Group Names:

**Let’s Build a House Project**

Housing styles have change multiple times over the years. Think about it! Think about your house. Think about houses on your street or on the way to your house. Think of the old houses in the south. Think of a house on the east coast. Think of a house in the tropics. How do all of these compare? Why are all they different? Why are they the shape they are? What are some specific elements about the exterior of these homes? These are some of the questions are you are about to answer over the next couple days.

**The Project:**

You are to get into groups and learn as much as you can about the specific house style(s) assigned to your group. Your groups will consist of no more than four. Your will be constructing a small scale house façade that looks very similar to the house style(s) that your group was assigned. These houses must have most to all of the specific exterior elements that a home would have in your style. Your group will also be introducing us to the style(s) that you have. You will essentially be teaching the class about the house style(s). In addition, you will use some form of multi-media to present the history information to the class. You will have class time to complete the project. However, the presentation date will not change, which may require you to work outside of class.

You will have until to complete this project with being the date you will give your full presentation. Please use this packet to help you complete your project.

**The Committees:**

Before you begin working on your project you must separate into the four committees. These include the Building Committee, History Committee, Multi-Media Committee, and Presentation Management Committee. Each member of the group must be in two different committees. No two members can have the exact same committees. Please read the following to understand what is required of each committee.

**Building Committee:**  
They will be building the actual house façade. They will use some of the materials provided to help in building the façade. However whatever is provided by the teacher is all the material available. You may however, bring, buy, or get your own material to use.

**History Committee:**   
These people will do all the research on the project. They will learn the ins and outs of the housing style(s). They will at a minimum, know main features of the style(s), distinguishing factors of the style(s), specific vocabulary, history, who, how, and why this style(s) developed, any influences on style(s), any subcategories of the style(s), and time era of the style(s). More information would be great.

**Multi-Media Committee**:  
These members will be in charge of developing the visual aid for the presentation. They can use any medium that they feel will best display the information. The display must include accurate pictures color, and creativity. The product should be appealing to the eye.

**Presentation Management Committee**  
These members will be “in charge” they must make sure everyone is doing their job and in way that is being productive. These members will be held accountable for all materials, deadlines, and overall completion of that project. Much like most managers, these members will get more credit for a good performance, and will be held responsible for a less than average project. This means their grade will be higher than other members if overall grade is higher than a “C”. If the overall grade is less than a “C”, their grade will be lower than the rest of the group.

**Committee Conferences and Town Meeting**

Half way during the project, the class will be ask to attend “conferences”. This is when members will be with members from other groups and have a discussion. The same members from the same group cannot go to the same conference. During the conferences you will discuss the following:

How they are doing?   
What have they learned during this project?  
Any struggles?   
Any successes?   
Any resources that others have found to be helpful?   
Any tips that they would like to share with the group?   
What information have you gained from the conference?  
You will also have to share some of their information with everyone.

A Conference Sheet is provided for all members.

After ten (10) or so minutes, everyone will switch and go to their other conference. After the second conference is done, the group will meet back with their original group. They will share with their group information from their Conference Sheet. After each member has shared they will then reflect on their project and go through the “Town Meeting: Board Meeting” sheet. Topics will include: During the town meeting each person has to report to the group what they found. Then they are to write down what they discovered during the conferences. They also have to write down if they are ahead, behind, or right with everyone else. They have to say how the quality of their work compares with everyone else. They have to let me know if they have a plan of action to improve their project.

**The Presentation:**

This will occur on the assigned date. The teacher will random choose who will get to present the information from each committee. Once the name is chosen, it is final. That person will have to deliver the information. The teacher will be grading on quality of work and the delivery of the presentation. During presentation, other students will be filling out the Housing Styles Note Guide.

**Conference Sheets** Name:

Committee:

Fill out this while you are in your conference with other members of the same committee as you.

1. How are other people doing in other groups?
2. What have they learned during this project?
3. Is anyone having **struggles** at this point in the project?
4. Is anyone having **successes** at this point in the project?
5. Has anyone found any resources to be helpful?

1. Any tips that they would like to share with the group to help others?
2. What information have you gained from the conference?

**Town Meeting Board Minutes**

Each person has to report to the group what they found.

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| 1. **Write down what each committee discovered during the conferences.**   Building:  History:  Multi-Media  Management |
|  |
| 1. **Are we ahead, behind, or right with everyone else?** |
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| 1. **How does the quality of our work compares with other groups?** |
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| 1. **Write down a Plan of Action to improve your project.** |

Project Grading Sheet

Student Names:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**History Presentation**

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| CATEGORY | **20** | **15** | **10** | **5** |
| **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. |
| **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. |
| **Vocabulary** | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | Uses several (5 or more) words or phrases that are not understood by the audience. |
| **Collaboration with Peers** | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |

**Housing Façades**

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| CATEGORY | **40** | **30** | **20** | **10** |
| **Accuracy of Content** | All information cards made for the game are correct. | All but one of the information cards made for the game are correct. | All but two of the information cards made for the game are correct. | Several information cards made for the game are not accurate. |
| **Attractiveness** | Contrasting colors and at least 3 original graphics were used to give the cards and gameboard visual appeal. | Contrasting colors and at least 1 original graphic were used to give the cards and gameboard visual appeal. | Contrasting colors and \"borrowed\" graphics were used to give the cards and gameboard visual appeal. | Little or no color or fewer than 3 graphics were included. |
| **Creativity** | The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board. | The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters. | The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game. | Little thought was put into making the game interesting or fun. |
| **Cooperative work** | The group worked well together with all members contributing significant amounts of quality work. | The group generally worked well together with all members contributing some quality work. | The group worked fairly well together with all members contributing some work. | The group often did not work well together and the game appeared to be the work of only 1-2 students in the group. |

**Multi-Media**

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| CATEGORY | **20** | **15** | **10** | **5** |
| **Content** | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| **Organization** | Content is well organized using headings or bulleted lists to group related material. | Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed. | Content is logically organized for the most part. | There was no clear or logical organizational structure, just lots of facts. |
| **Originality** | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people\'s ideas (giving them credit), but there is little evidence of original thinking. | Uses other people\'s ideas, but does not give them credit. |
| **Attractiveness** | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentaion content |

Graphic Organizer

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| Housing styles  Spanish Traditional  Cape Cod Dutch Saltbox German Garrison Scandinavian Georgian Spanish Federal Modern  Log Cabin  Greek Revival Southern Colonial  Victorian  Bungalow Prairie Style  Ranch  Split Level  Tudor | Vocabulary  Stucco Gable Roof  Portico Gambrel Roof Dormers Mansard Roof  Pediments Hip Roof  Turret Shed  Shutters High Pitched  Belvedere Low pitched  Chimney Flat Roof  Ornamentation Porch |
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| House Style  Vocabulary: | Specific Details |
| House Style  Vocabulary: | Specific Details |
| House Style  Vocabulary: | Specific Details |
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Bingo Sheet

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|  |  | **FREE**  **SPACE** |  |  |
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