***The Compound*—S.A. Bodeen**

Project Assignment Guide

**Part One:**

* Read the novel.
* Go to the 8th Grade GT Blog page on [www.livefreeandwriteon.edublogs.org](http://www.livefreeandwriteon.edublogs.org) and complete the blog assignment for the novel.
* **DUE DATE**—

**Part Two:**

* Complete micro research on the following topics
	+ Cuban Missile Crisis
	+ Fallout Shelters
	+ Cold War
	+ Wars in Middle East—Specifically Iraq and Iran
	+ North Korean Nuclear Weapons Program
	+ Iraq Nuclear Weapons Program
	+ China Nuclear Weapons Program
	+ Oppenheimer
	+ Manhattan Project
	+ Internet (history of)
	+ Cloning
	+ Stem Cell Research
* Use the following websites and the school’s data bases to complete micro research—you need at least two sources. Be sure to include what it is in the presentation BEFORE getting into the influence this historical event or person had on the main antagonist of the novel.
	+ **JFK Presidential Library (Cuban Missile Crisis)** <http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx> Take notes on the thirteen day crisis in order to understand the mindset of the father and what he was trying to do for his family
	+ **Fallout Shelters** <http://www.u-s-history.com/pages/h3706.html> basic history of fallout shelters <http://www.archives.gov/education/lessons/fallout-docs/> Take notes from the follow page and websites as additional sources for the details of fallout shelters
	+ **How fallout shelters work** <http://home.howstuffworks.com/home-improvement/household-safety/tips/fallout-shelter.htm> Take notes and view videos in order to assist you in the design out the fallout shelter and the selection of your survival project
	+ **The Cold War** <http://www.history.com/topics/cold-war> and <http://www.coldwar.org/> Take notes and view videos in order to understand the causes and effects of the Cold War
	+ **Robert Oppenheimer** <http://www.pbs.org/wgbh/aso/databank/entries/baoppe.html> <http://www.atomicarchive.com/Bios/Oppenheimer.shtml> and <http://www.biography.com/people/j-robert-oppenheimer-9429168#awesm=~oAN73BFxZk1BuC> Take notes and view any videos available in order to understand why the main antagonist of the novel was obsessed with his views.
	+ **The Manhattan Project** <http://www.ushistory.org/us/51f.asp> and <http://nuclearweaponarchive.org/Usa/Med/Med.html> Take notes and view any videos available in order to understand how the technology of the nuclear bomb changes society
	+ **The Internet (history of)** <http://www.internetsociety.org/internet/what-internet/history-internet/brief-history-internet> and <http://www.computerhistory.org/internet_history/> Take notes and view any videos available in order to understand how the Internet provided the family an escape
	+ **Cloning (history of)** <http://learn.genetics.utah.edu/content/cloning/clonezone/> and <http://www.genome.gov/25020028> Take notes and view any videos available in order to understand why the main antagonist view human cloning as a possible solution for the family
* Prepare a presentation of your research for the class.
* **DUE DATE**—

**Part Three:**

As a small group, design and stock a fallout shelter for the class for one year.

* Design the layout of the fallout shelter using either MS Word or Paint. Be sure to include the dimensions of the perimeter of the complex as well as all of the rooms. You are limited to 2 square acres of land to build the complex. The required rooms are listed for you; however, you may change or add to the configuration as you see fit.
	+ Kitchen
	+ Bathroom(s)
	+ Bedroom(s)
	+ Common area
	+ Gym
	+ Storerooms
	+ Lab
	+ Infirmary
	+ Media room(s)
	+ Library
* List all materials, foods, medicines, etc. as well as the amounts that would be needed to sustain every person in the GT course in the fallout shelter for a single year.
* What is the role of hydroponics, generators, reverse osmosis, and air purifiers in the fallout shelter?
* **DUE DATE**—

**Part Four:**

As a group, pick a life sustaining science concept. You may contact any local experts to assist you in getting materials and/or setting up your experiment.

* **Hydroponics** <http://home.howstuffworks.com/lawn-garden/professional-landscaping/alternative-methods/hydroponics.htm> and list needed materials and design small lab experiment
* **Reverse** **osmosis** <http://science.howstuffworks.com/reverse-osmosis.htm> and list needed materials and design small lab experiment
* **Air** **purifiers** <http://home.howstuffworks.com/air-purifier.htm> and list needed materials and design small lab experiment
* **Generators** <http://science.howstuffworks.com/electricity3.htm> and list of needed materials and design small lab experiment
* **Solar** **energy** <http://www.ucsusa.org/clean_energy/our-energy-choices/renewable-energy/how-solar-energy-works.html> and <http://science.howstuffworks.com/environmental/energy/solar-energy-info.htm> and list of needed materials and design small lab experiment
* **Wind** **energy** <http://energy.gov/eere/wind/how-do-wind-turbines-work> and <http://science.howstuffworks.com/environmental/green-science/wind-power.htm> and list of needed materials and design small lab experiment
* **DUE** **DATE**—

**Grade Guide**

|  |  |
| --- | --- |
| **Assignment** | **Number and Type of Grade** |
| Plagiarism Agreement |  1 Daily |
| Research Notes Part Two |  1 Daily |
| Bibliography |  1 Daily |
| Presentation Part Two |  1 Test |
| The Compound Test |  1 Test  |
| Layout of the Shelter |  1 Daily |
| Supplies and Rationale for the Shelter |  1 Daily |
| Role of Life Support Systems for the Shelter |  1 Daily |
| Research of Life Support System 4 Sources |  1 Daily |
| Notes from Research Part Four |  1 Daily |
| Experiment Materials List |  1 Daily |
| Experiment Presentation |  1 Test |
| Bibliography Part Four |  1 Test |
| Notes from Sources (Guest Speaker) |  1 Daily |
| Presentation Part Three |  1 Test |
| Presentation Part Four |  1 Test |
| Study Guide |  1 Daily |
| Dialectical Journal | 1. Daily
 |
| Blog Book Review |  1 Test |

**Research Grading Rubric**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title of Research Paper\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Research Skills \_\_\_\_\_ Organization \_\_\_\_\_ Content \_\_\_\_\_ Mechanics \_\_\_\_\_ Format \_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **-1****62** | **1****65** | **+1****68** | **-2****72** | **2****75** | **+2****78** | **-3****82** | **3****85** | **+3****88** | **-4****92** | **4****95** | **+4****98** | **Total Score** |
| **Research Skills** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of sources to support thesis |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of quotes |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of paraphrasing |  |  |  |  |  |  |  |  |  |  |  |  |
| Use of parenthetical notation |  |  |  |  |  |  |  |  |  |  |  |  |
| **Organization** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hook |  |  |  |  |  |  |  |  |  |  |  |  |
| Bridge |  |  |  |  |  |  |  |  |  |  |  |  |
| Thesis  |  |  |  |  |  |  |  |  |  |  |  |  |
| Topic sentences |  |  |  |  |  |  |  |  |  |  |  |  |
| Clincher/transitional sentences |  |  |  |  |  |  |  |  |  |  |  |  |
| Supporting details |  |  |  |  |  |  |  |  |  |  |  |  |
| Textual evidence from sources |  |  |  |  |  |  |  |  |  |  |  |  |
| **Content** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transitional words |  |  |  |  |  |  |  |  |  |  |  |  |
| Paragraph development |  |  |  |  |  |  |  |  |  |  |  |  |
| Support of thesis statement |  |  |  |  |  |  |  |  |  |  |  |  |
| Textual evidence from sources |  |  |  |  |  |  |  |  |  |  |  |  |
| Clarity of ideas in paragraphs |  |  |  |  |  |  |  |  |  |  |  |  |
| Clarity of ides throughout paper |  |  |  |  |  |  |  |  |  |  |  |  |
| Flow of ideas  |  |  |  |  |  |  |  |  |  |  |  |  |
| Varied syntax |  |  |  |  |  |  |  |  |  |  |  |  |
| Elevated diction (vocabulary) |  |  |  |  |  |  |  |  |  |  |  |  |
| **Mechanics** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Spelling  |  |  |  |  |  |  |  |  |  |  |  |  |
| Capitalization |  |  |  |  |  |  |  |  |  |  |  |  |
| Punctuation |  |  |  |  |  |  |  |  |  |  |  |  |
| Verb tense |  |  |  |  |  |  |  |  |  |  |  |  |
| Pronoun referents |  |  |  |  |  |  |  |  |  |  |  |  |
| Basic usage |  |  |  |  |  |  |  |  |  |  |  |  |
| **Format** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Title page |  |  |  |  |  |  |  |  |  |  |  |  |
| Final paper |  |  |  |  |  |  |  |  |  |  |  |  |
| Integrated quotes |  |  |  |  |  |  |  |  |  |  |  |  |
| Indented quotes (if used) |  |  |  |  |  |  |  |  |  |  |  |  |
| Parenthetical notation |  |  |  |  |  |  |  |  |  |  |  |  |
| Works Cited |  |  |  |  |  |  |  |  |  |  |  |  |

**Notes Page—Source**

**Source Documentation (MLA Format)**

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| **Questions** **from the** **puzzle pieces** | **Notes****Direct quote from the source in quotation marks and page number** | **Notes****Just the** **paraphrased** **facts** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |