**Andersonville**

**KNOWLEDGE:** Make a cardboard relief that records the buildings and grounds of Andersonville.

**COMPREHENSION:** In a memo to President Lincoln, identify each of the Union and Confederate prison camps still in operation at the end of the war.

**APPLICATION:** In a radio serial episode from the program, "I Am A Prisoner of War/" depict an event in the "Dead Man's Zone."

**ANALYSIS:** Compare Andersonville to Treblinka. Write a script for a TV documentary that examines similarities and differences.

**SYNTHESIS:** Concoct the ideal, humane Prisoner of War Camp for 1864. Draw a blueprint, and label the components. Include a taped narrative for new prisoner orientation.

**EVALUATION:** Captain Henry Wirtz, the Commander of Andersonville, was the only Confederate tried, convicted, and executed for "war crimes." Decide whether or not these actions were justified. As either the defending attorney or prosecutor at his trial, deliver your closing remarks.

**Civil War as a Concept**

**KNOWLEDGE:** For a fact file, name fifteen civil wars (with dates, locations, and participants) on separate 3x5 cards.

**COMPREHENSION:** Choose a recent civil war - other than the American Civil War - and make a collage expressing one major issue.

**APPLICATION:** As Eva Peron, clarify the motives of the junta's *coup d'état* in Argentina. Address the crowd from your balcony.

**ANALYSIS:** Differentiate among civil disobedience, revolution, and civil war. Write an article for *Soldier of Fortune* magazine, citing examples and specific references.

**SYNTHESIS:** For a civil war that occurred before AD 1700, formulate an insignia that symbolizes one faction's goals. Make a brooch for a cap or a cloak.
EVALUATION: Appraise the following statement: "The only long-lasting civil revolutions have been based on economics and not political, social, or religious factors." Prove your points in a pamphlet a la Tom Paine.

The Common Soldier

KNOWLEDGE: Compile the Union and Confederate casualty figures for 1861, 1862, 1863, 1864, and 1865. List your data in graph form.
COMPREHENSION: Read The First Time Under Fire, a short story by John W. De Forest. In a simulated telephone conversation, discuss the officer's attitude about the battle.
APPLICATION: Write diary entries portraying the day-to-day life of a common soldier in the Confederate Army in 1864.
ANALYSIS: Analyze fully the irony of Henry's "red badge of courage" (The Red Badge of Courage by Stephen Crane). Deliver a soliloquy including explicit references to the following: the situation in which Henry receives his wound, the effects of his wound on his relationships with his comrades, and the ultimate effect of the wound on Henry's personality.
SYNTHESIS: Speculate upon what a Confederate soldier might have felt while witnessing the surrender at Appomattox. As that soldier, compose a ballad, and sing it for your comrades.
EVALUATION: After reading The Private History of a Campaign That Failed, a short story by Mark Twain, judge the actions of the author and the Marion Rangers. In a letter to the editor of one of the Missouri newspapers of 1861, detail your views.

Economics

KNOWLEDGE: In an annotated bibliography, record five books about the economics of the Civil War, and include it in this RATS PACK.
COMPREHENSION: On a map with a legend, locate the principle products of the North and of the South.
APPLICATION: Admitting a new state to the Union before the Civil War had economic implications. Choose one territory that applied for admission, and, in a pamphlet to be distributed in the House of Representatives, indicate the factors which could impact the Nation's economy.

ANALYSIS: Investigate the problems of a one-cash-crop economy in relation to the Confederacy. Write an entry in a plantation owner's daybook.

SYNTHESIS: Choose an area in a Southern state (before 1860), and develop a plan to attract an industry. Write a Chamber of Commerce brochure promoting this location.

EVALUATION: Jesse Grant, U.S. Grant's father, was a cotton speculator during the war. Judge the moral values of the businessmen who profited from the war, and write an editorial for either a Union or Confederate newspaper.

Gettysburg and Chickamauga

KNOWLEDGE: Memorize Lincoln's "Gettysburg Address". Recite it with gusto and enthusiasm for your class.

COMPREHENSION: Translate the phrase pyrrhic victory in terms of the Confederate forces at Chickamauga. Make a mock up of an historical marker for the battlefield.

APPLICATION: Write an epitaph for General William S. Rosecrans, clarifying and emphasizing his impact at Chickamauga.

ANALYSIS: Put together a display for the Gettysburg Battlefield Visitors' Center that examines the strategic importance of capturing Cemetery Hill. Since the Center tour is self-guided, your exhibit must be self-explanatory.

SYNTHESIS: Suppose you are a junior officer under the command of General George E. Pickett at Gettysburg and you are one of the twenty-five percent who have survived the charge. Around the campfire, reconstruct the events of the day for a comrade who wasn't there.

EVALUATION: Deduce the importance of the railroads to Confederate communications and supply at Chickamauga. Write an article for American Heritage magazine.
Lincoln and Davis

KNOWLEDGE: Compose the lyrics to a ditty telling how Jefferson Davis became President of the Confederate States of America.

COMPREHENSION: Make two charts that identify each cabinet post in the Union and Confederate Governments. Include the names of the men who held the appointments during the war.

APPLICATION: Imitate Jefferson Davis declaring war on Fort Sumter. Stage a segment of "You Are There."

ANALYSIS: Both Lincoln and Davis were beset from within by their cabinets and by their constituents. Write an article for a National Enquirer expose that scrutinizes their problems.

SYNTHESIS: We know how Lincoln proposed to treat the defeated South after the war. Pretend that the South has just defeated the North, and predict what Davis will do about the newly foreign country to the North. As his communications secretary, prepare his policy for press release.

EVALUATION: Appraise Lincoln's policy toward Kentucky during 1861. As a Senator from Kansas, prepare and deliver a speech addressing the Senate.

Medicine

KNOWLEDGE: Read a biography of Clara Barton. Make an annotated bulletin board recalling the events of her life.

COMPREHENSION: In a chalk talk, explain how a Minie ball did so much damage.

APPLICATION: Put together a museum exhibit that shows an army doctor's tools, instruments, and other equipment in 1862.

SYNTHESIS: Contrive a visual sequence from a wounded soldier's point of view. Produce a movie in a box with a taped narrative using his "voice."

EVALUATION: Select one Union or Confederate hospital, and evaluate its effectiveness based on the state of medicine in 1863. Write an anecdote about one doctor's experience.

Reconstruction

KNOWLEDGE: Define the terms copperhead, carpetbagger, and scalawag. Include the definitions - along with drawings and warnings - in an underground copybook for Alabama youngsters in 1870.

COMPREHENSION: For one of the white supremacist organizations (e.g. Ku Klux Klan, the Knights of the White Camellia, the White Brotherhood, the Pale Faces, the 76 Association), prepare a brochure summarizing its purposes and its history.

APPLICATION: In a dramatic monologue, apply the Black Codes of either South Carolina or Mississippi to three events from daily life.

ANALYSIS: Examine the pros and cons of land reform - including confiscation, compensation, and federal purchase - proposed by the Radical Republicans. Write an article for a Southern newspaper.

SYNTHESIS: Imagine that you were one of those selected to organize a local chapter of the Freedmen's Bureau. Prepare a document establishing its legal goals and stating the techniques your group plans to employ to achieve these goals.

EVALUATION: In a CD encyclopedia entry stressing the political atmosphere of the period, assess the validity of each of the eleven Articles of Impeachment (March 3, 1868) raised against President Andrew Johnson.

Robert E. Lee and U. S. Grant

KNOWLEDGE: Cite the battles fought by Grant and Lee, inscribing them on a plaque for the National Monument at Appomattox Courthouse.
COMPREHENSION: Assume the role of a long-time friend of Ulysses S. Grant, and deliver a eulogy recognizing his strengths and accomplishments.

APPLICATION: Write an 1863 editorial for the Richmond Times in which you present the popular Confederate sentiment regarding Robert E. Lee.

ANALYSIS: Make parallel time lines contrasting the lives of Grant and Lee.

SYNTHESIS: Perform a one-act drama setting up a hypothetical contemporary meeting between Lee and Grant. Be certain to include their political attitudes as well as military philosophies in the dialogue.

EVALUATION: Grant was often accused of being a drunkard. Determine whether or not he was. Write a Pinkerton-style report for Lincoln.

**Sea Power**

KNOWLEDGE: In a letter from a midshipman (CSA or USA) to his father, restate the purposes of a naval blockade. Include strategies, types of both Confederate and Union ships, and hoped-for goals.

COMPREHENSION: Write the one-week log of a Confederate privateer, reporting on her actions and engagements.

APPLICATION: Using models and a container of water, recreate the battle between the Monitor and Merrimac for your classmates.

ANALYSIS: Discover why the submarine CSS H.L Hunley was nicknamed 'The Peripatetic Coffin." Put together a tongue-in-cheek recruiting poster.

SYNTHESIS: Create a board game of encounters on the water. Include blockaders, frigates, gunboats, ironclads, Confederate ports, the Tennessee and Mississippi River campaigns, Port Royal, Farragut in Mobile Bay, and the battle for Charleston. Make a prototype of the board, and write the rulebook.
EVALUATION: As an expert economist, evaluate the effectiveness of the Union blockade of Southern ports from 1863-1864. Give an oral report to President Lincoln. Include facts, figures, specific data, and your recommendations.

**Slavery - "The Peculiar Institution"**

**KNOWLEDGE:** Collect factual information about the importation of slaves to North America. Share what you find on a book jacket for *The Slave Dancer* by Paula Fox.

**COMPREHENSION:** On a plat drawn to scale, locate the "Big House" and the slave quarters of a large, prosperous Georgia plantation.

**APPLICATION:** Dramatize a slaveholding Southern aristocrat defending his ownership of slaves. Deliver an 1856 political campaign speech.

**ANALYSIS:** As a time-travelling investigative reporter for Eyewitness News, inspect the life of a field hand on a plantation near Charleston, South Carolina (c.1850). Video tape your story for tomorrow night's broadcast.

**SYNTHESIS:** Design and produce a broadside as it might have been formulated by an ardent abolitionist.

**EVALUATION:** Criticize the following statement: "Slavery was a ponderous economic burden on the South and its economy, which, left to its own devices, would have collapsed of its own weight." In a magazine article, defend your point of view.

**The Generals**

**KNOWLEDGE:** Make celebrity cards that state the names, regiments, battles, and fates of ten Union or Confederate generals.

**COMPREHENSION:** On a time line, review the major Confederate victories. Include the locations and the generals in command of both armies.

**APPLICATION:** As General Joseph E. Johnston, question your decisions during one episode of your career. Write a two-page entry into your field journal.
ANALYSIS: Prepare the script for a TV documentary surveying the personalities and tactics of General Philip H. Sheridan and General J.E.B. Stuart.

SYNTHESIS: In either an elegy or an ode, generalize public sentiment regarding Sherman's March to the Sea. Print your poem for the base of a war memorial for either Atlanta, Georgia, or Elmira, New York.

EVALUATION: Determine why Lincoln kept Major General George McClellan in command for so long. Write a white paper from Lincoln to his cabinet.

War in the West

KNOWLEDGE: On a map you have drawn, label the sites of the Civil War battles in Texas, New Mexico, and Arizona. Give their dates, military commanders, and outcomes.

COMPREHENSION: Describe the fortifications at Fort Henry on the Tennessee River in 1862. Draw a mural.

APPLICATION: Simulate a conversation between two Confederate soldiers at Vicksburg. In costume, put on a five-minute skit.

ANALYSIS: Amphibious warfare was a new concept in 1862. Contrast an amphibious assault during the Civil War and one within the last fifty years. Construct two dioramas, and include a taped narrative.

SYNTHESIS: Assemble the ideal uniform for the common soldier or sailor in the Western Campaign. Prepare a press release with illustrations.

EVALUATION: Gage the strategic importance - to both sides - of capturing the Mississippi and Cumberland Rivers. As a commanding officer, give your troops a heartfelt, over-the-top pep talk that includes your reasons.

Weaponry and Tactics

KNOWLEDGE: For one weapon used during the Civil War, draw a labeled, exploded diagram naming its parts.
**COMPREHENSION:** Choose one battle in which the strategy called a "flanking maneuver" was used successfully. Teach a lesson with media and graphics to explain the technique.

**APPLICATION:** Put together a museum exhibit illustrating at least seven different weapons used by the Confederates. Include drawings, photos, or pictures of the weapons, as well as explanations of where and how they were used.

**ANALYSIS:** Using maps, models, and overhead transparencies in an oral presentation, analyze Scott's "Anaconda Plan." Be sure to demonstrate how the operation would function and to interpret its anticipated outcomes.

**SYNTHESIS:** Devise an artillery emplacement that would allow for a 300° field of fire. Construct a model.

**EVALUATION:** Trench warfare was first employed by the Confederate army and taken to extremes in World War I. Rate the efficiency of this tactic in terms of its defensive characteristics. As a member of his staff, write an epistle to General Lee.

**Literature and Music**

**KNOWLEDGE:** Make a collection of the sheet music for fifteen Stephen Foster songs. Put them in a scrapbook with a paragraph about each song.

**COMPREHENSION:** In an informal speech, paraphrase Walt Whitman's "Beat! Beat! Drums!" and "The Wound-dresser," and describe how the poems express his change in attitude about war.

**APPLICATION:** Employ four poems by John Greenleaf Whittier - "The Slave-ships," "To a Southern Statesman," "To John C. Femont" and "Barbara Frietchie" - to illustrate his political attitudes. Put together a montage of pictures and lines of poetry.

**ANALYSIS:** As a disinterested noble English visitor in Washington, D.C. in 1860, distinguish the actual impact of *Uncle Tom's Cabin* by Harriet Beecher Stowe on the outbreak of the Civil War. Prepare a dispatch for Her Majesty, Queen Victoria.
SYNTHESIS: Compose the melody and lyrics for an original martial song to be sung by J.E.B. Stuart's Raiders. With the help of your friends, stage a choral debut.

EVALUATION: Consider the songs "Dixie" and "The Battle Hymn of the Republic," and conclude which creates the stronger patriotic feeling. Write an illustrated short story supporting your point of view.

®

AMERICAN CIVIL WAR

BIBLIOGRAPHY

Hints for beginning your research ...
1. You probably won't be able to find all of the sources listed in this bibliography, but that's OK. We've provided them to help you get started and to give you an idea of the scope of the available resources for this topic.
2. Begin your research in the reference section of the library. General encyclopedias can give you an overview of your topic, as well as bibliographies and cross-references to other articles. You'll find special encyclopedias - in the areas of art, social science, literature, music, and science - in the reference rooms of large libraries. And, depending on your topic, you may find it useful to consult various yearbooks, handbooks, almanacs, biographical aids, and special dictionaries.
3. These days, even small school libraries have computer access to vast amounts of information. Find out how your library can borrow materials for you which it does not have on hand.
4. The Reader's Guide to Periodical Literature is your best resource for locating information in magazines published after 1900.
5. Interview experts in the field you are studying. Speeches, lectures, panel discussions, and performances (live and on film) are also sources of information. Don't limit your research to the printed word.


Stowe, Harriet Elizabeth (Beecher), Uncle Tom's Cabin, Or Life Among the Lowly, (Modern Library: New York), 1948.
Voss, Frederick and James Barber, We Never Sleep: The First Fifty Years of the Pinkertons, (Smithsonian Institutional Press: Washington, D. 1981.
Wheeler, Richard, We Knew William Tecumseh Sherman, (Crowell: New York), 1977,
SUPPLEMENTARY BIBLIOGRAPHY
In revising this RATS PACK, we have kept the original bibliography because it is still valid. The following, more recent sources are also valuable and may be easier for the student to locate than those published before 1982.


Browning, Robert, Jr., *Success is All That Was Expected: The South Atlantic Blockading Squadron During the Civil War*, (Brassey's: Washington, D.C.), 2002.

______, *The Civil War*, (Ken Burns and PBS Video/Warner Video: Burbank, California), 1990. (VIDEO)


______, *Glory*, (TriStar: Culver City, California), 2000. (VIDEO)


**RATS PACK**

**Directions for the Student**

This RATS PACK is designed for you: a student with better-than-average academic abilities who responds to a challenge and who is willing to assume responsibility for part of the learning process. A RATS PACK is an independent study in three stages:

1. **Books:** Your teacher may suggest or provide you with two or three books that will give you enough background to begin your study. Plan to
read each one thoroughly and critically before beginning the FIRST Sheet tasks.

2. **FIRST Sheets:** Your teacher will assign the number of tasks that you must complete from the 12-15 FIRST Sheets in this portfolio. Each FIRST Sheet is a subtopic of the RATS PACK topic, and each has six tasks keyed to the six levels of cognition as defined by Benjamin Bloom. You will find that the level of understanding required to complete comprehension tasks is greater than the understanding required to do knowledge tasks, that application tasks require more understanding than comprehension tasks, and so on up to evaluation. While you may find one or two levels that you enjoy more than the others, you will need to select at least half of your tasks from among the analysis, synthesis, and evaluation levels. FIRST Sheet tasks are the preliminary research phase for your major project. Try to "sample" as many of the FIRST Sheets as possible in order to get a broad overview of the topic, but do select tasks that appeal to your interests.

3. **Major Project:** Once you have completed the FIRST Sheet tasks, you are ready to pursue your major project. The following pages explain this project in some detail.

**ABOUT SOURCES:**
This portfolio contains a bibliography of sources that will help you to complete FIRST Sheet tasks and to do some of the research for your major project. However, you will want to find additional sources in order to thoroughly research the topic. Few school libraries will contain enough sources for one RATS PACK major project, so plan to spend time at your nearest college, university, or city library. If you live far from a large library, your school or public librarian can arrange for "long distance" library loans for you. The trick is to be able to tell these helpful folks exactly what you want to borrow.

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**The Major Project**
Having completed the required number of FIRST Sheet tasks in the RATS PACK, you now have read and thought a lot about the topic. You have accumulated a fund of knowledge from a variety of sources, and probably you have become intrigued by some aspect of your study. It is now your task to select some part of the topic that you would like to learn more about and to do an independent study.

**I. Selecting the Topic:**
A. Make sure that your topic is narrow enough so that you can examine it thoroughly but not so narrow or specialized that your sources of
information will be sparse or unobtainable. For example, "Leonardo da Vinci" is a topic that is too broad for you to become an expert in 3-4 weeks. Many, many books have been written about Leonardo's life, works, and influence. On the other hand, you would have a hard time finding information on "Leonardo's relationships with his pets."

B. If you have trouble selecting a topic, use a Divergent Thinking Grid. This grid will help you narrow a broad topic by breaking it down step-by-step. By the time you get to the third and fourth branchings, you are dealing with manageable topics.

C. Your topic selection is complete when you have devised your thesis statement. An independent study about "Leonardo's Frescoes" is going nowhere. You must determine a direction for your researches, and that direction is a thesis statement to be proved. For example, THESIS: "Leonardo's involvement in politics had an impact on the subject matter of his fresco The Last Supper." The whole purpose of your research is to prove that your thesis is true. If you find out that you thesis is not true, then you simply restate your thesis to reflect the truth you've discovered.

II. Doing the Research:
A. After you have your topic and thesis, draw up a Project Contract with your teacher, and consult with your teacher about resources and materials you will need.

B. Don't rely on the Internet alone! Your sources of information should be varied. There are many places to obtain information:
- newspapers
- interviews with experts
- magazines
- films and recordings
- journals
- lectures
- books
- museums/galleries
- pamphlets
- reference works
- original documents
- diaries

The greater your number of alternative sources, the more universal your exposure to different and sometimes conflicting ideas and concepts.

C. You will need to keep notes on information gleaned from sources and on the sources themselves for your bibliography, and, if necessary, for your products' footnotes. If you do not know how to take research notes, ask your teacher for help before you begin.

D. Your thesis statement is your guide for the relevance of information. If the data in a source supports or negates your thesis, the source is pertinent and you must be include it in your bibliography.

III. Presenting Your Results:
A. The results of your independent study will be a typed, annotated bibliography and two products. You will find a list of suggested products on the back page of this brochure.
B. You may know at the beginning of your study what your products will be, but it may be that you will need to do your preliminary research before you decide. Do be sure you have reached your decision before beginning your in-depth studies.
C. It is your responsibility to arrange with your teacher for appropriate presentation of your products.
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The greater your number of alternative sources, the more universal your exposure to different and sometimes conflicting ideas and concepts.
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C. It is your responsibility to arrange with your teacher for appropriate presentation of your products.

**Products for Major Projects**

In order to present the results of your research, you must develop two products, each selected from a different category listed below. Your topic and your personal preferences should guide your selection, but don't hesitate to come up with a creative combination. If you have an idea for a product not listed, present your case to your teacher for approval.

**ORAL**
- Panel discussion
- Debate
- Lesson
- Lecture
- Speech
- Eulogy
- Newscast
- Chalk talk
- Radio show
- Monologue
- Conversation
- Press Conference

**VISUAL**
- Chart
- Film
- Model
- Graph
- Collage
- Diorama
- Historical marker
- Bulletin board
- Map
- Flow chart
Mural
Illustration
Mask
Sculpture
Family crest
Totem pole
Mosaic
**KINESTHETIC**
Puppet show
Dance
Skit
Pantomime
Demonstration
Shadow play
Experiment
Recital
**WRITTEN**
Editorial
Poem
Biography
Pamphlet
Journal
Letter
Short story
Print ad
Catalog
Contract
Elegy
Magazine article
Handbook
Lab book
Resume
Script
Newsletter
Fable
**TECHNOLOGICAL**
CD or DVD
Computer program
Internet resource list
Web ad
Web site
Screen saver
Streaming video
PowerPoint®
Home page
Blog
Podcast

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- Family crest
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- Mosaic

**KINESTHETIC**
- Puppet show
- Dance
- Skit
Pantomime
Demonstration
Shadow play
Experiment
Recital
**WRITTEN**
Editorial
Poem
Biography
Pamphlet
Journal
Letter
Short story
Print ad
Catalog
Contract
Elegy
Magazine article
Handbook
Lab book
Resume
Script
Newsletter
Fable
**TECHNOLOGICAL**
CD or DVD
Computer program
Internet resource list
Web ad
Web site
Screen saver
Streaming video
PowerPoint®
Home page
Blog
Podcast

**Project Contract**
Student Teacher Topic ______________________
Thesis ______________________
Resources and materials needed to complete this project:
Initial research to be completed by (date) ______
Product selection to be completed by (date) ______
Preliminary product outlines/designs to be completed by (date) ______
Finished products to be presented on (date) ______
Products to be evaluated by the following people or groups of people: (1) ____________ (2) ____________ (3) ____________

Evaluation criteria

Signed _______________     Signed
(Student) (Teacher)
Project Contract

Student ____________________________
Teacher ____________________________

Topic ____________________________________________

Thesis ____________________________________________

Resources and materials needed to complete this project: _______________________________________

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