

**American History 8
Mr. Ruppert
Portfolio Assignment**

- Directions:**
- Each student will create his own portfolio for this course. This portfolio is different from your English portfolio. **DO NOT CONFUSE THEM.**
 - Your portfolio is a work in progress. You will hand in one portfolio assignment for each chapter we cover this year in American History 8 (5 first semester and 7 second semester).
 - After turning in your portfolio assignment each chapter and receiving a grade - **YOU MUST KEEP THESE GRADED PROJECTS IN A FOLDER.** These projects will be corrected by you (based on comments/suggestions made by Mr. Ruppert) and handed in - in book form - at the end of the school year as part of your Final Exam grade.

Final Portfolio:

- The final corrected portfolio is due at the end of the school year
- You will select what you feel are the best 10 out of 12 of the chapter portfolio assignments to include in your final portfolio.
- These ten assignments must be corrected "clean" copies and will be placed in a binder.
- Your completed portfolio must include:
 - a) a cover with design, title, your name, your teacher's name, and date
 - b) a table of contents
 - c) all pages numbered
 - d) an introduction and a conclusion to the portfolio
- This final portfolio will be worth 40% of your 4th marking period grade.

Premise: Any history teacher's ultimate goal is to make history come alive for his or her students. We, as a profession, have been known to go to embarrassing extremes in the attempt to convey the "human or feeling" side of history (which goes far beyond the simple recall of the names, places, dates and events, important as these may be!). What teacher doesn't want his or her students to identify with and possibly even respond, "I felt like I was there!" after giving a lesson on the dire circumstances faced by the Cherokee Indians on their infamous "Trail of Tears" during the 1830s. Well...NEWSFLASH... no longer must Mr. Ruppert grapple with the pressure of having to recreate history "live" every day in the classroom! I have solved this struggle once and for all! Yes, I have done what so many frustrated history teachers have failed to do before me...that is (THIS IS A BIG SECRET!) I have perfected a TIME MACHINE!!! And you will have an opportunity to use it once per chapter to travel to the past to either tell me firsthand about your own experiences in history (The History Journal) or to gather (create) primary source items (newspaper articles, posters, etc.) from the past which make history come to life.

Step #1: Create an historical identify (may be a pseudonym such as "Dr. Travelocity") which will be your persona throughout your historical travels this year.

Step #2: Wait for specific instructions on each chapter's suggested time travel destination and accompanying assignment.

Step #3: Get your imagination ready to convince me that "you were really there!"