

## Genius Hour Research Project

Geography is completely unimportant without the human element. What happens *on* a place is what gives humanity its stories, its diversity, and its identity. At the beginning of this course, Mr. Sosebee's students were told that whereas history is the telling of everything that happened up until present day, human geography is a snapshot of the world as it exist in this moment. It is what we do, where we do it, and why.

For this final project, students will be allowed to choose a specific topic of their choice in Human Geography and complete an argumentative research project that is composed of three parts: research paper, product, and a presentation. The research paper will be based off of a student-formulated historical question that will guide the student's inquiry throughout the project. The product will reflect what the student learned about their particular topic. The presentation will give the student the opportunity to share what they learned about their topic and their product with others.

Most of this project will be completed in class, so using the time allowed wisely is crucial.

### **Research Paper**

The research paper will exhibit what the student has learned about their particular topic in Human Geography by creating a historical argument based on their driving question, citing sources to reflect their research, and then synthesizing the event to create a deeper understanding of their research on historical understanding. The research paper will be a reflection of the student's own historical interpretation of their topic of choice.

#### Requirements:

- The students' research question should be the title of their paper.
- 12pt font, times new roman, double-spaced.
- AP - 8 pages *minimum*
- Paper should address the driving question of the student's project completely.
- Evidence used should be directly related and support the argument given. All evidence should be cited appropriately.
- Information should be well organized with well-constructed paragraphs - introduction with thesis, body paragraphs, and conclusion required.
- Citation of different sources parenthetically and in a works cited in MLA format.
  - AP - 8 sources and works cited. Works cited does not count in the page total.
- No grammatical, spelling, or punctuation errors.

### **Product**

The product will reflect what the student has learned about their particular topic in a visual way. The student's product should represent the topic that they chose. For example, if the student is researching the societal impact of soccer in 1980s the student might create a diorama of women's soccer uniforms vs. men's soccer uniforms. The teacher must approve all product ideas by\_\_\_\_\_. At this time students must also make any wish list requests for any items that they may have difficulty obtaining on their own.

#### Requirements:

- Must reflect the topic of the research project and may answer the driving question.
- Must be something the student created. Students who bring in pre-made products will not be given credit.
- May NOT be a PowerPoint, Prezi, or any type of presentation format.

- Must be attractive, informative, and well organized.

*Examples: Brochure, Map, Advertisement, Album Cover, Journal, Award, Blog, Blueprint, Board game, Booklet, Collage, Comic Book, Diary Entries, Dramatic Interpretation or Reading, Poem, Musical Performance, Flag, Invention, Magazine, Mural, Newscast or Podcast, Postcards, Radio Broadcast, Songs, Recipes, Soundtracks, Website, etc.*

## **Presentation**

The presentation will occur in a gallery walk with eight students presenting per round. During the presentation students will have the opportunity to present their research via poster, PowerPoint, Prezi, or any other presentation format.

### Requirements:

- Presentation addresses the driving question of the student's project completely as well as sets up the historical contextualization of the research topic. Evidence should be presented during the presentation as a part of the student's argument.
- Student is able to accurately answer almost all questions posed by audience about the topic.
- Student speaks clearly and distinctly 100-95% of the time during the presentation. IE, the presentation **should not include video clips**; students should supply the information, **not a video**.
- Student's facial expressions, body language, physical attire, and word choice reflect a professional attitude and enthusiasm for their topic of choice.
- Student has completely prepared and rehearsed their presentation.
- Student stays on topic during the presentation.
- Presentation shows a full understanding of the topic and uses graphics or other visuals to enhance audience's understanding of the research topic.

## **Other Requirements**

Students will also be required to write a research proposal and keep a research binder.

### Research Proposal

Before writing, students must complete a project proposal and have the proposal approved by another teacher other. The teacher must sign off on their project proposal. This teacher may give feedback or suggestions to the student on their research topic. The proposal must be turned in to the teacher for approval by \_\_\_\_\_.

### Research Binder

The research binder is a compilation of the student's research during their project. The binder should be organized by bibliographical source and be a record of what the student learned from that particular source about their topic. Student should include - at minimum - 7 sources in their research binder. Research binder will be turned in with the paper, product, and presentation on **the day of the student's final exam**. There will be binder checks

## Expectations

It is the expectation that students will complete 90% of the project during class time including research proposal, research, paper, product, and presentation. This will require that the student use their class time appropriately and remains focused on their project for the duration of the class period. The teacher will be available to answer any questions and assist with each part of the project as students are working. Students may also complete project during HOT Lunch Tutorials on Wednesdays and Fridays.

## Rubrics and Grading

- This project is worth 20% of students' grade for the **ENTIRE CLASS**
- The Paper will account for 40% of your project grade.
- Product will count for 25%.
- Presentation will count for 25%
- Research proposal, binder checks, and rough draft will be a cumulative 10% of the project grade.

## Major Due Dates:

- Research Project Proposal due, \_\_\_\_\_ **2017**.
- Research Binder Check #1 - must have 4 sources in research binder - due \_\_\_\_\_ **2017**.
- Research Binder Check #2 - must have 8 sources in research binder - due \_\_\_\_\_ **2017**
- Rough Draft of Research Paper due \_\_\_\_\_ **2017**.
- Due date for **EVERYTHING** will be on the final exam day for your class period
  - o This is when you'll turn in your paper and present your research and product.
  - o 2nd block - **June 5**- 11:19-2:18
  - o 3rd block -**June 6** - 7:25 - 10:20am
  - o 4th block - **June 6** - 11:19 - 2:18pm

**Research Paper Rubric**

<b>Criteria</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
<b>Answer the Question</b>	<p>The question is clearly restated.</p> <p>The question is answered correctly and with sophistication and deep understanding.</p>	<p>The question is clearly restated.</p> <p>The question is answered fully and correctly, showing that the writer is aware of what kind of question it is and how to properly respond to it.</p>	<p>There is an attempt to restate or the question is restated partially, but it's not clear.</p> <p>The answer is partly correct, incomplete, or student does not show a clear understanding of how to respond.</p>	<p>The question is not restated or sentence begins with "because," "so," or "that."</p> <p>There is no answer or the answer has nothing to do with the question.</p>
<b>Cite Evidence</b>	<p>Two or more pieces of insightful evidence are provided and exceed a basic level of support.</p>	<p>Two or more pieces of evidence are provided, are relevant to the question and support the answer.</p>	<p>Only piece of good evidence is provided or multiple pieces of evidence are provided but to not support the answer.</p>	<p>There is no evidence to support the answer.</p>
<b>Explain</b>	<p>The explanation of the evidence is insightful and sophisticated.</p>	<p>The explanation of the evidence is clear and sufficient.</p>	<p>The attempts to explain how the evidence answers the question are unclear or insufficient.</p>	<p>No attempts to explain how the evidence answers the question have been made.</p>
<b>Summarize</b>	<p>The summary is clear and insightful.</p>	<p>The summary is clear and sufficient.</p>	<p>The summary is unclear or insufficient.</p>	<p>No attempts to summarize the information have been made.</p>
<b>Conventions</b>	<p>No grammatical errors exist.</p>	<p>There are no more than 2 errors in spelling, grammar, punctuation and capitalization.</p>	<p>No more than 5 errors exist in grammar, syntax or punctuation.</p>	<p>Many grammatical errors exist.</p>

**Total:** \_\_\_\_\_      /20

### Product Rubric

CATEGORY	4 Points	3 Points	2 Points	1 Point
Accuracy of Product	Product accurately represents the topic of research.	Product mostly accurately represents the topic of research.	Product somewhat represents the topic of research.	Product vaguely represents the topic of research.
Knowledge Gained	Product represents a full understanding of research topic.	Product represents a partial understanding of research topic.	Product represents a vague understanding of research topic.	Product does not represent the research topic but effort was made.
Attractiveness	The product is exceptionally attractive.	The product is attractive.	The product has some attractive features.	The product does not reflect the student's best effort.

**Total:** \_\_\_\_\_ /12

### Presentation

CATEGORY	4 Points	3 Points	2 Points	1 Point
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Enthusiasm	Facial expressions, body language, physical attire, and word choice generate a strong professional attitude and enthusiasm about the topic in others.	Facial expressions, body language, physical attire, and word choice sometimes generate a strong professional attitude and enthusiasm about the topic in others.	Facial expressions, body language, physical attire, and word choice sometimes generate professional attitude and some enthusiasm about the topic in others.	Very little use of facial expressions or body language. Was not professionally dressed. Did not generate much interest in topic being presented.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

**Total:** \_\_\_\_\_ /16