

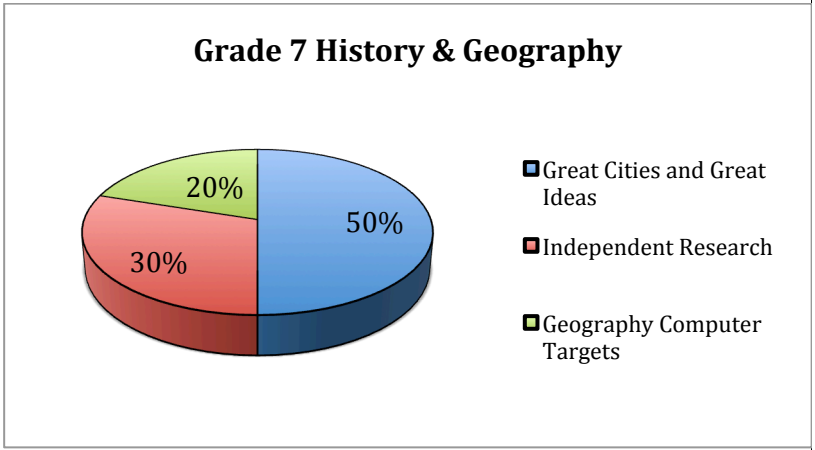
Grade 7: History and Geography

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

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	***Dictators Threatening World Peace***	Start	
		Due	

To receive credit for this Project:

- ❑ Complete class notes on the *Dictators Threatening World Peace*
- ❑ Be able to pass an oral exam on the *Dictators Threatening World Peace*:
  - Anything on your notes is fair game to be asked during the oral exam
  - Must be able to share about the BIG ideas: Who were the dictators? What was their form of government? Where did they rule?
- ❑ **MUST HAVE YOUR OWN COPY OF THE NOTES TO PASS THIS EXAM.**

2	***KWL Chart***	Start	
		Due	

To receive credit for this Project:

- ❑ Watch *A Story of Us – WWII*
- ❑ Complete KWL Chart – K: (what you know), W: (What you want to know), L: (What you have learned)
- ❑ Each column should have at least 10 statements/questions
- ❑ Your K's and L's can come from any resources in the classroom/internet

3	***Pick a Battle***	Start ☛	
		Due 🕛	

To receive credit for this Project:

- ❑ Reenact one of the battles with ONE partner (cannot be performed by humans) – get creative: use paper dolls, use Legos, use stuffed animals, etc.
- ❑ Battles:
  - Battle of Leningrad
  - Battle of the Bulge
  - Battle of Coral Sea
  - Battle of Midway
  - Battle of Iwo Jima
  - Battle of Okinawa
  - Battle of Leyte Gulf
  - One of your choice – check first
- ❑ Video tape the reenactment – include the answers to these questions in complete sentences:
  - Where the battle took place – identify it on a map
  - When they battle took place
  - Why was the battle taking place
  - Who was in charge – who was fighting
  - How many casualties
  - What was special about this battle – at least FIVE facts not including the information from above↑
  - Should be at least one minute long
- ❑ **Publish to your blog**

4	***WWII Europe – Map It Oral Exam***	Start ☛	
		Due 🕛	

To receive credit for this Project:

- ❑ Complete class notes on the *WWII Europe – Map It*
- ❑ Be able to pass an oral exam on the *WWII Europe – Map It*:
  - Anything on your notes is fair game to be asked during the oral exam

MUST HAVE YOUR OWN COPY OF THE NOTES TO PASS THIS EXAM.

5	***Newspaper Article***	Start	
		Due	

To receive credit for this Project:

- ❑ Write a main newspaper article about the topic you selected.
- ❑ Wikipedia CANNOT be used. Resources that can be used are located on 7th grade blog. Any other resources used need to be linked to your blog!
- ❑ Include a picture and header – following a specific Pages Newspaper/Newsletter layout
- ❑ Include at least one other smaller article in layout
- ❑ Follow the writing timeline to **publish on your blog**

Your newspaper article must:

- ❑ Follow 5 paragraph essay graphic organizer – Will be handed out in class
- ❑ Contain a topic sentence for EACH paragraph
- ❑ Contain specific facts, examples, or quotations (from your research)
- ❑ Show a variety of sentence lengths and structures
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Be at least two pages handwritten / one page typed

Earn Double! This project counts for Writing too! Check your Writing Project Tree!

6	***US Mobilization Oral Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Complete class notes on the *US Mobilization*
- ❑ Be able to pass an oral exam on the *US Mobilization*:
  - Anything on your notes is fair game to be asked during the oral exam

- ❑ **MUST HAVE YOUR OWN COPY OF THE NOTES TO PASS THIS EXAM.**

7	***Cryptography- Record a Message***	Start	
		Due	

To receive credit for this Project:

- ❑ Scroll through the pictures of early code breakers of WWII – located on blog
- ❑ Watch the video on the Navajo Code Talkers
- ❑ Read about the German Enigma and the Navy Bombe – What is a cipher? What are codes? – website located on blog
- ❑ Write a summary on your blog – What is cryptography? Why was it used? How was it used? Who used what? What were the Navajo Code Talkers' roles in WWII? **Summary must be at least 10 sentences long.**

- ❑ Create your own secret message either using the Navajo Code Talker Dictionary **OR** using the make a cipher website – located on blog **OR** use your switch you made in Science to use Morse code
- ❑ Record your message on the blog – must also include the decoded message
- ❑ Message must be connected to WWII – but should be appropriate!

8	***D-Day Oral Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Complete class notes on the *D-Day Oral Exam*
- ❑ Be able to pass an oral exam on the *D-Day Oral Exam*:
  - Anything on your notes is fair game to be asked during the oral exam

- ❑ **MUST HAVE YOUR OWN COPY OF THE NOTES TO PASS THIS EXAM.**

9	***Knit Your Bit***	Start	
Americans on the home front knit to keep soldiers warm and remind them of home. We can do the same for people in need.		Due	

To receive credit for this Project:

- ❑ Look through the resources on the blog about how people on the home front helped people during war
- ❑ Write a summary of the information you learned about the home front. Include:
  - Who helped? Why did they help?
  - How did they help? What jobs did they have?
  - "Rosie the Riveter" – Women in the workforce
  - The government's involvement in WWII – (what programs were created/FDR's policies/ideas)

- ❑ Learn how to knit from Ms. Curry (either at lunch or at the afterschool session) – if you already know how begin as soon as possible
- ❑ Knit a scarf – the length should be fingertip to fingertip when you outstretch your arms
  - You may knit in school during breaks or if you have COMPLETED your work early

10	***Victory Garden***	Start	
Americans on the home front knit to keep soldiers warm and remind them of home. We can do the same for people in need.		Due	

To receive credit for this Project:

- ❑ Look through the resources on the blog about how people on the home front helped people during war
- ❑ Write a summary of the information you learned about the home front. Include:
  - Who helped? Why did they help?
  - How did they help? What jobs did they have?
  - "Rosie the Riveter" – Women in the workforce
  - Victory Gardens – What are they? Why were they created?
  - The government's involvement in WWII – (what programs were created/FDR's policies/ideas)

- ❑ Find a space in school or at home to begin your victory garden and plant a food item
- ❑ Each week create a journal entry including: a picture of the growth, a measurement of how tall it has grown, the weather your food item experienced (temperature/weather report – cloudy/clear skies/etc.)

11	***WWII in the Pacific – Map It Oral Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Complete class notes on the *WWII in the Pacific – Map It Oral Exam*
- ❑ Be able to pass an oral exam on the *WWII in the Pacific – Map It*:
  - Anything on your notes is fair game to be asked during the oral exam

- ❑ **MUST HAVE YOUR OWN COPY OF THE NOTES TO PASS THIS EXAM.**

12	***Atomic Bomb Gallery Walk***	Start	
		Due	

To receive credit for this Project:

- ❑ Complete Gallery Walk in class – directions will be explained on the day of the Gallery Walk
- ❑ Answer your assigned questions

13	***Family Heritage –*** *Tell us about your family*	Start	
Intro: *Where is your family from? What traditions have been passed down through generations? Share them with your classmates to see how unique each one of us is*		Due	

To receive credit for this Project:

- ❑ Create a family tree going as far back as your great-grandparents – Present it in a creative way, it should not just be a drawing, a PowerPoint, or something printed from Ancestory.com (ideas will be given in class)
- ❑ Interview a relative to find out more about your family history – If your grandparents are coming on Grandparent's day you are all set! You should have the interview questions shown to Ms. Curry before conducting the interview
- ❑ Share a tradition you have with your family on our class Heritage Day – tentatively scheduled for June 6th. A tradition can include:
  - A traditional dish
  - A traditional song
  - A traditional dance
  - A story passed down
  - Wear traditional clothing
  - If you have other ideas please check with Ms. Curry first
- ❑ Share all the information above on our class Heritage Day in a creative way – you will not have access to a computer so PowerPoint will not work – pretend like you are making a scrapbook page of your family history to share with the class
- ❑ Other things you may want to include in your presentations: a family crest, pictures, items passed down to you, etc.

14	***Atomic Bomb – Persuasive Essay***	Start	
		Due	

To receive credit for this Project:

- ❑ Write a persuasive essay defending whether or not the atomic bombs should have been dropped. Follow the writing timeline to **publish on your blog.**
- ❑ Wikipedia CANNOT be used. Resources that can be used are located on 7th grade blog. Any other resources used need to be linked to your blog!

Your biography must:

- ❑ Follow 5 paragraph essay graphic organizer – given in class
- ❑ Contain a topic sentence for EACH paragraph
- ❑ Contain specific facts, examples, or quotations (from your research)
- ❑ Show a variety of sentence lengths and structures
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Be at least two pages handwritten / one page typed

15	***Albert Einstein Biography***	Start	
		Due	

To receive credit for this Project:

- ❑ Write a biography for Albert Einstein. Follow the writing timeline to **publish on your blog**
- ❑ Wikipedia CANNOT be used. Resources that can be used are located on 7th grade blog. Any other resources used need to be linked to your blog!

Your biography must:

- ❑ Follow 5 paragraph essay graphic organizer
  - Introduction → Background (name, birth, death)
  - Early Life (where he grew up, family life)
  - Challenges he faced / how he overcame them
  - Significant life events – What is he known for? His role in WWI?
  - Conclusion → Late Life (how he spent the end of his life, how he died)
- ❑ Contain a topic sentence for EACH paragraph
- ❑ Contain specific facts, examples, or quotations (from your research)
- ❑ Show a variety of sentence lengths and structures
- ❑ Follow basic rules of grammar, spelling, and punctuation
- ❑ Be at least two pages handwritten / one page typed

To Pass with Flying Colors:
Come to school dressed as Albert Einstein When people ask who you are, be prepared to tell them all about yourself.

16	***End of the War Oral Exam***	Start	
		Due	

To receive credit for this Project:

- ❑ Complete class notes on the *End of the War Oral Exam*
- ❑ Be able to pass an oral exam on the *End of the War:*
  - Anything on your notes is fair game to be asked during the oral exam

- ❑ **MUST HAVE YOUR OWN COPY OF THE NOTES TO PASS THIS EXAM.**

17	***WWII Board Game***	Start	
		Due	

To receive credit for this Project:

- ❑ Design a board game which includes the following in some way (just writing/putting a picture of it on your game board **does not** count):
  - Map of Europe
  - Dictators – Hitler, Stalin, Tojo, Mussolini, Franco
  - "Living Space" and "Master Race"
  - Kristallnacht
  - Book burning
  - Versailles Treaty
  - Blitzkrieg
  - Winston Churchill
  - American Lend-Lease Program
  - Rosie the Riveter
  - Atomic Bomb – Manhattan Project
  - At least 3 battles
  - The Holocaust
  - D-Day
  - Pearl Harbor
  - Nuremberg war crimes trials
  - Hiroshima and Nagasaki
  - Enola Gay
  - Japanese Internment Camps
  - Add at least 15 more facts/things you think important to WWII
- ❑ Game board must come with typed directions. The directions should include:
  - Number of players
  - Objective of the game
  - Step by step instructions, including how a player of team wins
  - Answer key (if necessary)
- ❑ Game board must come with everything necessary to play (game pieces, spinner, etc.)
- ❑ Game board must have a game name
- ❑ The game board/outside of your box should be decorated with appropriate pictures/words/descriptions – get creative!
- ❑ 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.

18	**7th Grade A-Z Book**	Start	
Intro: *Have you ever read B is for Badger? It is a book sharing information about badgers for each letter of the alphabet. Here is your chance to show off everything you learned in 7th grade by representing each letter in the alphabet.*		Due	

To receive credit for this Project:

- ❑ Write a topic learned from 7th grade for each letter of the alphabet – can be from Math, Language Arts, History, or Science – Topic should be long enough to write at least 10 sentences about. Stay away from vocabulary words! Show Ms. Curry your topics to get them approved.
- ❑ Topics should cover most subjects and ALL quarters. You need to include topics from 4th quarter!
- ❑ For each topic write at least 10 sentences, describing everything you know about it
- ❑ Each topic should be accompanied by a picture – can be computer generated or hand drawn
- ❑ The cover of your book MUST be illustrated by you and be appropriate in describing what the book is – remember every book is judged by their cover!
- ❑ Each letter should fit on one page – that means your text and pictures must fill the page!

Independent Reading and Research

1	***Share Your Story***	Start	
		Due	

To receive credit for this Project:

- ❑ Present artifacts from WWII that may have been passed down through your family to the class
- ❑ Artifacts can include pictures, clothing, items, etc.
- ❑ **Pictures and/or video must be posted to your blog!!**

2	**Chapter 26: Twentieth Century Monsters**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 111-115 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - Why did many Germans support Hitler's rise to power?
  - In which other countries did militant nationalism and totalitarian government take hold? Who were the leaders?
  - Explain random selection
  - Interesting fact you learned

3	**Chapter 27: A Final Solution**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 116 - 123 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What does the author cite as some of the possible origins for anti-Semitism?
  - How did the Nazis carry anti-Semitism to new levels of wickedness?
  - Why did the US block the entry of large numbers of Jewish refugees?
  - Explain random selection
  - Interesting fact you learned

4	**Chapter 30: Pearl Harbor**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 129 – 133 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What event brought Britain and France into the war?
  - What attack took place on December 7, 1941? What effect did the attack have?
  - Explain random selection
  - Interesting fact you learned

5	**Chapter 31: Taking Sides**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 134 – 138 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - With which side was the Soviet Union allied with at the beginning of war? What event made them switch sides?
  - What country did Germany and the Soviet Union invade?
  - Why didn't the Germans succeed in invading Russia?
  - Why did Great Britain and the US accept the Soviet Union as an ally?
  - Explain random selection
  - Interesting fact you learned

6	**Chapter 32: World War**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 139 – 142 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - How did the use of air power change the nature of war?
  - How did the war spur new inventions? What were some of the new inventions?
  - How did cryptography play a role in the war?
  - What advantage did the Allies have in addition to a code? (What was their code?)
  - What was Germany's code machine called?
  - Interesting fact you learned

7	**Chapter 33: A Two-Front War**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 143 – 147 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What problem did the US face in the Atlantic?
  - What does "A Two-Front War" mean? Why was this daunting for the US?
  - Explain random selection
  - Interesting fact you learned

8	**Chapter 36: Axing the Axis**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 153 – 157 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What tactic drove the Axis from North Africa?
  - Why did the Allies invade Sicily?
  - Explain random selection
  - Interesting fact you learned

9	**Chapter 28: War and the Scientists**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 124 – 125 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - How did the flight of scientists from totalitarian nations affect the outcome of the war?
  - What are some of the countries scientists left to go to the United States?
  - Explain random selection
- ❑ Interesting fact you learned

10	**Chapter 34: Forgetting the Constitution**	Start	
		Due	

To receive credit for this Project:

- ❑ Read a page 148 – 152 in *War, Peace, and All That Jazz (Book 9)*
- ❑ Oral Exam will include any and/or all of the following questions:
  - What constitutional rights were violated by the executive order relocating the Japanese Americans?
  - How did Japanese-Americans' actions during the war disprove the charges against them?
  - Explain random selection
- ❑ Interesting fact you learned

11	**Independent Field Trips**	Start	
Take a look to see WWII monuments and exhibits all around San Diego.		Due	

To receive credit for this Project:

- ❑ Visit one of the following places:
  - "They Stood Watch" Exhibit at the Cabrillo National Monument ($5 entrance fee to park)
  - 52 Boats Memorial at Liberty Station (free)
  - Harbor Drive Walk- USS San Diego Monument, Battle of Leyte Gulf Memorial, Pearl Harbor Memorial, Unconditional Surrender Sculpture, Bob Hope Memorial (free)
- ❑ Prove that you were there by taking a picture of yourself at the memorial/exhibit – **Must be put on blog to receive credit**
- ❑ Write a summary of what you saw – Who or what was the memorial for? Why is it significant? What is at least one interesting thing you learned/saw? **Must be at least 10 sentences long.**

- ❑ **You can only earn 2 points for this project, even if you visit all locations.**

1-4	**Reading Response Journals**	Start	
Intro: *Get ready for 8th grade by reading a historical fiction independently this quarter. Choose a WWII based historical fiction and then share what you read with all of your classmates EVERY OTHER THURSDAY.*		Due	

To receive credit for this Project:

- ❑ Before beginning to read divide your book into fourths and bookmark it – we will be meeting four times over the course of the quarter. At each bookmark you should complete a Reading Response Journal Entry – there should be a total of FOUR Reading Response Journal Entries completed over the course of the quarter. Each journal entry should include the following on lined/typed paper:
  - The title and author of the book you are reading
  - The number of pages you have read
  - A summary of what you have read. Each summary should include the conflict (internal and/or external)
  - An opinion section including: Predictions for what will happen next, your rating of the book (why you like or dislike it)
  - An explanation of how your book is tying in WWII history
  - An example of a literary device – share an example of a really good piece of imagery, a metaphor/simile, symbolism, foreshadowing, personification, etc.
- ❑ Journal responses should use correct spelling, punctuation, and grammar – responses without this will not be given a pass. If you handwrite your entries, make sure you write legibly.
- ❑ **ENTERIES WILL NOT be given full credit if turned in after the DUE DATE!**

1-8	**Newspaper Updates**	Start	
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	

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