

**Eighth Grade Class Trip Group Assignment Sheet****My group members are:**

When you return to school following the field trip, your group will collaborate to create a presentation based on your exploration of the Henry Ford Museum and Greenfield Village. **The final product must include coverage of three learning targets using photographic evidence and your group's observations.** Each group will need at least one camera to document various artifacts. Your audience will be your peers and next year's eighth graders.

**One of the following learning targets will be assigned to your group (the relevant exhibit is the “Liberty and Justice for All” in the museum):**

1. I can explain the political, economic, and social reasons why Southern states seceded. (Should include an explanation of slavery, states' rights, and preservation of the Union)
2. I can explain why the Northern states entered the Civil War. (Should include knowledge and explanation of slavery, states' rights, and preservation of the Union)
3. I can discuss Abraham Lincoln's military and political leadership during the Civil War.
4. I can define abolitionism, name several prominent abolitionists, and describe how they worked to end slavery.
5. I can describe how many Americans justified or defended slavery.
6. I can describe how the rights of African Americans were limited and how they were able to gain their rights over time through social and political activism.
7. I can describe how the rights of American women were limited and how they were able to gain their rights over time through social and political activism.

**Each group must demonstrate their learning of each of the following targets using exhibits both in the museum and village:**

- I can describe American life before the Industrial Revolution.
- I can describe how American life changed during the Industrial Revolution from 1800-1898 (choose two of the following categories to focus on: transportation, communication, agriculture, manufacturing, or urbanization)

<b>A+</b> (4) Advanced	<ul style="list-style-type: none"> <li>• In addition to A-level requirements, group makes inferences, obtains knowledge beyond that which is expected by the teacher, and synthesizes information to create a unique understanding.</li> <li>• In essence, group could effectively teach someone this subject matter</li> </ul>
<b>A</b> (3) Mastery	<ul style="list-style-type: none"> <li>• Each learning target is supported by a variety of artifacts and explanations.</li> <li>• Explanations of artifacts not only accurately represents information provided by the museum/village, but also makes strong connections to our course's content and themes.</li> <li>• Product displays an excellent grasp of the subject matter with virtually no misconceptions.</li> <li>• Mood or tone of product reflects the seriousness of the subject matter.</li> <li>• Any multimedia, visual displays, and/or mechanical conventions of writing serve to clarify information, strengthen claims, or add interest.</li> </ul>

<b>B</b> (2.5) Proficient	<ul style="list-style-type: none"> <li>Each learning target is supported by at least two artifacts and explanations.</li> <li>Explanations of artifacts accurately represent information provided by the museum/village.</li> <li>Product displays a solid grasp of the subject matter, perhaps with very limited misconceptions.</li> <li>Mood or tone of product reflects the seriousness of the subject matter.</li> <li>Any multimedia, visual displays, and/or mechanical conventions of writing serve to clarify information, strengthen claims, or add interest.</li> </ul>
<b>C</b> (2) Developing	<ul style="list-style-type: none"> <li>Each learning target is supported by at least one artifact and explanation.</li> <li>Explanations of artifacts accurately represent information provided by the museum/village.</li> <li>Product displays a developing grasp of the subject matter, likely with misconceptions.</li> <li>Mood or tone of product may not reflect the seriousness of the subject matter, perhaps exhibiting casual or silly tone.</li> <li>Some portions of multimedia, visual displays, and/or mechanical conventions of writing may confuse, weaken claims, or distract.</li> </ul>
<b>D</b> (1) Non-proficient	<ul style="list-style-type: none"> <li>Evidence and support of learning targets may be incomplete or missing.</li> <li>Explanations of artifacts inaccurately or incompletely represents information provided by the museum/village.</li> <li>Product displays a limited grasp of the subject matter with various misconceptions.</li> <li>Mood or tone of product may not reflect the seriousness of the subject matter, perhaps exhibiting casual or silly tone.</li> <li>Portions of multimedia, visual displays, and/or mechanical conventions of writing confuse, weaken claims, or distract.</li> </ul>
<b>E</b> (0) Failing	Products demonstrates no evidence of attendance on the field trip and demonstrates no grasp of the learning targets

After returning from the field trip, students will have two in-class periods to work on the assignment. Students must have digital photos available in school upon our return and be prepared to demonstrate their learning for the assigned learning targets. This is a group assignment, and equal participation and collaboration is expected from all group members.

#### On the field trip we need to bring:

- This paper
- At least one camera
- Note-taking materials
- A sack lunch (no glass)

#### On the field trip, we need to:

- Stay together in our groups at all times
- Stay with our chaperone at all times
- Use time wisely and make efficient use of limited time
- Be inquisitive: carefully examine exhibits and explore the Village
- Stay focused on our learning targets and take careful notes so we remember key details
- Be thinking about how we want to shape our Photostory
- Make sure we will remember the content of our photos once we return to school
- Follow school expectations because we're still at school though we're not AT school
- Be positive representations of DeWitt Junior High