As a group you will be assigned a reformer from 19th Century America. You are to research this person extensively and create a comprehensive project based on the information gathered to create a mini-museum exhibit on the reformer’s life.

**Reformer exhibit**

Using butcher paper, markers, glitter, and other supplies in class, the group will create a mini-size drawing of their reformer. Students will then need to “dress” their reformer with information they have researched. Reformer’s should be “dressed” in the following manner:

1. **Hat**- Area of reform and their major reforming achievements
2. **Hands** - 3 Things that the reformer wrote, created or built
3. **Sides**- Should show what major problems/challenges they had to overcome; anything that was a “thorn” in their side (3)
4. **Belt**- Contains a timeline of 4 **major** events of their lifetime. (What other things were occurring?)
5. **Legs**- Contain 4 famous quotations from the reformer
6. **Shoes**- How our country/world was changed because of the reforms (2)

**Reformer’s mini-exhibits will also need to CLEARLY display the following elements:**

* + Reformer’s Name
  + Reformer’s area of reform
  + Period and Individual names of group members (on bottom right corner)
  + Organization of information into a logical and neat manner
  + Creativity- REMEMBER, YOUR REFORMER NEEDS TO BE *TOP QUALITY*! Students are encouraged to think out of the box to creatively “dress” their reformer!

**Build a Top-Quality Reformer Project**

**Learning Group Contract**

Group Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Reformer:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Goal: Collectively create a mini-exhibit on your reformer using the criteria previously outlined.

|  |  |
| --- | --- |
| **Group Member** | **Responsibilities** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

Suggestions: You could break up the responsibilities by section of the reformer, research types, different jobs needed to complete the project, etc/ One person might volunteer to assemble materials and the rest of the group will research, select, and submit the materials. You could all agree to concentrate on a different “region” of the ruler exhibit and then collectively work to “dress” your ruler.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reformer** | **Area of Reform** | **Major Accomplishments/ Works/Products** | **Most interesting or important fact** |
| Charles Finney |  |  |  |
| William Lloyd Garrison |  |  |  |
| Frederick Douglass |  |  |  |
| Elizabeth Cady Stanton |  |  |  |
| Lucretia Mott |  |  |  |
| Horace Mann |  |  |  |
| Grimke Sisters (Either one) |  |  |  |
| Dorothea Dix |  |  |  |
| Lyman Beecher |  |  |  |

Group Name and Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **A** | **B** | **C** | **D** |
| Attractiveness—“The Top-Quality Factor” | The drawing is exceptionally attractive in terms of design, layout, and neatness | The drawing is attractive in terms of design, layout, and neatness | The drawing is acceptably attractive though it may be a bit messy | The drawing is distractingly messy or very poorly designed. It is not attractive. |
| Content-Accuracy | At least 12 accurate facts are displayed on the drawing and handout is exceptional and easy to follow. | 10-9 accurate facts are display on the drawing and handout is good and easy to follow. | 8-7 accurate facts are display on the drawing and handout is okay and easy to follow. | Less than 6 accurate facts are displayed on the drawing and handout is poor and hard to follow. |
| Required Elements  (Label where necessary) | The drawing has all required elements as well as additional information. | All required elements are included on the drawing. | All but 1 of the required elements is included on the drawing. | Several required elements were missing. |
| Spelling/Grammar | There are no spelling or grammar errors on the drawing. | There are a couple of spelling an/or grammar errors on the drawing. | There are a few spelling and/or grammar errors on the drawing. | There are several spelling/grammar errors on the drawing. |
| Cooperativeness | The group members worked exceptionally well together and made attempts to use blackboard to further their learning. | The group members worked together and there was a minor problem working together. Members did attempt to use blackboard to further their learning. | The group members worked together and there were several minor problems working together. Members did not attempt to use blackboard to further their learning. | The group members failed to work together effectively and there were major problems completing the assignment. |

**Grade:**