

# Mexico Book/PowerPoint Project

**Due Date: Jan. 28th, 2020**

The third grade classes are celebrating our honored country, Mexico. For the 3<sup>rd</sup> nine-week period, students are required to complete a research project on Mexico's government and economics. The guidelines for the project are listed below. If you need help with this project, please let us know by January 21st!

## Project Guidelines

**There are 3 options for this project. The first two are similar (Book/PowerPoint), while the third option is a little more open for your child's creativity.**

### **Option 1: Create a PowerPoint presentation**

**Option 2: Create a book.** (The books can be any shape (be creative!), but may **not** be any larger than 8.5x11)

**Both the PowerPoint and the Book should contain the following:**

1. Cover: Be creative make sure that it relates to Mexico's government and economics
2. Slide 1/Page 1: Currency – find a picture of the type of currency currently used – include a summary of facts about the currency and a conversion chart to show amounts in both currencies
3. Slide 2/Page 2: Political System – create an organization map showing the three branches of government and the main responsibility of each – write a brief description to explain your map
4. Slide 3/Page 3: Agricultural Products – include pictures and a summary about **three** agricultural products and one major industry of Mexico. Create a text feature to show which products are exported and which products are imported
5. Slide 4/Page 4: History Timeline – Create a timeline of at least 7 important events in Mexico. Write at least 2 sentences to explain each event.
6. Compose a **3-paragraph** essay summarizing all you have learned during your research.

**Each student will present their project to their classmates. Be prepared to share what you have learned as a result of completing this project.**

PLEASE NOTE: Student participation must be evident. All students should be prepared for their presentation with a clear understanding of the information they are presenting to their classmates.

## Option 3: Junior Ted Talks

Using the categories below, think of a topic/question you would like to research. Your topic should relate to one of the following categories: **Mexican currency, Mexico's government, Agricultural products of Mexico, or Mexican history.**

Your task is to thoroughly research your topic until you become an expert on your topic. You will begin your research by thinking of a question you want answered that relates to your topic. Once you have concluded your research, you are to create a 3-5 minute Ted Talks to present to the class. Your Ted Talks should teach the class about your topic. When your Ted Talks is complete, you will then lead the class through an activity (designed by you!) to help them practice and remember what you have taught them through your talk. Your entire presentation should last no more than 10 minutes.

### Planning Guide

Each week you will be expected to share your ideas with your classmates in order to receive feedback. You should plan to use this feedback to make your presentation the best it can be! In order to make these feedback sessions valuable, please answer the following questions by the deadline listed (feel free to move ahead as needed!):

1. What is the topic/main question you would like to research? (**Deadline: Jan. 10th**)

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2. Where can you look to find the research you need? (**Deadline: Jan. 10th**)

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3. What are the three big details about your topic/question that you want to include in your Ted Talks? (Just write the gist of these details! **Deadline: Jan. 17th**)

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4. What activity would help your details stick with your classmates? (**Deadline: Jan. 17th**)

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For Ted Talks ideas, visit [https://www.ted.com/playlists/86/talks\\_to\\_watch\\_with\\_kids](https://www.ted.com/playlists/86/talks_to_watch_with_kids).

### Rubric for Option 3

	<b>1</b>	<b>2</b>	<b>3</b>
<p><b>Building Knowledge, Understanding, and Skills:</b></p> <p><b>Gather and Evaluate Information</b></p>	<p>I still need to learn how to use information from different sources to help answer the Driving Question</p> <p>I still need to learn how to think about whether my information is relevant or if I have enough</p>	<p>I can use information from different sources to help answer the Driving Question, but I may have trouble putting it together</p> <p>I can think about whether my information is relevant and if I have enough, but I don't always decide carefully</p>	<p>I can use information from different sources to help answer the Driving Question</p> <p>I can decide if my information is relevant and if I have enough</p>
<p><b>Developing and Revising Ideas and Products:</b></p> <p><b>Use Evidence and Criteria</b></p>	<p>I still need to learn how to identify the reasons and evidence an author or speaker uses to support a point</p> <p>I still need to learn how to decide if an idea for a product or an answer to the Driving Question is a good one</p> <p>I still need to learn how to use feedback from other students and adults to improve my writing or my design for a product</p>	<p>I can identify some of the reasons and evidence an author or speaker uses to support a point</p> <p>I can tell when an idea for a product or an answer to the Driving Question is a good one, but cannot always say why</p> <p>I can sometimes use feedback from other students and adults to improve my writing or my design for a product</p>	<p>I can explain how an author or speaker uses reasons and evidence to support a point that helps me answer the Driving Question</p> <p>I can explain how to decide if an idea for a product or an answer to the Driving Question is a good one</p> <p>I can use feedback from other students and adults to improve my writing or my design for a product</p>
<p><b>Presenting Products and Answers to Driving Question:</b></p> <p><b>Justify Choices</b></p>	<p>I still need to learn how to explain my ideas in an order that makes sense</p> <p>I still need to learn how to use appropriate facts or relevant details to support my ideas</p> <p>I need to create a visual aid that relates to my research</p>	<p>I can use some facts and details to support my ideas, but they are not always appropriate and relevant</p> <p>I can explain my ideas, but some might be in the wrong order</p>	<p>I can explain my ideas in an order that makes sense</p> <p>I can use appropriate facts and relevant details to support my ideas in my writing</p> <p>I can create a visual aid that relates to my research</p>

## Option 1/Option 2 Rubric

CATEGORY	4	3	2	1
<b>Content - Accuracy</b>	All facts in the project are accurate.	1 slide/page of the project contains inaccurate information	2 slides/pages of the project contains inaccurate information	3-4 slides/pages of the project contains inaccurate information
<b>Knowledge Gained</b>	The student can accurately answer all questions related to facts in the project and the processes used to create the project.	The student can accurately answer most questions related to facts in the project and the processes used to create the project.	The student can accurately answer a few questions related to facts in the project and the processes used to create the project.	The student has no knowledge of the facts in the project and the processes used to create the project.
<b>Spelling &amp; Proofreading</b>	No spelling errors	No more than 1 spelling error	No more than 3 spelling errors	Several spelling errors in the book.
<b>Attractiveness &amp; Organization</b>	The project is exceptionally attractive and contains well-organized information.	The project is attractive and contains well-organized information.	The project has well-organized information.	The project's formatting and organization of material are confusing to the reader.
<b>Presentation</b>	The student presents information clearly with <u>full</u> knowledge of the material.	The student presents information clearly with <u>adequate</u> knowledge of the material.	The presentation of information is unclear and/or only <u>some</u> knowledge of the information is demonstrated.	There presentation is unclear and the students shows little to no understanding of the topic.