**Pedigree Points**

40 total points required EACH QUARTER

Vision and Goals: The skills you learn in this class are applicable to the wide world of information. Even if you never read another fictional novel again, you can apply those skills to anything else you could possibly read or write. With that in mind, the goal of this year-long project is to give you an opportunity to start applying those skills to learn more about your family pedigree.

Each option that requires a written analysis/reflection should—in general—total about one page. For full credit, every paper you turn in should be typed using 12 point Times New Roman and double spaced. An MLA style header should be present at the top, with the following requirements addressed in paragraph format.

Please come and ask me if you have a specific question, concern, or idea. Communication is key to the successful implementation of this project!

**Bibliography**

 Points: **5**

Limit: 6

Requirements: Create a bibliography entry using a reputable source that addresses an aspect of your family’s history (e.g.: immigration process, reasons for emigration, life for pioneers). Your entries should meet these requirements:

* An MLA style citation
* Summary of the article (2-3 sentences)
* Explanation of relevance to family history (2-3 sentences)

**Independent Reading**

 Points: **20**

Limit: 2

Requirements: Read a novel of your choice and critically analyze its connection to your family pedigree through a literary lens. Include the following:

* Name the title and author of the novel.
* Identify the genre of the story.
* List the major characters.
* Give a brief description of the conflict(s).
* Describe what you liked/disliked about the book.
* Respond to **three** of the following items:
	+ Describe the perspectives/opinions of each main character in regards to concepts that are relevant to your family history.
	+ Is the setting crucial to the characters’ development or to the successful unfolding of the plot? Why or why not?
	+ What do you know about the author? How does this person’s ethnic background, gender, time in history, or social position affect the work?
	+ In what ways did this novel change your perspective or expand your ideas in regards to your family history?
	+ What allusions are present in this novel? In other words, does the text incorporate historical references to real people or events that are relevant to your family history?

**Film Analysis**

 Points: **15**

Limit: 2

Requirements: Watch a film of your choice and critically analyze its connection to your family pedigree through a literary lens. Writing requirements:

* Name the film and its director. State the run time, major actors/actresses, and year of release.
* Name and briefly describe the main characters.
* Briefly describe the setting – the time and place.
* In 1 –2 sentences summarize the plot. (Example: A woman searches for gold in the jungle but finds herself instead.)
* Identify and explain the connection between your film of choice and your family pedigree.
* Respond to **three** of the following items:
	+ Describe the perspectives/opinions of each main character in regards to your family history.
	+ Is the setting crucial to the characters’ development or to the successful unfolding of the plot? Why or why not?
	+ What do you know about the director and/or writer? How does this person’s ethnic background, gender, time in history, or social position affect the work?
	+ In what ways did this film change your perspective or expand your ideas in regards to your family history?
	+ What allusions are present in this film? In other words, does the film incorporate historical references to real people or events that are relevant to your family history?

**Recipe**

 Points: **5-15**

Limit: 2

Requirements: Conference with Mrs. Aman about what you plan to make and when you will be bringing the dish. Come to the conference prepared to give me details about what exactly you will be making and what your learning goals are (how will this experience influence your studies?) You will need to submit a typed version of the recipe of choice and provide enough to share with your entire class. Optional writing requirements:

* How does this dish play a role in your family history?
* What did you go into this experience hoping to learn/give/teach/etc.?
* What are the three biggest things you learned based on this experience? What was the overall positive impact of your time spent on this experience?
* Is this something you would make again? Why or why not?

**Interview**

 Points: **10-15**

Limit: 2

Requirements: Conduct an interview in which you carefully develop ten questions that relate directly to your family’s history. When interviewing your relative(s), you should summarize the answer to each question. The questions you ask them should be open-ended, meaning there could be many possible answers. You must write a one paragraph reflection in which you discuss what you learned from this experience and how it has influenced your opinion on the topic. To earn a full 15 points, you must record (audio or visual) your interview.

**Family Heirlooms**

 Points: **5**

Limit: 4

Requirements: Find and take a picture of a family heirloom. You must also include a written reflection in which you address the following:

* What is the sentimental or monetary value of this object?
* Who had original ownership of this item? Who does it belong to now? Who will it belong to next?

**Pedigree Chart**

 Points: **5+**

Limit: N/A

Requirements: Create a Pedigree Chart for your family. You can expand your paternal and/or maternal side. Approximately 5 points will be awarded for every four family members you document beyond yourself and your parents. Any family members you document beyond the fifth generation will be awarded double the points (i.e. 5 points for every two family members). Be sure to include the following information for each individual:

* Date of birth
* Date of death (if applicable)
* Date of marriage

**Creative Writing**

 Points: **10-40**

Limit: 2

Requirements: Points will be awarded on a sliding scale based on word count between 500-2,000 words (approximately 5 points for every 250 words). Writing can be about any facet of your family history and in any style wish. Writing must be typed and word count included on the bottom. Listed below are various writing ideas:

* A biography about a specific family member or couple
* An essay in which you share your research on an aspect of your family history
* A generational story (something that happened to a parent, grandparent, etc.)
* A poem inspired by a family member or experience

**Vocabulary List**

 Points: **10**

Limit: 2

Requirements: Create a list of ten vocabulary words that are unique to your family. For each term, include a standard definition along with a brief explanation (1-2 sentences) describing its relevance to your family.

**Other Ideas**

Can you think of something else you’d like to do? Run it by me!

Requirements for student choice:

* Project MUST include reading and/or writing *something.*
* All aspects of the project must be school appropriate.
* Student must present me with a full picture of what you want to do, what the project would entail, how much time it will realistically take, and how many points you feel it should be worth.
* Conference with me to discuss the above considerations prior to beginning.