

Fakebook Project, DUE FRIDAY, NOVEMBER 20th

Procedure:

- The teacher will break students into pairs/groups/individual. Students will use their notes, the textbook, the class website, and other online resources to complete this activity.
 - Choose a person from the timeline (green) unless you have another person relating to the American Revolution that you REALLY want to do ... that must be approved by Ms. Burns, Mr. Barker, or Mrs. Hancock
 - **After researching and collecting information** students will go to <http://www.classtools.net/FB/home-page> and fill in the boxes using their notes and research.
 - Need at least 5 “posts” to save page.
 - Need a password to go with the link (so that students can go back and edit, etc.) WRITE DOWN YOUR PASSWORD
 - Students will follow the rubric to ensure that they are including the appropriate information.
 - Example: Thomas Paine <http://www.classtools.net/FB/1346-bPGS8h>

Rubric

	4	3	2	1
Preparation	The student had notes about all the events and dates s/he wished to include on the hard copy Fakebook before beginning to design the digital Fakebook.	The student had notes about almost all the events and dates s/he wished to include on the hard copy Fakebook before beginning to design the digital Fakebook.	The student had notes about most (~50%) of the events and dates s/he wished to include on the Fakebook before beginning to design the digital Fakebook.	The student had not prepared adequate notes before beginning to design the Fakebook.
Content Accuracy	Facts were accurate for all events reported on the FakeBook.	Facts were accurate for almost all events reported on the Fakebook. (1-2 errors)	Facts were accurate for most (~75%) of the events reported on the Fakebook.	Facts were often inaccurate for events reported on the Fakebook.

Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Sources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Spelling	No grammatical, spelling or punctuation errors.	2-3 grammatical, spelling or punctuation errors.	5-10 grammatical, spelling or punctuation errors.	10+ grammatical, spelling or punctuation errors.