Eighth-Grade Legacy Project 2022

The Legacy Project is driven by the following shared principles about high quality interdisciplinary education:

- it has inquiry and self-reflection at its heart;
- it welcomes integration of the arts and humanities, in addition to the social studies;
- it is composed of deep and enduring understandings, concepts, and skills from a variety of disciplines;
- it has direct and explicit connections to language arts, and thus easily ties to what we are learning in the classroom.

***Essential/Guiding Question: Where do I come from and where am I going?**

Overview: A four-month-long project in which students study their family history (legacy) and think about the legacy they want to leave behind, then present what they have learned to the school community. This is a combination written report and presentation project. **Presentation Day this year has not yet been determined, but it will be in late May.**

The eighth-grade Legacy Project has four **main objectives:**

1. Learn social studies research skills:
   - use a variety of library systems: school, city, county, on-line search systems
   - use a variety of resources: books, magazines, newspapers, Internet sources, person with expertise (interview)
   - apply non-fiction reading skills to their study
   - learn to evaluate a variety of resources (primary, secondary, etc.)

2. Learn organizational skills:
   - maintain focus on one topic of interest for an extended period of time
   - keep track of due dates
   - make a study-plan schedule
   - keep notes in a way that works
     (notes will be checked periodically for progress)

3. Build depth of knowledge about a topic:
   - build familiarity with information so they can share it easily with an audience

4. Gain knowledge about and appreciation for family, and use self-reflection to analyze their life in this time of transition to high school.

Components of Legacy Project

The Legacy Project is made up of several main components:

1. Establish a **family tree** as far back as you can go.
   - This begins the research portion of your family on a superficial level
   - You may use any form of family tree template, or create your own, artistic one

2. Write an in-depth **biography** of one relative on your family tree

   - Historical context in their own country (or here)
   - Economic influences that may have affected them
   - Cultural context (does that still exist for you?)
   - Challenges they faced
   - What led them or their family to U.S.?
   - How did they use their opportunity here?
   - What legacy did they leave to you? (How are you still affected by them today?)

3. Write an in-depth **autobiography – Who am I?**

   - How am I connected to my historical figure?
   - What is happening in my own historical context that affects me (current events)?
   - What economic or cultural influences do I have in my life?
   - What challenges do I face?
   - What opportunities do I have?
   - Who do I want to become?
   - What legacy do I want to leave behind (to my family, my school, or my community)?

4. Other components include:

   - Poem about ancestor, and one about yourself (side by side)
   - Song that best represents you (lyrics and explanation)
   - Self-portrait (done during art class)
   - Photo/primary source documents of ancestor in album (include any artifacts, symbols, documents, maps, etc.)
   - Family Crest (create one, if one doesn't exist)
   - Spirit animal that represents you (in class)
   - Character trait collage (you or your relative)

Legacy Guidelines for Parental Support

This is a long project your child will be completing. **He/She will need some help from you, but it is his/her project.** Here are some guidelines to help you be his/her guide and to let you know what will be happening.

- Time management will probably be an area in which your child may need your help. We are sending home a calendar and due dates to be kept by your child. **This section also contains any forms or other documents needed throughout the project. These forms will also be available on the website in case they are misplaced.** Your child may, at times, have a homework assignment related to his/her Legacy Project; however, we have not included these assignments in the packet. Your child will probably need help planning ahead to have assignments ready for each due date, and we will send reminders via the Friday parent newsletter. This is a great opportunity to assist your child in building organizational skills.

- Research is another area in which your child may need your help. Students will get some instruction here at school about finding books or other resources on a specific topic. However, they will probably not be independent in finding resources at a library, bookstore, or on the Internet, especially when researching their family tree (there are free websites they can use). Most students will need some help in collecting information. They will also need help finding people to interview about their significant relative.

- **Please keep a positive attitude toward the project; as with everything, your attitude does affect your child's attitude!**

Steps for Completing Legacy Project

1. Family Tree

Do research to find out who your relatives are. You may use living relatives to give you information, or you may use online research – I would do both. Go as far back on both sides of your family as you can. Some will find that one side of the family is more easily found than the other. Print a simple family tree form and fill it out or create one of your own design.

2. Interview/Research

Once you have decided who you will be researching from your family tree, you will need to find people from your family to interview about that person. You will develop your own list of questions to ask, although we have included a list of possible questions to get you thinking. You will be required to turn in your questions for approval and fill out an interview completion form when you are done with the interview. You will need a lot of help from parents to track down information about your historical figure, so be prepared to ask them to help you make the contacts necessary to do this. You will also need to keep track of the notes you take during your Internet research and multiple interviews with family members. Find a note-taking organizational system (binder, notebook, card filing box, etc.) that works for you. **You will be required to bring the notes you have taken to class to check progress a couple different times throughout the project.**

3. Biography of Relative
This, along with the interview and research, will be the most extensive part of your Legacy Project. It will focus on the legacy that was left to you by your relative. We will discuss the different elements that make a good historical biography during class time and will help you learn to write an effective essay of this genre. Some writing will begin in class and will be taken home to be completed as homework. This will be a typed essay.

4. Autobiography
This portion of the Legacy Project will focus on the legacy you want to leave behind to your family, your school, or your community. It will entail some self-reflection and will be a nice way to think about your time here as you get ready to leave Assumption Catholic School for the world beyond. Again, this will be a typed essay.

5. Primary Source Documents
As you do your research, gather as many primary source documents as you can. These should include maps, photos, birth certificates, diagrams, etc. If you don't wish to put the actual document into your book, you may take a photo or make a copy of it and include that instead. Large items should be photographed so that you can include them in the book. Please be sure to include a caption under each primary source that explains what it is and how it is relevant. All of these documents will go into the photo album/book mentioned below.

6. Other Components
We will add some other components to the Legacy Project as listed above in the "Components" section, as time allows. This will allow us to tie in many different areas of learning to our Legacy Project. Most of these components will be started in class but may at times need to be completed at home.

7. Legacy Project Book
This is the presentation part of the project. You will need to purchase a sturdy photo album or binder capable of holding 50 pages (or 25 two-sided pages) in which to present your writing and primary source documents. This will look much like a scrap book with the writing and artifacts/documents put into plastic sleeves to protect them. We will show you some examples of finished Legacy Project books so that you can see what you're aiming for. The book will need to include at least 35 pages of photos, documents, artifacts, maps, etc., so gather as many of these as you can along the way as you are doing your research.

8. Presentation Day
We will have a sharing day for the younger grades at school. Your projects will be on display in the gym on Graduation Night for parents, families, relatives to enjoy.

Legacy Project Due Dates 2022

Thursday, February 10th – Legacy Project packets handed out/explained in class; start researching family history; start family tree

Friday, February 18th – Family Tree check-in (bring what you have so far to class)

Friday, February 25th – Family Tree due; name of person researching due (begin research)

Friday, March 4th – Interview Questions sheet due

Friday, March 18th – Interview Completion sheet due

Friday, March 25th – Bring research notes to class for checking (what you have so far); family crest due

Friday, April 14th – Note check-in; song representation due

Friday, April 22nd – Biography due for peer review in class

Friday, April 29th – Final biography due; poem due

Friday, May 13th – Autobiography due for peer review in class

Friday, May 20th – Final autobiography due

Wednesday, June 8th – Present projects to younger grades

Thursday, June 9th – Graduation Day! Presentation of projects in the gym afterwards. Time to celebrate all your hard work! Leave your legacy!

February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11 **No School - Teacher PD Day**	12
13 **Winter Open House**	14	15	16 **Early Release**	17	18 Family tree check-in (bring to class)	19
20	21 **No School - Presidents Day**	22	23	24	25 Family tree due (bring in for grading); bring name of person to research; begin research.	26 **Auction**
27	28					

March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Interview questions due	5
6	7	8	9	10	11 **No School - Regional Curr. Day**	12
13	14	15	16 **Early Release**	17	18 Interview Completion sheet due	19
20	21	22	23	24	25 Bring research notes for checking; Family Crest due	26
27	28	29	30	31		

April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 **Day Before Break - Early Release**	**2**
3	**4** **Spring Break**	**5** **Spring Break**	**6** **Spring Break**	**7** **Spring Break**	**8** **Spring Break**	**9**
10	**11**	**12**	**13**	**14** Note check-in; song representation due	**15** **Good Friday - Early Release**	**16**
17	**18** **No School - Easter Monday**	**19**	**20**	**21**	**22** Biography due for peer review in class	**23**
24	**25**	**26**	**27**	**28**	**29** Final biography due; Poem due	**30**

May 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5 Fun Run	6	7
8	9	10	11	12	13 Autobiography due for peer review in class	14
15	16	17	18 Early Release	19	20 Autobiography due for grading	21
22	23	24	25	26	27	28
29	30 No School - Memorial Day	31				

June 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8 Last Day for 8th Grade - Present to classes	9 8th Grade Graduation - Leave your legacy! Projects displayed In gym.	10	11
12	13	14	15	16 Last Day of School	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Name:_____

Overall Grade: _____

Legacy Project Rubric

Teacher: Mrs. Eusebio

CATEGORY		4	3	2	1
Writing **Biography**	**Autobio**	The story is well organized and contains accurate quotations and facts taken from the interview or other biographical source on the subject.	The story is well organized and contains accurate facts taken from the interview or other biographical source on the subject.	The story contains accurate quotations and facts taken from the interview or other biographical source on the subject.	The story is lacking facts and quotations from the interview OR the quotes and facts are not accurately reported.
Formatting	**& Editing**	The student edited and organized the biographical information in a way that made the information clear and interesting.	The student edited and organized the biographical information in a way that made the information clear.	The student edited and organized the transcript, but the biographical information was not as clear or as interesting as it could have been.	The student did NOT edit or organize the biographical information in a logical way.
Biography	**Autobio**				
Length of Biography (written portion)		The biography is at least 10 pages in length and gives a very detailed narrative of the life and significant events of the person.	The biography is 8-9 pages in length and gives many details about the life and significant events of the person.	The biography is 6-7 pages in length, and gives some details about the life and significant events of the person.	The biography is less than 6 pages in length and gives few details about the life and significant events of the person.
Length of Autobiography/Self-Reflection (written)		The autobiography and self-reflection portion of the book is at least 5 pages long and includes a well-explained connection to the historical figure.	The autobiography and self-reflection portion of the book is at least 4 pages long and includes a connection to the historical figure.	The autobiography and self-reflection portion of the book is at least 3 pages long and includes a brief connection to the historical figure.	The autobiography and self-reflection portion of the book is at least 2 or fewer pages long and includes little or no connection to the historical figure.
Note Taking		The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. Notes were added to immediately after the interview so facts were not lost.	The interviewer took occasional notes during the interview, but usually maintained focus on the person rather than the notes. No additional notes were taken.	The interviewer took notes during the interview, but did so in a way that interrupted the "flow" of the interview. Additional notes may, or may not, have been taken.	The interviewer took no notes during or after the interview.

Interview	The student put the date of the interview, place of the interview, and the full name of the person being interviewed in the report.	The student included the date of the interview, place of the interview, and full name of the person being interviewed in the report.	The student included the date OR place of the interview and full name of the person being interviewed in the report.	The student forgot to put the date of the interview OR the full name of the person being interviewed in the report.
Knowledge Gained	Student can accurately answer several questions about the person who was studied and can tell how this interview (or other source) relates to the material being studied in class.	Student can accurately answer a few questions about the person who was studied and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed or studied.	Student cannot accurately answer questions about the person who was interviewed or studied.
Primary Source Artifacts	There are at least 35 pages of primary sources (artifacts, photos, maps, etc.) in the Legacy Project book. All items have captions to explain.	There are 30-34 pages of primary sources (artifacts, photos, maps, etc.) in the Legacy Project book. Most items have captions to explain.	There are 25-29 pages of primary sources (artifacts, photos, maps, etc.) in the Legacy Project book. Some items have captions to explain.	There are fewer than 25 pages of primary sources (artifacts, photos, maps, etc.) in the Legacy Project book. Few items have captions to explain.
Additional Components (poem, song, self-portrait, crest, collage)	All components show creativity, neatness, and attention to detail.	Most components show creativity, neatness, and attention to detail.	Some components show creativity, neatness, and attention to detail.	Few components show creativity, neatness, and attention to detail.
Quality of the Finished Book	The book is sturdy and will withstand much handling, and the material in the book is presented in a neat and visually pleasing manner.	The book is sturdy and will withstand some handling, and the material in the book is presented in a neat and somewhat pleasing manner.	The book is somewhat sturdy and will withstand some handling, and the material in the book is presented in a somewhat pleasing manner.	The book is not sturdy and will not withstand much handling, and the material in the book is not presented in a neat and visually pleasing manner.
Meeting Deadlines	All deadlines were met on or before the due dates.	All deadlines were met by the due dates.	Most deadlines were met by the due dates.	Few deadlines were met by the due dates.

Comments:

Legacy Project Interview Instructions

When finding out about a historical figure from your family, interviewing family members is one of the best ways to find out more information. You will likely need to interview several family members. We call this an oral history, since it is something that is handed down through the telling of stories. Remember the distinction between primary and secondary sources: **primary sources** are those stories told by someone who actually saw it happen, while **secondary sources** are stories that someone heard someone else tell. Oral history relies on both sources to get a complete picture of the historical person, although the further back in history, the more we rely on photos or other artifacts as our primary sources.

Before the Interview:

- Write out the questions you intend to ask during the interviews;
- Try to ask questions that will give you answers to questions you're wondering about but can't find from other resources;
- Ask questions that will help you write about the different elements important to this Legacy Project. For example: What significant events occurred in his life? What important legacy did she leave to the family? What struggles/challenges did he go through in life? Etc.;
- Ask your experts their opinion about something you have learned about this person;
- The last question should always be: "Is there anything else important about this person that you think I should know?"

Regardless of your interview date, these questions will need to be turned in by Friday, March 4th. We will check that these questions are appropriate and will give them back to you to use during the interviews.

Arrange for the Interview: The interviews should take place any time **between now and Thursday, March 17th** (this gives you time to fill in your Interview Completion form and **turn it in by Friday, March 18th.**

During the Interview: I strongly recommend that the interview be audio or video taped so you can use it as a reference for facts. Writing the answers to the questions is too difficult a task and ruins the flow of the interview. This does not apply to students who conduct an Internet/email interview as they will have a hard copy of the questions and answers.

After the Interview: Complete the **Interview Completion** form and return it to school by **Friday, March 18th**. This sheet is in the Legacy Project folder on the 8th grade web page under "Resources". Save the information you gathered from your interview, **you do not need to turn this information in**, simply use it to help you when you write your biography.

Places to Find an Expert:

- Family members
- Friends who might have known the person
- Internet resources for historical context and other information about person

Use this list to get some ideas of questions that might give you the information you are looking for. Start asking relatives questions so that you are constantly gathering information. Christmas break is a good time to see/interview relatives.

What year were you born? On what date? What day of the week was it? Did your parents tell you anything about the day you were born?
Where were you born?
Why were you given the first (and middle) name(s) that you have?
What's your first, most vivid memory?
What was the apartment or house like that you grew up in? How many bedrooms did it have? Bathrooms?
What was your bedroom like?
Can you describe the neighborhood you grew up in?
Tell me about your parents. Where were they born? When were they born? What memories do you have of them?
Who was more strict: your mother or your father? Do you have a vivid memory of something you did that you were disciplined for?
Did your parents have a good marriage?
How did your family earn money? How did your family compare to others in the neighborhood – richer, poorer, the same?
What kinds of things did your family spend money on?
How many brothers and sisters do you have? When were they born? What memories do you have of each of them from when you were growing up?
Did you have grandparents? Where were they born? When were they born? What do you remember about them? When did they die?
Did you have any pets?
What were you like as a child? What did you like to eat? What did you do for fun? What were your favorite toys or games? Did you ever have a secret place or a favorite hiding spot?
What did you wear?
Did you get an allowance? How much? Did you spend it right away, or save it? What did you buy?
What responsibilities did you have at home when you were young?
What kind of school did you go to? Were you a good student? What was your favorite subject? Least favorite? Who were your friends? Who was your favorite teacher and why?
Did you have any heroes or role models when you were a child?
How did you spend your summer holidays? What were your favorite summer activities?
Where did your family go on vacations?
How did your family celebrate holidays (e.g. Thanksgiving, Christmas, New Year, Easter, Memorial Day)? Did lots of relatives get together? What traditions did you have year after year? What food was served?
What was the best gift you remember receiving as a child?
What did you want to be when you grew up?
What big world events do you remember from the time you were growing up?
What inventions do you most remember?
What's different about growing up today from when you were growing up?
When you were a teenager, what did you do for fun? Did you have a favorite spot to "hang out"? What time did you have to be home at night? Did you ever get into any trouble?
Were there any phrases that were popular when you were a teenager? What did you like to wear? How did your parents feel about the way you talked and what you wore?
When did you learn how to drive? Who taught you? What was your first car like?
What was your graduation from high school like?
What dreams and goals did you have for your life when you graduated?

Due: Friday, March 4th, 2022

Legacy Project Interview Questions

You need to think of some good questions to ask your expert. These questions should not be questions that can be answered with a "yes" or "no", but should have answers that give you more information about your historical person. You should ask questions that you can't find answers to in your resources – questions you are still curious about. These questions should also be geared toward the different parts of your biographical essay (see Legacy Project Overview).

Name: _____ Biographical Person: _____

Expert's name: _____

Date of Interview: _____ Location of Interview: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. Is there anything else about this topic that you think I should know?

***Feel free to add more questions. After reviewing these questions to be sure they are appropriate, we will return this sheet to you so that you may use it during your interview.**

Due: Friday, March 18th, 2022

Legacy Project Interview Completion

Name: _____

My historical person's name is: _____

I interviewed _____ on _____ (date).

I interviewed _____ on _____ (date).

I interviewed _____ on _____ (date).

(You may use the back of this sheet if you interviewed more than three people.)

Some of the most interesting things I learned from my interviews are:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student Signature