

Bill of Rights Illustrated Handbook

Project Requirements and Directions

- ❖ You will be concluding our unit on Human Rights by **creating a book that demonstrates why each of the rights in the Bill of Rights is important to you**. This book will then be included into your “Middle School” book in the art room. This will be a polished piece, and you should be attentive to all details throughout the process. **This is worth 100 Major Projects/Test points!**
- ❖ You will be including **only the first eight amendments**. While the others are important, the rights listed in the ninth and tenth amendments do not relate as much to individual people.
- ❖ You will create a book that has **illustrations of each** of the first eight rights in the Bill of Rights, and a **corresponding paragraph** that demonstrates the importance of each right to you.
- ❖ You will demonstrate your understanding of what the point of the amendment is by clearly **explaining why and how the rights listed in that amendment might apply to you, or how it is relevant to your life**. You will **not** write a separate paragraph explaining what the amendment means or re-writing the amendment – you already did this, or can refer to others’ work.
- ❖ Fallon will show and explain to you a proven template for how to create your book. You may work outside of that template, but if you choose a different style of book, it must be cleared by Fallon before you begin.
- ❖ You must **create a cover** for your book. This cover should creatively inform the reader about the contents of the book with words and pictures.
- ❖ Your book must also have a **table of contents** page, which tells the reader on what page they can find each of the amendments. This should have an attractive and relevant picture to go with it. All pages must be numbered.
- ❖ You will be assessed both on the **content of your paragraphs** and the way in which you **visually demonstrate your rights**. Remember, it should be clear that you put effort into **both** parts.
- ❖ Before writing a final version of the paragraph part for each page in your book, you **must first visit an editor** (Fallon, Donald, Pam) who will help you check your paragraph for spelling, grammar, and content. The paragraph must be approved before the final version is put into the book. You may type the paragraph, but that is not required.
- ❖ Refer to these directions and the criteria sheet frequently when working on this project. By using this criteria sheet throughout the project, you will be able to better self-assess your project at the end. Do a careful self-assessment for each section at each stage of the project, so you can fix anything that needs fixing.
- ❖ You will be working independently (unless you are having something edited by Fallon, Donald, or Pam), and you will find that most of your questions can be answered by looking at the above requirements and the criteria sheet.

You will be working on this project for a significant amount of time in class, but depending on how efficiently your work, you should expect to do some of this project at home. This project will be due Thursday November 9th, 2017.

Name: _____

Bill of Rights Handbook – Criteria Sheet

Criteria	<i>Self-Evaluation</i>	<i>Comments</i>
First Amendment Paragraph: Your paragraph fully addresses the point of the amendment and its relevance to you as an individual citizen.	___ ___ ___ ___ JB A M E	
First Amendment Illustration: Your illustrations demonstrate the point of this amendment in a creative way. They show clear effort on your part, and should be aesthetically pleasing. Remember to use color, fill the entire page, and put time into making quality illustrations.	___ ___ ___ ___ JB A M E	
Second Amendment Paragraph (same criteria as above)	___ ___ ___ ___ JB A M E	
Second Amendment Illustration (same criteria as above)	___ ___ ___ ___ JB A M E	
Third Amendment Paragraph (same criteria as above)	___ ___ ___ ___ JB A M E	
Third Amendment Illustration (same criteria as above)	___ ___ ___ ___ JB A M E	
Fourth Amendment Paragraph (same criteria as above)	___ ___ ___ ___ JB A M E	
Fourth Amendment Illustration (same criteria as above)	___ ___ ___ ___ JB A M E	
Fifth Amendment Paragraph (same criteria as above)	___ ___ ___ ___ JB A M E	
Fifth Amendment Illustration (same criteria as above)	___ ___ ___ ___ JB A M E	
Sixth Amendment Paragraph (same criteria as above)	___ ___ ___ ___ JB A M E	
Sixth Amendment Illustration (same criteria as above)	___ ___ ___ ___ JB A M E	

Seventh Amendment Paragraph (same criteria as above)	__ __ __ __ JB A M E	
Seventh Amendment Illustration (same criteria as above)	__ __ __ __ JB A M E	
Eight Amendment Paragraph (same criteria as above)	__ __ __ __ JB A M E	
Eight Amendment Illustration (same criteria as above)	__ __ __ __ JB A M E	
Title Page: Creatively informs the reader about the content of the book with words and pictures.	__ __ __ __ JB A M E	
Table of Contents tells the reader on what page they can find each of the rights, and has an attractive and relevant picture to go with it. All pages are numbered.	__ __ __ __ JB A M E	
All of your paragraphs demonstrate correct spelling, grammar, and punctuation.	__ __ __ __ JB A M E	

Overall Assessment:

Teacher Comments:

|__|__|__|__|
JB A M E

WORK HABITS	<i>These are assessed on your report card.</i>
Self-assessment: Do a careful self-assessment ahead of time, so you can fix anything that needs fixing. You turn in this completed self-assessment with your final project	__ __ __ __ JB A M E
You make good use of in-class work periods. You stayed on task and did not get distracted by socializing.	__ __ __ __ JB A M E