

Monument Project 2015-16

What topic, theme, or issue from your Global studies this year has meant the most to you?

OR:

What did we miss this year? What topic, deserving a monument, did our classes NOT cover enough to your satisfaction?

As a final project for junior year, you will create a monument to this theme, idea, person, place etc. Your thinking, and then your subsequent monument, must connect both disciplines from Global (English and history). If you're taking biology, you must also incorporate biology.

A truly effective monument elicits from its audience an emotional response that enables them to walk away with a deeper understanding of the historical event. (Think of the Vietnam Memorial in Washington). You will create such a monument by doing the following:

PROCEDURE

1. **Answer the question above** in a one-page free write that describes which sources or topics that we've already studied in class inspired you. **(due at the end of class, 5/24)**
 - a. Reference one or more specific topics you have learned about or examined this year in at least one global class.
 - b. Explain which specific source(s) from class have spoken to that topic.
 - c. Explain why this topic interests you.

2. Research to deepen your understanding of your topic (i.e. you must include texts other than ones we have used in class). Your research should include at least two documents from history. If you are taking biology, you should include two scientific articles.

- a. For history sources, at least one must be historical (meaning not from the past decade or so) - that source can either be from our studies or one you find yourself.
 - b. If you are in honors history, you should add two additional documents.
 - c. For homework, you will write a brief **progress report** (up to one page).
(research on Tuesday at the library, report due as homework for Wednesday, 5/25)
 - i. What have you learned and what are you thinking you want your monument to convey?
 - ii. List the sources you are planning on using.
 - iii. How does this topic integrate history and English (and biology if appropriate)?
3. Fill out a proposal sheet that describes your monument and answers the following: **(share it with us on Google Docs, due at the end of your last Global class, Friday, 5/27)**
- What is the key idea or understanding that this monument is meant to convey?
 - What will the monument look like? Why?
 - Where will it be located? Why?
 - What will it be made of? Why?
 - What color will it be? Why?
 - Are any images included? If so, what? Why?
 - How big will it be? Why?
 - What readings/research did you use to help you?
4. **Create a model** of your monument.
5. For English, write a “found poem” that...
- has 15+ lines
 - expresses the *emotional* importance of the historical/cultural/biology-related event
 - is composed of sentences, phrases, or words drawn from 2-4 different *primary* historical and/or scientific journals.
 - Turn in the historical/scientific documents and highlight the words/phrases you use in them.
6. In one single-spaced page, type up your **artist statement** that explains the choices you made, and create a plaque.

MONUMENT PROJECT GRADING RUBRIC

%		Just Begins	Approaches	Meets	Exceeds
15	Completion (meeting all the requirements): <ul style="list-style-type: none"> ● Free write ● Progress report ● Proposal 				
40	Artist's statement <ul style="list-style-type: none"> ● answers all the questions posed at the proposal stage ● notes any changes in your vision since that stage ● Is "final draft" quality in paragraph form 				
5	Plaque <ul style="list-style-type: none"> ● Brief, clear description of who or what is being commemorated and why it is being commemorated ● Visually pleasing and clearly formatted 				
40	The Monument <ul style="list-style-type: none"> ● is three dimensional ● is visually engaging ● elicits an emotional response ● demonstrates historical understanding ● enables the audience to walk away with a deeper understanding of the event/person /theme being commemorated 				

- ⇒ **Fr 5/20 Homework:** List the three things that have been most interesting to you this year.
- ⇒ **Tu 5/24 Library:** Introduce the project. Freewrite due by end of class.
- ⇒ **We 5/25** (Freewrites returned. Begin work on progress report.) Progress report due end of class.
- ⇒ **Th 5/27** Proposal due by the end of class. (Use the block(s) to conference with teachers/peers. Once proposals are ok'd by teacher, proceed with project.)
- ⇒ **Tu 5/31** Return proposals.
- ⇒ **Tu-Fr** (5 blocks + HW) The week, you are:
 - building projects,
 - writing poems,
 - writing artist statements,
 - writing plaque.

❖ **Mo 6/6 Project due!**

Here's are links to examples of a plaque. http://quality-monuments.com/wp-content/uploads/2014/07/Plaque-CC_Vet_Plaque.jpg
http://d1jrw5jiterzxwu.cloudfront.net/sites/default/files/default/files/uploads/national_dayplaque.jpg

Here's a link to Maya Lin's statement for her original design of the Vietnam Veterans' Memorial.
https://en.wikisource.org/wiki/Maya_Lin%27s_original_competition_submission_for_the_Vietnam_Veterans_Memorial

Also check out Maya Lin's website for ideas of the kinds of monuments that are possible. <http://www.mayalin.com>

Think about your three favorite moments from the curriculum this year (try to straddle English and history), and start to reflect on how one or more of them could lead to a monument; then write them down.

If you are in Global Bio, try to think of ways your idea could be linked to Bio too.

The Monument “Found” Poem

Your task is to write a found poem that captures the essence your monument. In order to do this well, you must...

- ❑ Use words and phrases from three primary sources and combine them in a new way to inspire in the reader (me) a feeling that contributes to the feeling you want the monument to inspire.
- ❑ Write at least 15 lines
- ❑ Have an annotated poem with “notes” showing page numbers and sources where all of your words and phrases come from (see below).

	Exceeds	Meets	Approaches	JB
Structure	Has 15-30 lines; line breaks are deliberate and effective; some choice is surprising and enhances the meaning of the poem; syntax enhances meaning; effective title	Has 15+ lines; line breaks are deliberate and effective at advancing the impact of the poem; title	Has 15+ lines; line breaks often seem deliberate	
Poetic devices (simile, repetition, metaphor, personification ...)	Well chosen and engaging; advances meaning of the poem	Effective	In some places, uneven or hopelessly cryptic	
Imagery	Well chosen and engaging; advances meaning of the poem by employing a vortex or cluster of infused ideas J	Effective: uses a variety of images that fit together more or less clearly	In some places, uneven or hopelessly cryptic	
Source material	Synthesizes 2+ documents; mixes them effectively	Uses 2+ documents	Uses 2 documents but minimal use of one	

You must include three pieces in the end:

1. A clean copy of the poem (25 pts)
2. An annotated copy of the poem which highlights all of the words and phrases and shows which source they came from (10 pts)
3. The primary source documents (5 pts)