for the US (include the Maine and/or the de Lôme letter)
    - Your opinions about imperialism
    - What you look forward to when you get home
- ❑ The front of your postcard should be an illustration (created by you) of something that would you have seen fighting – be creative! You don't need to be the next Picasso but it needs to be something you put effort into and you are proud of!
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.
- ❑ **Publish to your blog!**

Earn Double! This project will also count for an **Art Project!** Check your Art Project Tree.

8	***White Man's Burden* – Rudyard Kipling**	Start ☛	
Intro: *Rudyard Kipling wasn't only spending his time writing about animals in The Jungle Book and Rikki-tikki-tavi, he was sharing his ideas about imperialism. This poem was originally published in Life Magazine, with the subtitle "The United States and the Philippine Islands." Read it and get inspired as an imperialist or an anti-imperialist.*		Due	

To receive credit for this Project:

- ❑ Read *White Man's Burden* by Rudyard Kipling
- ❑ Write a poem about your feelings of imperialism – act as an imperialist or an anti-imperialist. Your poem should include:
  - A quote or part of a quote from a well known imperialist or anti-imperialist
  - What imperialism does to each party involved (benefits/consequences)
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.
- ❑ Follow the writing timeline to **publish the poem to your blog.**
- ❑ Be able to pass an oral exam on the poem, including:
  - How do you know this poem is about imperialism?
  - Is it the view of an imperialist or an anti-imperialist?

Your poem must:

- ❑ Contain strong images – I can visualize the event from your details
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be at least three stanzas long
- ❑ Follow basic rules of grammar, spelling, and punctuation

Earn Double! This project will also count for a **Writing Project!** Check your Writing Project Tree.

To Pass with Flying Colors:

- ❑ Read your poem on your blog (video or audio) with power and emotion! Remember you are passionate about your views on imperialism.

9	**Music of War – *Share your thoughts***	Start ☛	
Intro: ***"****Music of the late 1890s played a significant role in the war effort during the Spanish-American War. Patriotic marches and sentimental songs romanticized the war and rallied Americans behind the cause." – Crucible of Empire* *Listen to music of the 1890s and play/sing one of your own.*		Due	

To receive credit for this Project:

- ❑ Listen/Read the lyrics of the selection of songs located on *Crucible of Empire* – link located on 7th grade blog
- ❑ Write the lyrics to your own song about any of the events, people, or ideas of the late 19th century (Imperialism, the USS Maine, José Martí, Theodore Roosevelt, etc.)
- ❑ Use Garage Band or your own musical talents to add music to your song lyrics – **publish on your blog**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.

Your song must:

- ❑ Reflect your knowledge about the event, person, or idea you are writing about – celebrating it or criticizing it
- ❑ Contain strong images – I can visualize the event from your details – A song is like a poem with music
- ❑ Contain **vivid** verbs and *strong* adjectives
  - Harry ~~sat down~~ **(plopped)** on the couch. **Revised with vivid verb.**
  - A column of *thick, yellow* smoke marked the spot where the explosion occurred. *Strong adjectives*
- ❑ *SHOW* not tell
  - Telling: The haunted house was scary. *Showing:* The hair on my arms stood up, as I entered the haunted house.
- ❑ Be NO longer than one minute

To Pass with Flying Colors:

- ❑ Play one of the original songs of the 1890s on the piano using the sheet music located on the *Crucible of Empire* website. **Publish the video/audio to your blog.**

10	**Imperialism Debate**	Start	
Intro: *Do you always win arguments? Why not try your debating skills on the topic of imperialism. Choose a side: the American Anti-Imperialist League, with members such as Mark Twain, William James, and Andrew Carnegie, who opposed the war especially the annexation of the Philippines* ***OR*** *join President McKinley and the United States government who decided to go to war with Spain and take possession of the Philippines. Defend your opinions and debate your classmates!*		Due	

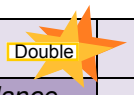
To receive credit for this Project:

- ❑ Choose a side with ONE partner to the imperialism debate with TWO others choosing the opposing side. There should be no more than 4 people in the debate – you may have a head to head debate (with only two members).
- ❑ Research using the resources that are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
    - Evidence found for the debate article MUST be highlighted/noted on your resources. You will be asked to prove the information you use in your debate by pointing to highlighted evidence from your resources.
- ❑ Write down at least five (the more the better to win your debate) points to defend when you debate your classmate. The information you gather should support your side of the argument. You should not share your information with your peers whom you are debating with.
- ❑ Conduct the debate with your classmates:
    - Pro-imperialism side begins first with their opening statements (both students must participate if working with a partner).
    - Anti-imperialism side shares their opening statements (both students must participate if working with a partner).
    - Both sides meet to discuss/plan rebuttal. (Five minutes)
    - Anti-imperialism side shares their rebuttal (both students must participate if working with a partner). May ask questions of the pro-imperialism side.
    - Pro-imperialism side shares their rebuttal (both students must participate if working with a partner). May ask questions of the anti-imperialism side.
    - Pro-imperialism side ends with their closing statements (both students must participate if working with a partner).
    - Anti-imperialism side shares their closing statements (both students must participate if working with a partner).
- ❑ Record your debate in video or audio – you may edit footage to highlight the best points/arguments
- ❑ **The side with the better supported argument will receive an EXTRA project point** (Chosen by Ms. Curry)
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.
- ❑ **Publish debate to your blog!**

11	**Aloha Oe – *Annexing Hawaii – Letter to Queen Liliuokalani***	Start	
	Intro: *Hawaii was once was ruled by a monarchy but that didn't stop imperialistic mentalities and American business interests from scooping the islands up. How did it go from the Sandwich Islands to the 50th state? Island hop all the way to statehood today.*	Due	

To receive credit for this Project:

- ❑ Complete notes in class on the annexing Hawaii
- ❑ Write a letter to Queen Liliuokalani inviting her to class. Your letter should:
  - Be in standard letter format
  - Explain to her how you feel about the annexation of Hawaii.
  - [Your feelings should] Be supported with at least two reasons
  - Display your knowledge of what happened to Queen Liliuokalani
  - Include an invitation to speak at OTA – Include at least three questions you plan on asking her
  - Be at least 15 sentences long
  - Follow the writing timeline to **publish on your blog!**
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.
- ❑ Be able to pass an oral exam on the Hawaiian timeline:
  - Anything on your notes if fair game to be asked during the oral exam
  - Identify Queen Liliuokalani
  - Identify what annexation means

12	***What is Hawaii like? – Share Hawaii's History*** 	Start	
	Intro: *You just learned about how Hawaii became a state. But where did the hula dance come from? What about the lei? Find out more about this tropical paradise and share with your fellow osprey!*	Due	

To receive credit for this Project:

- ❑ Research ancient Hawaiian culture using the resources located on the 7th grade blog. You should find out about Hawaii's:
  - Food
  - Language
  - Natural Resources
  - Entertainment – music, art, dance, games
  - Dress
  - Your choice
- ❑ Develop a way in which to share the information you gather – video, poster, essay, etc. **Publish to your blog.**
- ❑ Choose ONE of the topics to share with the class. For example, cook a Hawaiian dish for the class, dance the hula for the class, teach us about the language
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.

OR

- ❑ Focus your research on the history of surfing. Do you know where surfing originated? Find out and share a video tutorial on how to surf.
- ❑ Instead of researching about all of Hawaiian culture, investigate the history of surfing. Find out:
  - Where/how surfing originated
  - Timeline of surfing – how it has changed/stayed the same since the beginning of its existence
  - Why people began surfing/what they used to surf with/etc.

13	**Panama Canal – Make a model**	Double	Start	
	Intro: *TR said, "A finer body of men has never been gathered by any nation than the men who have done the work of building the Panama Canal…and they have made not only America but the whole world their debtors by what they have accomplished." Find out how the Panama Canal was built and what it brings the world. Take your knowledge of the Panama Canal one step further and make a model of the Panama Canal.*		Due	

To receive credit for this Project:

- ❑ Watch the documentary on the Panama Canal and answer the guiding questions – This counts as a project in Independent Reading & Research!
- ❑ Develop a way in which to create a model of the Panama Canal – get creative! Your model should show:
  - Where it is located
  - What its purpose is
  - How it works – It should be a WORKING model of the Panama Canal
- ❑ Be able to pass an oral exam on your Panama Canal:
  - What is the Panama Canal a symbol of? Why?
  - What were the challenges in building the Panama Canal?
  - How does the Panama Canal work?
  - Give at least five other pieces of information you learned about the Panama Canal
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for the newspaper article MUST be highlighted/noted on your resources. You will be asked to prove the information you write in your article by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.

To Pass with Flying Colors:

- ❑ Yellow fever – Who was Colonel William Gorgas, and what was his theory about how Yellow Fever could be eradicated? What led President Roosevelt to back Gorgas' theory? How was this public health campaign – the most expensive in history – carried out? What were the results? How did the eradication of Yellow Fever affect progress on the canal? Watch Chapter 6 on the Panama Canal documentary and read the resources on the 7th grade blog to find out more about Yellow Fever. Share this and more about Yellow Fever. Choose any way to display your information. (Poster, video, Keynote, etc.)

14	***Spanish American War Time Capsule – Show Off What You Know***	Triple	Start	
	Intro: *You just learned all about the Spanish American War, what would you put in a time capsule to share with someone 100 years from now.*		Due	

To receive credit for this Project:

- ❑ Fill a shoebox (or any similar box) with at least five artifacts that describe/share your knowledge of the Spanish American War. Your box should represent the theme of *the United States becoming a world power.*
  - Artifacts should not all be pictures (maximum of one picture per artifact box)
  - Artifacts should span from the beginning of the quarter to the end – review your project tree to get ideas!
- ❑ Each artifact should come with a write-up (three to five sentences each). This will include:
  - What the artifact is and what it represents
  - Why it was chosen – What is its historical significance
  - How it connects to the theme of the US becoming a world power
- ❑ The outside of your box should be decorated with appropriate pictures/words/descriptions – get creative!
- ❑ Share your artifacts and time capsule by **publishing a video to your blog.** Each artifact must be explained when you take it out of the box.
- ❑ Resources that can be used are listed on the 7th grade blog. If you choose to look elsewhere for resources, they MUST be printed and brought to class.
  - Evidence found for your time capsule MUST be highlighted/noted on your resources. You will be asked to prove the information you share in your time capsule by pointing to highlighted evidence from your resources.
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished project.

15	***DIY.org – Design it Yourself and Connect to History***	Start ☛	
Intro: *Here is your chance to design your own project. Explore the DIY.org website and create your own project connecting it to something we covered this quarter.*		Due	

To receive credit for this Project:

- ❑ Explore the DIY.org website.
- ❑ Design a project that is connected to something we have covered this quarter.
- ❑ Share your idea with Ms. Curry BEFORE beginning your project.

Independent Reading and Research

Core Knowledge Learning Targets/California Language Arts Standards

I. America Becomes a World Power
  i. US annexation of Hawaii
  ii. The Spanish-American War
    a. Cuban War for Independence, José Martí
    b. Teddy Roosevelt and the Rough Riders
    c. Spain gives the U.S. Guam, Puerto Rico, and the Philippines
  iii. Complications of imperialism: War with the Philippines, Anti-Imperialist League
    i. Building the Panama Canal: "Roosevelt Corollary" to the Monroe Doctrine, "Speak easy and carry a big stick"

1	**Chapter 29: The Spanish-American War – *Oral Reading Exam***	Start ☛	
		Due	

To receive credit for this Project:

- ❑ Read a page 152 – 157 in *An Age of Extremes*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What is yellow journalism?
  - What were some causes of the war with Spain?
  - What part did the destruction of the Maine play in the Spanish-American War?
  - How did a strong navy help America expand in the Pacific?
  - Explain random selection
  - Interesting fact you learned

2	**Chapter 27: Teedie – *Oral Reading Exam***	Start ☛	
		Due	

To receive credit for this Project:

- ❑ Read a page 144 – 147 in *An Age of Extremes*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What are some things that made Teedie's childhood special?
  - Why did Teedie admire his father?
  - How did Teedie's parents teach him geography?
  - What were some of the ways Teedie's parent encouraged Teedie's interests?
  - How did Teedie's childhood interests help him as president?
  - Explain random selection
  - Interesting fact you learned

3	**Chapter 30: Aloha Oe – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 158 – 163 in *An Age of Extremes*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What were some features of traditional Hawaiian culture?
  - Why were outsiders attracted to the Hawaiian Islands?
  - What was the unexpected result of the end of the taboo system?
  - What were some of the results of the westernization of Hawaii?
  - In 1894, why did foreign planters want to do away with Hawaii's monarchy?
  - Explain random selection
  - Interesting fact you learned

4	**Chapter 28: From Dude to Cowboy – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 148 – 151 in *An Age of Extremes*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Why did TR say he wanted to go into politics?
  - Why did TR leave New York and travel west?
  - What made TR an unusual police commissioner of New York?
  - How did TR's life experiences in the west affect his later policies?
  - What were some arguments against expansionism?
  - Explain random selection
  - Interesting fact you learned

5	**Chapter 31: Teddy Bear President – *Oral Reading Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 164 – 169 in *An Age of Extremes*
- ❑ Oral Exam will include any and/or all of the following questions:
  - In what areas did TR change the country while he was president?
  - What changes did TR bring to the US foreign policy?
  - Where did the "teddy" bear come from?
  - Explain random selection
  - Interesting fact you learned

6	***The Jungle* – Upton Sinclair**	Start ☛	
Intro: *Upton was a muckraker unveiling the bad practices and corruption of the American meatpacking industry during the early 20th century. After TR read this book he appointed a commission of experts to investigate the meatpacking industry.* *Here is a little taste of The Jungle… " There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted billions of consumption [tuberculosis] germs. There would be meat stored in great piles in rooms; . . . and thousands of rats would race about on it."*		Due	

To receive credit for this Project:

- ❑ After reading *The Jungle* by Upton Sinclair pass an oral exam
- ❑ Oral Exam will include any and/or all of the following:
  - Title
  - Author
  - Genre
  - Explain random selection
  - Rate it 1 – 5.
- ❑ You will receive credit for your Independent Reading Pie

To Pass with Flying Colors:

- ❑ Find out what the Meat Inspection Act (1906) and the Pure Food and Drug Act (1906) were aimed to do. Do you think they are necessary?

7	**Go to the Movies – *Hawaii's Last Queen Oral Exam***	Start ☛	
Intro: *Interested in Hawaii? Hear more about Queen Liliuokalani in this documentary about her life.*		Due	

To receive credit for this Project:

- ❑ Visit the 7th grade blog to find the link to the documentary
- ❑ Oral Exam will include any and/or all of the following questions:
  - How were missionaries portrayed in the program?
  - How did Americans gain political and economic power in Hawaii?
  - How were the experiences of Hawaiians and Native Americans in the 1800s similar or different?
  - Who or what influenced changes in Hawaiian culture?
  - When is *nationalism* dangerous?
  - Compare the leadership styles of Liliuokalani and her brother? What were their strengths and weaknesses?

8	**Go to the Movies – *Panama Canal***	Start ☛	
Intro: *You like engineering? Watch more about the construction of the Panama Canal and the challenges the builders faced.*		Due	

To receive credit for this Project:

- ❑ Visit the 7th grade blog to find the link to the documentary
- ❑ Answer the guiding questions in complete sentences

15	**Go to the Movies – *Crucible of Empire Oral Exam***	Start ☛	
Intro: *Watch this before you take your Spanish-American War test. It will show you everything you need to know about the Spanish-American War.*		Due ⊘	

To receive credit for this Project:

- ❑ Visit the 7th grade blog to find the link to the documentary
- ❑ Oral Exam will include any and/or all of the following questions:
  - There is a debate among historians whether President McKinley was a decisive leader intent on overseas expansion or a weaker figure guided by public opinion. Which do you think he was and why?
  - Do you think the Spanish-American War would have happened if we knew the Maine was an accident?
  - Why did some African-Americans not want to fight in the Spanish-American War?
  - What is an anti-imperialist? Describe their role during the Philippine-American War?

1-8	**Newspaper Updates**	Start ☛	Sept. 7
Intro: *Have you ever heard that History repeats itself? Let's make sure we stay up to date on what is happening in San Diego, the United States, and in the world.*		Due ⊘	Nov. 2

To receive credit for this Project:

- ❑ Bring in newspaper article – must be printed or from actual newspaper
  - Article should be one that comes from the Union Tribune, The New York Times, The Washington Post, The LA Times, The Boston Globe, etc.
- ❑ Complete summary on Newspaper Update organizer
- ❑ Locate where your newspaper article takes place in the world on the map
- ❑ Be prepared to share your article with the class – Five students will be randomly called to share their summary each week

11	***Research Report***	Start ☛	
Intro: *Before we start studying the countries in Europe more in depth during WWI and WWII you have the opportunity to research about a European country of your choice. During History you will be given a separate Project Tree to walk you through writing your first research paper.*		Due ⊘	

To receive credit for this Project:

- ❑ Follow the writing timeline to **publish your research report on your blog.**
  - Complete Outline/Organizer (1 Point)
  - Complete Rough Draft – Revised/Edited by 2 peers and Ms. Curry (1 point after changes are made)
  - Final draft is published on blog (1 point)
- ❑ Use and complete the rubric BEFORE showing Ms. Curry your finished essay.

To Pass with Flying Colors:

- ❑ Use at least five words from your vocabulary notebook