***I Feel the Earth Move Under My Feet***

 We are learning about several different constructive and destructive forces in class. You now have the opportunity to show what you have learned! **This project will be due Friday September 30th.**

**❒ Home Project- This will be done completely at home.** The rubric for how this will be graded is attached to this.

Choose a constructive or destructive force that we studied in class. Erosion, weathering, sinkholes, earthquakes, and volcanoes are some of the forces we discussed. Create a model, diorama, ***OR*** illustration that shows the earth **before** and **after** the force occurred.

Upon completing your physical project you must complete a written explanation explaining the constructive or deconstructive force represented in your model, diorama, or illustration. Your explanation will be written on an index card that can be displayed with your project (Index card will be provided). You may also choose to include a Vocaroo (<http://vocaroo.com/> ) explanation of your force. If you choose this option you will need to create a QR code and print it to be displayed with your project. Enjoy and have fun! Remember this project does not have to cost anything to meet all of the rubric requirements. Some of the best projects from the past have been the ones that cost nothing!

* **Model:** Use clay, sand, gravel, rocks, sticks, grass, or any other materials you can think of to represent the change in your force.
* **Diorama:** Inside a shoebox or pyramid use construction paper, drawings, pictures, or any other materials you can think of to represent the change in your force.
* **Illustration:** Using your artistic ability, illustrate the earth before and after a constructive or destructive force has taken place. This must be detailed and done on paper other than notebook paper

**Model, Diorama, or Illustration Project Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 0 Points | 5 Points | 10 Points | 15 Points | 20 Points | Points Earned |
| Completion | Project was not completed and turned in by due date.  | Project was completed but not turned in 3 days after due date. | Project was completed but was turned in 2 days after due date.  | Project was completed but was turned in 1 day after due date. | Project was completed and turned in on due date. |  |
| Writing Component  | No writing component was submitted  | The writing component consisted of less than four sentences and contained more than 2 inaccuracies  | Writing component included explanation of at least four sentences but included 2 inaccuracies | Writing component included explanation of at least four sentences but included 1 inaccuracy | Writing component explained the force and the resulting surface feature in a detailed and accurate manner.  |  |
| Accuracy of Representation | Project incorrectly depicts force.  | Project depicts force but includes several errors (more than 5).  | Project depicts force with minimal errors (less than 5).  | Project depicts force with few errors (less than 3). | Project depicts force with no errors. |  |
| Quality of Product | No elements of project are labeled. No color was added to project. | Few elements of project are labeled. No color was added to project. | Elements of project are labeled. Labels are difficult to understand. No color was added.  | Elements of project are labeled. Labels are difficult to understand and project lacked color.  | Elements of project are labeled, easy to understand, and colorful. |  |
| Presentation | Student did not present project on due date.  | Student incorrectly pronounces terms. Student speaks too quietly for audience to hear.  | Student presented project to the class. Student incorrectly pronounced terms and spoke too low.  | Student presented project to the class. Student voice was clear and pronounced most words correctly.  | Student presented project to the class. Delivery was clear, precise, and showed mastery of assignment. |  |
| Audience Member | Student was removed from audience due to his/her behavior. | Student does not appear to be listening and is distracting others. others). | Student does not appear to be listening. Others are not being disturbed. | Student listens intently but needs to be redirected. | Student listens intently and asks questions demonstrating that he/she was engaged in presentation. |  |