

Sons of the American Revolution 8th Grade History Brochure Contest

Introduction: 8th grade students will create a tri-fold brochure depicting the theme chosen by the Americanism Committee of the Sons of the American Revolution.

The topic for the **2010-11** school year contest is: "**The Battle of Bunker Hill**".

This is the same topic as the Poster Contest for 5th grade students in the prior school year. This way, Chapters can use the material they have already developed.

The brochure should exhibit a knowledge and understanding of American history as well as a personal interpretation concerning the ways in which that history affects contemporary society. The objective is for the students to truly internalize and understand the event and be able to interpret meaning that is relevant in their own life or in contemporary society in general.

Guidelines: **Brochure size:** The brochures must be made from a single 8 ½" x 11" piece of blank printer paper. The paper must be folded according to the instructions provided for the contest. The content of the various panels of the brochure should align with the instructions provided.

Paper thickness: The thickness of paper in the US is commonly expressed on the package of paper as the "weight". The basis weight of a paper is the designated fixed weight of 500 sheets, measured in pounds, in that paper's basic sheet size. For the purposes of the contest, choose 8 ½" x 11" paper with a 'weight' of 32 Lbs or less. Paper weights of 20, 24, 28, and 32 Lbs are common.

Paper color: White paper is most common, but pastel, or color paper is acceptable. [Construction paper is usually too thick – over 32 Lbs]

Artwork: All artwork on brochures must be hand drawn. Do not paste pictures from magazines, books, or the Internet onto the brochure. Do not use clip art. Tracing is permissible and simple drawings that represent complex concepts are encouraged for those who may doubt their artistic skills. Ideas are the most important element in these brochures and the art is merely a means of conveying those ideas.

Pasting: Pasting of hand drawn art work onto a master is permitted. Lighter paper weights (e.g. 20, 24 Lbs) are recommended for items to be pasted onto a master.

Text: The written text is commonly hand printed. Typed text sections (even pasted on) are also permitted. [CAUTION: This must be original text written by the student – not clipped from magazines, books or taken off the Internet.]

Judging: Brochures will be judged using a scoring rubric focusing on the following elements:

1. Content
2. Creativity/Neatness
3. Correctness

A copy of the scoring rubric is included in this packet, and teachers are encouraged to share it with their students.

Prizes: The top five entries as determined by a panel of judges to be determined by the Sons of the American Revolution will receive awards. Prizes will be as follows:

National Americanism Brochure Contest Prizes

Winner:

- First Place Blue Rosette Ribbon
- \$500 Educational Savings Bond
- Certificate

1st Runner-up:

- Second Place Red Rosette Ribbon
- \$300 Educational Savings Bond
- Certificate

2nd Runner-up:

- Third Place White Rosette Ribbon
- \$200 Educational Savings Bond
- Certificate

A Corresponding Certificate is presented to the Chapter's Americanism Chairman for his outstanding efforts and is also presented at the Youth Luncheon.

State Level Americanism Brochure Contest Prizes

To be determined by each State Society

Chapter Level Americanism Brochure Contest Prizes

To be determined by each Local Chapter

Brochure Directions

1. Provide a single sheet of 8 ½ x 11 piece of paper for each student. Students should fold the paper as illustrated in figure 1 (The paper should be evenly folded into thirds).

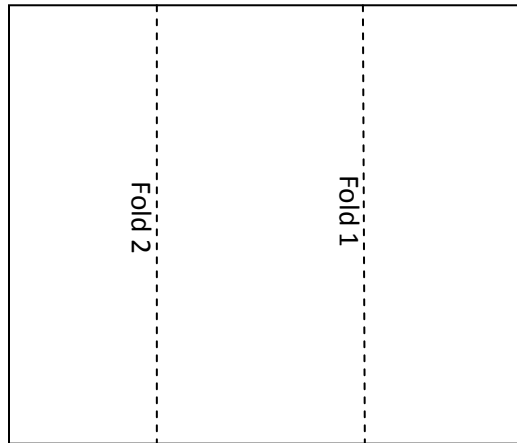


Figure 1

2. Once the paper is folded, instruct students that their brochure will open in the same direction as a book. See Figure 2 below.

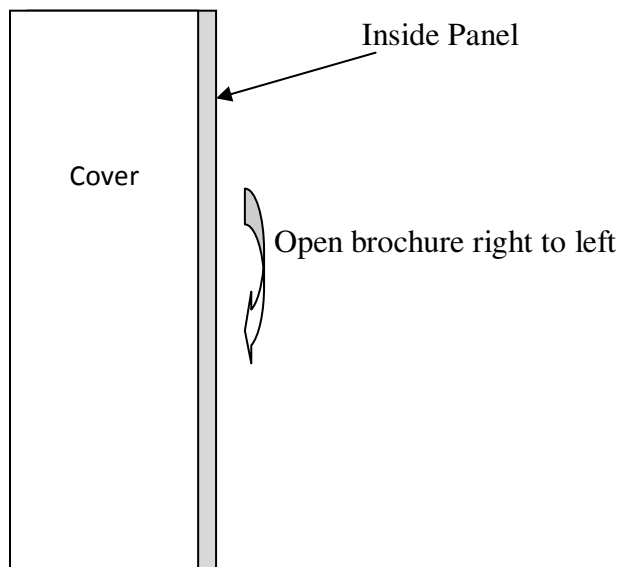


Figure 2

3. Following is an explanation of what each panel of the brochure should contain:
- a. **Cover:** A title and a picture
 - b. **Inside Cover:** Picture to accompany the introduction. May also contain a brief caption or explanation of the picture.
 - c. **First inside panel:** An introduction that presents the basic facts of the event and succinctly states the main idea presented in the interior of the brochure. The introduction should have a title, be written in paragraph form, and clearly communicate the overarching concept of the brochure.
 - d. **Two inner panels:** A detailed explanation of the ideas of the student around the theme. This written explanation should provide a systematic argument persuading the reader to the point of view of the author; that is, it should be a persuasive essay. The writing should be clear, well organized, and convincing. These panels may also contain pictures and/or artwork that make the brochure more aesthetically appealing. Some questions that may be helpful for the students to consider when completing these panels would include:
 - i. What are the lessons for our country within this event?
 - ii. How does this event reflect American society and American values?
 - iii. What thoughts do you have regarding the sacrifices made by the participants in this event?
 - iv. What was the outcome of the event and how did this outcome impact American history?
 - v. What motivated the participants to be a part of this event?
 - vi. Could you have done what these people did? Would you have done it?
 - e. **Back Panel:** The following information must be included in the exact order specified on the back panel of the brochure inside a 2 ½” x 2 ½” framed box. Failure to include this information may result in disqualification from the competition.
 - i. **Student’s Name: First, Middle Initial, and Last**
 - ii. **School District**
 - iii. **School Name: Complete school name (do not abbreviate)**
 - iv. **Grade in School: (in California – 8th Grade) + School Year: 2009-10**
 - v. **Student’s Teacher’s Name:**
 - vi. **SAR Code: (provided by Teacher: State Code, SAR Chapter)**

[NOTE: SAR will conceal the above personal information throughout the judging process using a 3”x 3” Post-It® note supplied by the local SAR Chapter]

Use the following diagrams to determine which panel is which.

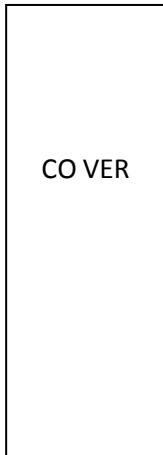


Diagram A
(Closed
Brochure)

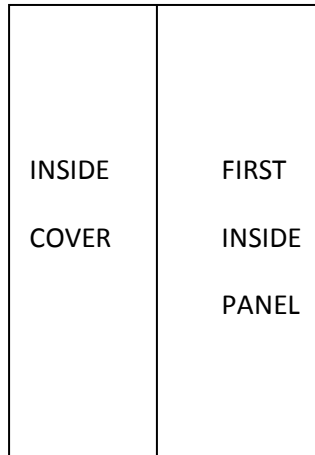


Diagram B
(Cover Opened)

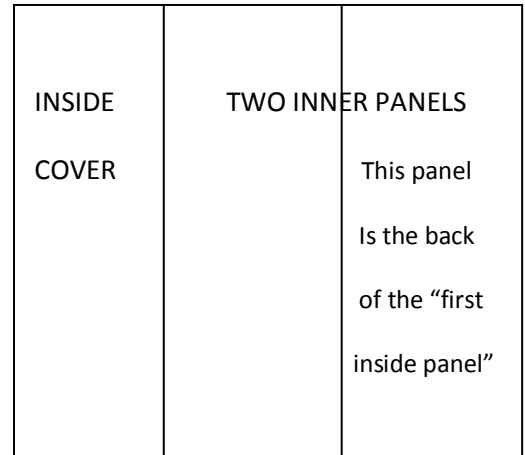


Diagram C
(Brochure open completely flat)

Scoring: As stated earlier, brochures will be judged using a scoring rubric focusing on the following elements:

1. Content
2. Creativity / Neatness
3. Correctness

The scoring rubric is included in detail in the next three pages of this packet. The scoring rubric has also been condensed onto a single page for ease in the process of scoring several submissions at the SAR Chapter level – Form 1. (Teachers are encouraged to share the rubric with their students.)

Process: Scoring Raters at the SAR Chapter level should follow these steps:

1. Make an effort not to disclose the name of Brochure student creators until the final SAR Chapter level ranking. Use a unique Brochure ID which will later allow the Chapter to identify the class winner, the school winner, and the Chapter winner.
2. Use Form 1, the Brochure Scoring form. The Form enables the Chapter, if they choose, to have different Scoring Raters for each of the three elements being rated: Content; Creative/Neatness; Correctness.
3. Use Form 2, the Brochure Tally sheet to derive the total scores from a panel of Scoring Raters to arrive at the individual winners.
4. When the winners have been identified by Brochure ID, the names of the students can be publicly revealed.

Comments: Any questions, comments, suggestions for improvement are most welcome by the administrators of the SAR Middle School Brochure Contest.

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Brochure Scoring Rubric

Judge's Score	Scoring Area	Criteria
	Content	<p>5)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Contains ideal mix of historical fact and interpretation. • Well organized and logical; easy to follow. • Pictures add to understanding. <p>4)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Contains a good mix of historical fact and interpretation. • Well organized • Pictures may add to understanding <p>3)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Contains historical fact as well as interpretation. • Organized. • Pictures may or may not add to understanding. <p>2)</p> <ul style="list-style-type: none"> • Adheres to some guidelines • May contain historical facts and/or interpretation. • Lacks organization. • May have pictures. <p>1)</p> <ul style="list-style-type: none"> • Does not adhere to guidelines • Has few facts and/or lacks interpretation. • Disorganized • No pictures.

Judge's Score	Scoring Area	Criteria
	Creativity/Neatness	<p>5)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Prose includes metaphors, similes, and other appropriate tools and demonstrates creativity, wit, and insight into the topic. • Pictures depict the topic creatively and imaginatively. • Brochure contains additional creative touches that add to the aesthetic appeal. <p>4)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Writing may include metaphors, similes, and other appropriate tools and some creativity, wit, and/or insight into the topic. • Pictures depict the topic creatively and imaginatively. • Brochure may contain additional creative touches. <p>3)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Writing straightforward and may contain some creative language usage. • Pictures are appropriate. • Brochure has few or no additional creative touches. <p>2)</p> <ul style="list-style-type: none"> • Adheres to some guidelines • Writing is simplistic. • Pictures may fit the topic. • Brochure has no additional creative touches. <p>1)</p> <ul style="list-style-type: none"> • Does not adhere to guidelines • Writing is confusing and/or stilted. • Pictures do not fit the topic or do not exist. • Brochure has no additional creative touches and may be sloppy or messy.

Judge's Score	Scoring Area	Criteria
	<p>Correctness</p>	<p>5)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Contains no spelling or grammatical errors. • Paragraphing and sentence structure is error free. • No erasures or white out evident. <p>4)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Contains few spelling or grammatical errors. • Paragraphing and sentence structure is very good. • May be slight evidence of erasures or use of white out. <p>3)</p> <ul style="list-style-type: none"> • Adheres to guidelines • Contains some spelling and/or grammatical errors. • Paragraphing and sentence structure is adequate. • May be evidence of erasures or use of white out. <p>2)</p> <ul style="list-style-type: none"> • Adheres to some guidelines • Contains many spelling and/or grammatical errors. • Paragraphing and sentence structure is problematic. • May be evidence of many erasures and/or use of white out. <p>1)</p> <ul style="list-style-type: none"> • Does not adhere to guidelines • Spelling and grammar errors make meaning difficult to ascertain. • May not paragraph; sentence structure may be confusing or awkward and detract from meaning. • May be evidence of many erasures and/or use of white out.

See Attachments: **Form 1 – Brochure Scoring Form; Form 2 – Brochure Tally Sheet**