



Quarter Four International Studies Project 1st Grade

Parent Signature Page

I have seen the Quarter Four International Studies Project Description, and I know that the due date for this project is April 25, 2025. I understand that there is a writing piece attached to this project and that this project will be worth three grades. Any late projects will lose ten points each day when they are late. Please return this page (only) by March 21, 2025, to receive an EAGLE Buck.

Student's Name _____ Date: _____

Parent Signature _____

Teacher's Name/ Section: _____

Topic History: Famous Faces

International Studies Project

4th Nine Weeks

Project Description: It is time for students to complete their fourth nine-weeks project. We are learning about **Heroes in History: Famous Kenyan People**. Below, you will find detailed information about the project and requirements. **The due date is April 25, 2025**

Thank you,

First Grade Teachers

1. Students should choose one of the two projects below to complete:
 - **Option A. Biography (Informational Poster and Paragraph),**
 - **Option B. Biography Bottle Head Doll (Bottle Head Statue and Paragraph)**

Option A. Biography (Informational Poster and Paragraph)

- Students will use a half size poster board to create their informational poster. They will use photographs and text to display research about the **Famous Kenyan Person** they choose.

Poster: Please include the following when creating your informational poster

1. Text features (at least three)
 - a. Title
 - b. Labels
 - c. Photographs with captions
 - d. (Optional) A person-shaped cutout decorated to represent the **Famous Kenyan Person** the student chooses.

Writing Piece: Write two paragraphs about your famous person. Below are paragraph guidelines to guide your research and writing:

1. Brief description of the **Famous Person in Kenya** (where they were born, what their family was like what their education level was, what their social status was, what their interests were, etc).
2. Brief description of the time period that person lived in. *How did the **Famous Kenyan Person** impact history (in Kenya and internationally)? What did this person do to change history?

*What part of Kenya are they from? Where did they live? *How did they influence (change) society today (in Kenya and internationally)? What did this person do to influence (change) modern times?
*Why is this person considered a "Hero in History"?

Option B. Biography Bottle Head Doll (Bottle Head Statue and Essay):

- The requirements and guidelines are the same for **Option A. Biography**, except that students will write a paragraph and create a Bottle Head Statue to represent their **Famous Kenyan Person**.
- Students will use a plastic bottle (16 oz minimum, 2 liter maximum) and Styrofoam ball to create their Bottle Head Statue.

Please include the following when creating your Bottle Head Statue.

1. Text features (at least three)
 - a. Bottle for a body (soda bottle, ketchup bottle, dish soap bottle)
 - b. Head (styrofoam ball, tennis ball, wooden spoon)
 - c. Hair
 - d. Clothing
 - e. Items to decorate the bottle to look like the **Famous Kenyan Person** (for example: construction paper, paint, yarn, glue, sequins, pipe cleaners, fabric, buttons, googly eyes, etc)

Paragraph: Same as Option A

2. Students may choose one of the **Heroes in History: Famous Kenyan Person** below as the subject of their project. They may also choose a different famous Kenyan:
 - Jomo Kenyatta (Founding Father of Kenya)
 - Wangari Maathai (Activist) • Ngugi Wa Thiong'o (Author)

- Lupita Nyong'o (Actress)
- Eliud Kipchoge (Athlete)
- Wanjiku Kanjumba (Astronaut/Engineer in training)
- Peter Tabichi (Educator)

Examples of Bottle Statues



International Studies Quarter Four Project Rubric: Grade 1 (Kenya)

Student Name: _____ Grade: _____ points/ 15 points = _____

Comments:

<u>Category</u>	<u>Score:</u> 3	<u>Score:</u> 2	<u>Score:</u> 1
Grammar/Writing	Student wrote in complete sentences and included punctuation. Sentences were free of grammatical errors. Student's paragraphs have five sentences or more.	Student wrote in complete sentences and included punctuation. Sentences contained 1-2 grammatical errors. Student paragraphs have less than five sentences.	Students did not write in complete sentences and lacked punctuation. Sentences contained more than 3 grammatical errors. Student did not write the paragraphs.
Text Features	Project contained 4 or more text features (photographs, labels, bold print, captions, titles) that helps readers understand the message of the advertisement or poster.	Project contained 2-3 text features (photographs, labels, bold print) that helps the readers to understand the message of the advertisement or poster.	Project contained 1-2 text features (photographs, labels) but it does not help the reader to understand the message of the advertisement or poster.

Information	<u>All</u> of the information is correct. Research is evident (all research questions are answered).	<u>Some</u> of the information is correct. Some research is evident (one to two of the research questions are answered).	<u>None</u> of the information is correct. Research was not evident.
Neatness	The project is neat, legible, and readable. Effort is evident with creativity. Project meets size requirements.	The project is legible and there is evidence of some creativity. Some consideration was given to size requirements.	The project is not legible or readable. Effort is not evident and there is lack of creativity. Project did not meet size requirements.
Presentation	Student is knowledgeable of content, speaks in complete sentences and is able to answer questions regarding their project.	Student is knowledgeable of content and speaks in complete sentences. Students are hesitant when answering questions.	Student is not knowledgeable of the content and cannot answer generated questions from peers.