



Survivor 2013

6th Grade Semester Project

Presentation will be the week of December 16th – 20th

ALL OTHER COMPONENTS WILL BE DUE THE

WEEK OF DECEMBER 9th – 13th

Project Description: The 6th grade students will randomly select geological location and have to research in order to analyze and problem solve to survive in their locale. There will be a component of this project for each academic area. The students will be allowed to create either a, video, power point, prezi, booklet or poster.

Important Dates:

- Ping Pong Ball Drop – Friday, November 15th
- Social Studies and Literacy November 18th – December 6th students will make two entries daily with illustrations. (Ten total entries)
- Science research data due by December 6th and report due by December 13th

- Math data gathered by December 8th and Box and Whiskers due by December 13th

Social Studies/ Literacy:

- Given different scenarios, the students will research character traits of survivors to create journal entries.
- The students will have to research different survivors to produce primary source accounts of their survival for each day.
- The students will create and illustrate 10 daily journal entries or 'messages in a bottle'. *Each entry must contain at least one literary device.* Example: simile, metaphor, personification, etc.

Science:

- The students will research and develop a presentation on the fauna (animals) and flora (plants) that are indigenous to their particular region of land.
- The students will explain in their research what special "Behavioral or Structural Adaptations" each organism uses for survival in its environment.

Math:

- The students will gather 11 days of demographic data such as temperature or precipitation. This data will need to be put in a frequency chart.
- The students will need to find the minimum, lower quartile, the median, the upper quartile and the maximum. From that data they need to find the inter-quartile range and then construct a Box and Whisker plot.

Clues to a Culture

5th Grade First Semester Project

As a 5th grader, you are going to be studying about Native Americans and Early Settlers. In Literacy, you will be reading Sign of the Beaver. Your teachers have organized your semester project around this topic. Individually, you will be doing a portion in each class. You will also be put into groups in your advisory class. You will use what you learn individually in each class to create a diorama in your groups.

Each class will have a directions and a rubric that is followed for their specific project. You will be doing research in all of your classes. Research dates and due dates will be assigned in each class. The group diorama will be due on December 13. Listed below is a brief description of what each class will be doing.

Social Studies

Native Americans and early settlers would “barter” trade for goods and services that they needed or wanted. The students will study the Native American/early settlers, the time period, culture, and bartering. Each student will then create a Newspaper Headliner page related to their research. More specifically, the newspaper page will relate to the economics of the culture and time period, and will focus on the concept of bartering.

Science

You will need to research using the computers, books, and/or magazines provided in the library or from home to find pictures of animals that can create a correct food web. We have been discussing Ecology and food webs in class for quite some time now, so you should know exactly what is being asked of you. The pictures need to be ones from computers, books, and/or magazines and cannot be drawn.

Math

In Sign of the Beaver, Matt hunted wild game for food. You will be creating a Wild Game recipe book. You will find three recipes that Matt could use with his wild game for his meals. You will then double and triple certain recipes for when Matt has a good hunt and can cook extra food. You will put all of your recipes together into a book.

Literacy

After you have finished your group diorama, you will write an essay explaining the steps that you and your group went through to create your diorama. You will make it specific enough that someone could follow it and re-create your project.

Group Diorama

Each group of students will build a model of a pioneer cabin and surrounding areas. The items that specifically need to be in your diorama will be things that you have researched in your classes for the individual portion of the project. The following are some specific things that have to be in your project as well as suggestions for materials to use. The materials needed will be provided by the group members.

Plot of Land: Suggested materials could be real grass, dirt, or modeling clay.

Foliage: On the plot of land place trees, shrubs, flowers, fallen branches, etc.

Room: Roof must be removable to expose the inside of the cabin. Suggested materials are popsicle sticks, tongue depressors, etc.

Chinking material: Logs must have chinking material between them. Students can use clay, flower and water paste, etc.

Furniture: The inside of the cabin should be furnished according to the description given in the story.

Fireplace and Door: The cabin must contain a fireplace and at least one door.

Animals: There need to be at least 3 animals from the food web and wild game recipe book.

This is a beginning list. You can add other things if you want to. Other things may also be added by the teachers as the project gets underway.