

LITTLE BIG HISTORY FINAL PROJECT

Purpose

This is the last structured Little Big History activity before the final presentations. It's important for students to work through the activity in order to narrow down the subject of their paper and to choose how they would like to present it. Please be sure to schedule class time, check-ins, or homework around these final activities so that students continue to work on the projects. Do what works best for your students and your schedule.

Process

In this activity, you'll share the final LBH project criteria with your students. Then, your students will use the criteria and rubrics to evaluate what they've completed for their LBH projects to date, and what they still have left to do. Hand out the Little Big History Project Description and the various checklists and rubrics you'll be using.

Walk through the project description with the students.

1. Explain that each of them will write an individual paper that is an extension of the biography of their Little Big History object essay.
2. Each student in the group will take one of the research questions that you approved and write a longer essay based on that.
3. Tell them that for the individual paper, they should explore something about their object that is of particular interest to them.

Explain either the World Without project, the service project, or both. In advance, you should decide how you want to approach the LBH with your class. You can give them both options, one option, or you might do something else entirely. It's important, however, that there is a presentation element of the final project.

1. Explain that the World Without presentation is meant to be a fun twist on the LBH papers. Instead of simply presenting the information from their papers, they'll instead use their knowledge of their object and its historical impact to tell the story of what might have happened if their LBH object didn't exist. How would the world be different? Would this have an impact on future thresholds? There are so many ways to explore the World Without component of the project. Tell students that they should be as creative as possible and to have fun with this, but that they will still have to meet the criteria for the project as laid out in the rubric.
2. Explain that the service project can be done instead of a World Without presentation. If students choose to do this, they'll create a service project for themselves that relates to their LBH object. For example, if someone decided to do the LBH of oil, they might stage a protest about the United States reliance on foreign oil. Or, they might investigate crops and raise money to feed hungry people or work at a soup kitchen for a shift. They'll also present on these service projects.



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Review the rubrics with the students.

1. Remind them that they will not be the ones filling out the rubrics for the final evaluation, with the exception of the collaboration rubric. You're just giving them the rubrics so they can use them to ensure they really understand what it is they need to do to be successful on each part of the project.
2. Once they've asked questions about the rubrics, tell the students that they need to do the following things in class:
 - Using the research questions they generated in Unit 7, they must decide who is going to explore which question in more depth as an extension of the biography of the LBH that they've already written about their object.
 - As a group, students will use the Big History Writing Rubric to re-evaluate their LBH object biographies. They'll use the biography as a launching point for their individual papers, so based on their review, they need to consider if there's anything missing from this biography that should be added to their individual papers, or if there's any thinking in their original papers that they need to revise. What might they add or revise based on their individual questions?
 - Brainstorm their World Without projects. Come up with a few ideas about what might have happened differently and what their final product might look like. Or, have them use this time to brainstorm service projects. Have them turn in a list of ideas to you at the end of class. Review these to make sure that students are heading in an appropriate and fruitful direction for the World Without or service part of their LBH's.



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Purpose

This is the last structured Little Big History activity before the final presentations. It's important for you to work through the activity in order to narrow down the subject of your paper and to choose how you would like to present it.

Process

In this activity, you'll learn about the final LBH project criteria. Then, you'll use the criteria and rubrics to evaluate what you've completed for your LBH project to date, and what you still have left to do.

Your teacher will walk you through the LBH Project Description and checklists and rubrics you'll be using. One important thing to remember is that you'll be writing an individual paper that is an extension of the biography of your Little Big History object essay. For this essay, you'll take one of the research questions that your group created (and your teacher approved) in LBH Part 5, and write a longer essay based on that. You should pick a question that will help you explore an area of the topic that is of particular interest to you.

Another important thing to remember is that you'll be doing a presentation about your LBH object. Your teacher will decide on your options, but these are two possibilities: In the first option, you'll create what's called a World Without presentation. Your group will use your collective knowledge of your object and its historical impact to tell the story of what might have happened if your LBH object did not exist. How would the world be different? Would this have an impact on future thresholds? Your group should be as creative as possible and have fun with this. However, remember that even though this should be fun and creative, you still have to meet the criteria for the project as laid out in the rubric.

Alternatively, your teacher might give you the option of doing a service project related to your LBH object instead of the World Without presentation. For an LBH service project, you'll think about what you have learned about your object, its impact upon the world, and what you could do in relationship to that object to make the world a better place. For example, if you decided to do the LBH of water, you might learn about how people around the world don't have clean water, and you might raise money to fund water sanitation solutions in areas in which they don't exist.

After you've reviewed the rubrics with your teacher, do the following with your LBH group:

1. Refer to the research questions you generated in LBH Part 5. Decide who is going to explore which question in more depth as an extension of the biography of the LBH that you've already written about your object.
2. As a group, use the Big History Writing Rubric to re-evaluate your LBH object biography. You'll use the biography as a launching point for your individual papers, so based on that review, ask yourselves if there's anything missing from this biography that should be added to your individual papers. Is there any thinking in your original papers that should be revised? What might you add or revise based on your individual questions?
3. Brainstorm your World Without projects. Come up with a few ideas about what might have happened differently and what your final product might look like in light of these ideas. Or, use this time to brainstorm your service projects. Before you leave class, turn in a list of World Without or service project ideas to your teacher.



WRITING RUBRIC

	Advanced	Proficient	Developing	Emerging
<p>Claim and Focus*</p> <p>Make a clear claim about the topic early in the essay and focus on proving it.</p>	The essay makes a precise and significant claim based on the topic and/or source(s). The essay maintains a strong focus on defending a directly stated position, using the whole essay to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.	The essay makes a clear claim based on the topic and/or source(s). The essay maintains focus on defending an identifiable position, using most of the essay to support and develop the claim and counterclaims while addressing the demands of the prompt.	The essay makes a claim based on the topic and/or source(s), but it may not fully address the demands of the prompt. Counterclaims may not be acknowledged, and the essay may not stay focused on the purpose and task.	The essay makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims are not acknowledged, and the essay does not address the purpose, task, or demands of the prompt.
<p>Analysis and Evidence</p> <p>Choose the right evidence and explain how it supports the claim and analysis.</p>	The essay cites the most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims. The essay demonstrates insightful reasoning and careful understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explains the relationship between claims and support.	The essay cites sufficient and appropriate evidence to support its claim, drawing information from multiple sources to defend its position and refute counterclaims. The essay demonstrates reasoning and understanding of the sources, potentially acknowledging inconsistencies or weaknesses in evidence, and adequately explains the relationship between claims and support.	The essay cites evidence to support its claim, but it may be insufficient or draw unevenly from available sources. Support may be inadequate in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay demonstrates some reasoning and/or understanding of the sources, though explanations of the relationship between claims and support are not always clear.	The essay cites minimal or irrelevant evidence to support its claim. Support may rely primarily on opinion, reasoning, or summary of the source(s) without clear cited evidence. The essay demonstrates little to no reasoning and/or understanding of the sources. An explanation of the relationship between claims and support is not present.
<p>Organization</p> <p>Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.</p>	The essay incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis.	An organizational structure is not evident, and relationships between ideas are not consistently clear. The essay may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/or conclusion is missing from the essay.



WRITING RUBRIC

	Advanced	Proficient	Developing	Emerging
Language and Style Use specific, interesting language and clear sentence structure to communicate ideas.	The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.	The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.	The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The essay contains some errors that may interfere with meaning.	The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.
Applying BHP Concepts† Choose and accurately apply the relevant BHP concepts in a way that shows understanding, and further supports the argument and evidence presented in the essay.	The essay applies at least two BHP course-level concepts and/or unit-level concepts or content. The concepts or content are connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying BHP concepts or content, and the essay demonstrates a clear understanding of the topic and the concepts. The essay <i>might</i> include information about the overall time period discussed in the essay and <i>might</i> make use of broader historical or scientific knowledge than is located in the course.	The essay applies one BHP course-level concept and/or unit-level concept or content. The concept or content is connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying BHP concept or content to illustrate or support concepts and claims, or to inform the essay.	The essay tries to apply at least one BHP course-level and/or unit-level concept or content, but does not fully articulate the concept's meaning or connection to the argument and/or evidence. It does avoid explicit misconceptions of the concept but may make an occasional minor error in applying BHP facts or concepts to illustrate or support concepts and claims, or to inform the essay.	The essay incorrectly or inappropriately mentions at least one BHP course-level concept and/or unit-level concept or content, and it may include misconceptions of that concept. The essay may make many minor errors or a major error in applying BHP facts or concepts.

*Turnitin, LLC, created the first four rows of this rubric for use with their Revision Assistant and Turnitin tools.

†The “Applying BHP Concepts” row of the rubric should be used by teachers and students to assess student learning and understanding in this area. *Teachers should not assess student writing using Turnitin reports exclusively.*



WRITING RUBRIC

Name: Date:

Directions: Use this table to comment on the writing that you are evaluating.

Description	Advanced	Proficient	Developing	Emerging
Claim and Focus				
Analysis and Evidence				
Organization				
Language and Style				
Applying BHP Concepts				



LBH INDIVIDUAL ESSAY CHECKLIST

Student Name: _____

Directions: Use the following table to grade each student's individual LBH writing assignments to ensure that they included all of the required elements of the individual essay. You will also grade them using the BH Writing Rubric.

Essay Component	Description	Notes	Score	Possible Score
Research Question	Student's research question about their object is clear and part of the thesis statement.			
Inclusion of Thresholds	Student meaningfully included three thresholds in the paper.			
Inclusion of Scientific Perspectives	Student meaningfully included three scientific perspectives in their paper.			
Annotated Sources	Five to seven full bibliographic citations of sources used are included with annotations.			
Clear Connections	Clear connections among the sources and across various thresholds, including the scientific perspectives.			
Extension of the Group Biography of the LBH Object	Extension of the group's biography of the student's LBH object, not a repeat of the same information.			
General Paper Requirements	Five to seven pages, 12-point font, double spaced, 1-inch margins, and no spelling errors.			
Total Score				



LBH GROUP PRESENTATION CHECKLIST

Group Members _____

Directions: Use the following table to grade group LBH presentations to ensure that they included all of the required elements of the presentation.

Presentation Component	Description	Notes	Score	Possible Score
Introduction	A short introduction or framing that uses the findings from your papers to legitimize the possibility of your World Without project.			
Inclusion of Thresholds	You meaningfully included three thresholds in the presentation that help make sense of your alternative reality.			
Inclusion of Scientific Perspectives	You meaningfully included three scientific perspectives in your presentation that help make sense of your alternative reality.			
Clear Connections	Clear connections across various thresholds, including the scientific perspectives.			
Creative and Fun	This is subjective, but be as creative as possible and make this presentation fun!			
General Requirements	Polished and well thought out.			
Total Score				



PRESENTATION RUBRIC

Directions: Use this rubric to evaluate presentations. Mark scores and related comments in the scoring sheet that follows.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Explanation of Ideas and Information	<p>Does not present information, arguments, ideas, or findings clearly, concisely, or logically.</p> <p>Argument lacks robust supporting evidence.</p> <p>It's difficult to follow the line of reasoning.</p> <p>Uses information that is not in line with the overall purpose.</p> <p>Does not consider opposing or alternative perspectives.</p>	<p>Presents information, arguments, ideas, or findings in ways that are not always clear, concise, or logical.</p> <p>Argument is supported by only some robust evidence.</p> <p>The line of reasoning is sometimes difficult to follow.</p> <p>Uses information that is only sometimes in line with the overall purpose.</p> <p>Attempts to consider and address opposing or alternative perspectives but does not do so clearly or completely.</p>	<p>Presents information, arguments, ideas, or findings clearly, concisely, or logically.</p> <p>Argument is well supported.</p> <p>The line of reasoning is logical and easy to follow and uses information that is appropriate for the purpose and audience.</p> <p>Clearly and completely addresses alternative or opposing perspectives.</p>	<p>Does an exceptional job presenting information, arguments, ideas, or findings clearly, concisely, and logically.</p> <p>Argument is well supported with robust, relevant, and interesting evidence.</p> <p>The line of reasoning is logical, easy to follow, well crafted, and uses information that is appropriate for the purpose and audience.</p> <p>Clearly and completely addresses relevant alternative or opposing perspectives.</p>
Organization	<p>Does not meet the presentation guidelines.</p> <p>Does not have a proper introduction or conclusion.</p> <p>Does not use time allotted (is too long or too short).</p>	<p>Meets most requirements for the presentation guidelines.</p> <p>Has a proper introduction and conclusion, but they are not clear or interesting.</p> <p>Uses the time allotted, but does not divide up that time logically (uses too little or too much time on a topic or idea).</p>	<p>Meets all presentation guidelines.</p> <p>Has a proper introduction that is clear and logical.</p> <p>Uses the time allotted well and organized the time appropriately.</p>	<p>Meets and exceeds all presentation guidelines; this presentation is particularly interesting, dynamic, and thoughtfully organized.</p> <p>Has an introduction that hooks the audience and a conclusion that incites questions and further interest.</p> <p>Organizes and uses times in what appears to be the best way possible.</p>



PRESENTATION RUBRIC

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Eyes, Body, and Voice	<p>Does not look at the audience or make eye contact.</p> <p>Lacks poise (appears nervous, fidgety, slouchy).</p> <p>Speaks in a way that is hard to understand.</p>	<p>Makes infrequent eye contact with the audience.</p> <p>Shows some poise (limited fidgeting or nervousness).</p> <p>Speaks clearly most of the time, but may be difficult to understand or hear at times.</p>	<p>Keeps eye contact with the audience most of the time—only glances at notes or slides.</p> <p>Shows poise and confidence.</p> <p>Speaks clearly and is easy to understand.</p>	<p>Keeps eye contact with the audience throughout.</p> <p>Shows exceptional poise and confidence.</p> <p>Speaks clearly, and in an engaging way that is interesting to listen to.</p>
Response to Audience Questions	<p>Does not directly address audience questions; goes off topic.</p>	<p>Answers audience questions, but not always completely and clearly.</p>	<p>Answers audience questions clearly and completely.</p> <p>Freely admits not knowing the answer to a question.</p>	<p>Answers audience questions clearly and completely; provides additional, relevant information.</p> <p>Admits not knowing the answer to a question, and provides ideas for how one might find the answers.</p>



PRESENTATION RUBRIC

Reviewer: Presenter:

Directions: Use this table to evaluate and comment on elements of a presentation. Put an X in the cell that denotes the grade. Use the other cells for comments.

Description	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)	Score
Explanation of Ideas and Information					
Organization					
Eyes, Body, and Voice					
Response to Audience Questions					
Total Score					



BIG HISTORY COLLABORATION RUBRIC

Name:

Date:

Directions: Give yourself and each member of your group a score from the collaboration rubric. Your teacher will use these scores as part of each group member’s individual score for the project.

Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
This group member does not complete project tasks or does not complete tasks on time. He/she does not help the group solve problems, give useful feedback, or use feedback from others. This group member does not show respect for teammates (interrupts, ignores ideas, is unkind).	This group member is sometimes prepared to work with the group. This group member does project tasks when reminded and sometimes completes tasks on time. He/she sometimes offers to help others, sometimes shares ideas, and is usually polite and kind to teammates.	This group member completes tasks without being reminded and uses feedback from others. He/she helps the group solve problems and stay organized, and listens carefully to teammates. This person is polite and kind.	This group member meets all the criteria of an At Standard performance. In addition, group member does more than is required and asks for feedback to improve his/her work. He/she steps in to help other group members when they are absent or need help, and he/she encourages teammates to share ideas by recognizing and promoting their strengths.

Group Member’s Name	Score	Why did you choose this score?
Your Name:		



LBH PROJECT TOTALS SCORESHEET

Student Name: _____

Directions: Use this table to combine all of the project scores in order to calculate a final grade for each student. Use the notes section for overall comments.

Project Component	Notes	Score	Possible Score
Individual Essay Checklist Score			
Big History Writing Rubric Score			
LBH Group Presentation Checklist Score			
Big History Presentation Rubric Score			
Big History Collaboration Rubric Score			
Total Score			

Additional Notes:

