

Name(s): your name + any partner(s) - up to 3 (include period # and/or house)	Unit 6: Memory & Legacy	Teacher ONLY → APPROVED or NOT APPROVED
--	-----------------------------------	---

Memory & Legacy Project Proposal

EQs: What should be remembered? How and why should it be remembered?

- Students will **create an original proposal addressing the following questions** (you may work with a group up to 3 ONLY if you and your peers focus on a collective memory).
 - In addition to answering the 4+ questions below, you will need to **create some kind of physical representation of your original proposed monument/memorial/performance.**
- Note:** If the primary audience for your piece is private, you will still need to have a public-facing piece to showcase. *Example: if your piece is a diary and you don't want to share the actual entries, you could exhibit a section (e.g., quote, picture, list of topics, etc) or artistic representation of the diary.*
- **Students will present their project publicly on _____ at a celebration in the _____ during a specific time slot between 6:30 and 8:30pm.**
 - In preparation for this community event, you will turn in your project and an artist statement
 - APPROVAL of this organizer proposal due:
 - FIRST draft of monument/artist statement due:
 - FINAL draft of monument/artist statement due:

Who or what will be represented in your monument/memorial/performance?
Consider individual people, groups, values, events, if they are already represented, etc.

[type here]

How will the “who/what” be represented in your monument/memorial/performance?
Consider the medium, form, location, size, etc.

- **Fine Art:** painting, diorama, drawing, digital art piece, ceramics, sculpture, collage, scrapbook, propaganda/campaign poster, quilt, textile piece, other
- **Film:** documentary, interview, interpretive, video collage, video/social media PSA, other
- **Music:** original recording (can be song, rap, instrumental, etc.), other
- **Creative Writing:** short story, script, graphic novel/story, poem, other
- **Performance:** a short play or enactment, readers theater, dance choreography, musical performance, other
- **Other:** suggest a different idea!

[type here]

Is this worth remembering? Why?

How does this show a memory or a legacy?	Connect your monument/memorial/performance to at least one of the <u>monument theories</u>	Meaning/significance of memory you have learned about in <u>Like Water for Chocolate</u>
[type here]	[type here]	[type here]

Who is your audience? Why is this your audience?

Who is your audience? Why is this your audience? <i>Consider private vs. public, what you're willing/want to share, the long-term impact on your chosen audience, what you want to have remembered/forgotten/etc.</i>	Would this be accepted by your chosen audience? <i>Consider the context of your audience, who makes decisions, whose voices carry more weight, financial viability, etc.</i>	Might this create controversy today or in the future? Why or why not? <i>Consider the causes of different interpretations – perspectives, new/different evidence, changing beliefs, values, identities, etc.</i>
[type here]	[type here]	[type here]

You must receive APPROVAL from your _____ teacher before you can start working on fleshing out your proposal with more detail in Google Slides and creating the physical representation of your monument.

Rubric

	<u>Exceeding</u>	<u>Meeting</u>	<u>Approaching</u>	<u>Initial</u>
<u>Understand and Apply:</u> Content Knowledge	Demonstrates a sophisticated command of the ideas surrounding monuments and historiography.	Demonstrates a command of monuments and historiography.	Demonstrates a basic understanding of monuments and historiography.	Shows a superficial understanding of monuments and historiography.
<u>Communicate:</u> Informative Writing & Speaking (Development and Audience)	Presentation provides significant and relevant facts, concrete details and/or information that thoroughly develop and explain the proposal.	Presentation provides relevant facts, concrete details and/or information that sufficiently develop and explain the proposal.	Presentation provides facts, concrete details and/or information that develop the proposal.	Presentation provides some facts, details and/or information that attempt to develop & explain the topic, but do not do so effectively or clearly.
	Presentation consistently addresses audience's knowledge level/concerns about topic and includes effective formatting & graphics that enhance comprehension.	Presentation anticipates audience's knowledge level/ concerns about topic and includes appropriate formatting & graphics strengthen comprehension.	Presentation considers audience's knowledge level about topic and includes minimal formatting & graphics that aid comprehension.	Presentation illustrates limited awareness of audience's knowledge level about topic and includes some formatting & graphics but may be distracting or irrelevant.
	Visual formats are professional; significantly enhance the message.	Visual formats are accessible and enhance the message.	Visual formats support the message.	Visual formats are limited, inaccessible or do not enhance the message.
<u>Think Creatively:</u> Unique Answers & Interpretations	Creates an original, new object, solution or idea that is tailored to the setting or purpose.	With support, creates a new object, solution or idea that is appropriate to the setting or purpose.	Adapts an appropriate example to their own needs.	Successfully reproduces an appropriate example.
<u>Respect:</u> Small Group Member	Participates w/o being asked, does not dominate & encourages others.	Participates w/o being asked and does not dominate.	Participates when asked OR may occasionally dominate group.	Rarely participates OR dominates group.
	Helps focus group on reaching goals and on making decisions and facilitates each member's equitable participation.	Helps focus group on reaching goals and on making decisions and makes effective use of time.	Helps group and participates when prodded.	Rarely helps group reach goals or rarely allows others to participate fully.