NEW BEDFORD WHALING MUSEUM

WHALES GIANTS OF THE OCEAN

Capstone Project Ideas

DIORAMA

Includes the featured animal, basic habitat features, perhaps a prey item, or a threat (natural or man-made). Shoeboxes are often the medium used to house the diorama. Another possibility would be to create a food chain diorama that ends in one species of cetacean.

MOBILES

We can supply a copy of directions for making a mobile, using whales as the objects that hang from the mobile's frame

POETRY

Acrostic: Poetry in which the first letter of each line, when read vertically spell out a word

Cinquain: A poem with five lines. Each line has a required number of syllables and a specific topic.

Quatrain: Rhyming poems of four lines.

Limerick: Whimsical poem with five lines. Lines 1,2 and 5 rhyme; lines 3 and 4 rhyme.

Diamonte: Diamond shaped poems of seven lines that are written using parts of speech

Concrete/shape Poem: Poem that forms a visible picture on the page. The shape usually reflects the shape of the poem.

Free Verse: Poetry without rules of form, rhyme, rhythm or meter.

RESEARCH PROJECT

Trifold poster board, standard info, either about one species, one group (e.g. baleen whales or an overview of cetacean characteristics) or a food chain.

SONG, VIDEO, RAP

Could be one student or a group. All students, however, should have a hand in the creation of this finished product.

WHALE DATA CARDS

Cards should have an illustration or photo, and indicate name of species, length, weight, diving depth, geographic range, favorite food and any unusual features

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Capstone Project Rubric

	Exceeded Expectations	Met Expectations	Approached / Partially Met Expectations	Did Not Yet Meet Expectations
Quality of Content	Facts are accurate and go beyond those discussed in the program; In-depth explanation of visual elements; Clear goal, relates to topic	All facts are correct and relate to the presentation; Text describes all aspects of visual elements; Has a clear goal that relates to the topic	Include essential facts; One or more factual errors; Visual elements not fully described	Does not have essential facts; Facts have errors/incomplete; Visual elements not fully described
Demonstration of Learning	Purpose and theme of project brings in elements not taught in program; Statements and visuals show mastery of topic	Purpose and theme of project are clearly stated; Statements are easy to follow; Visuals clearly convey purpose of project	Purpose and theme of project needs minimal clarification; Statements are easy to follow; Visuals mostly connect to the project	Purpose and theme of project is unclear/not well stated; Visuals chosen/language used do not relate well to project
Visuals/ Craftsmanship	Visuals engage the viewer immediately; High level of detail, enhances the stated facts; No evidence of repair; Good to high quality materials used	Important details are easy to see and understand; No misspellings or inaccurate visual elements; No smudges, rips, erasure marks; Good quality materials used	Important details are mostly easy to see and understand; Few (1-3) misspellings or inaccurate visual elements; 0-1 smudges, repairs, erasure marks visible; Good quality materials used	Important details not easy to see or are missing; Several (4+) misspellings or inaccurate visual elements; Messy appearance; Minimal effort used to choose appropriate materials
Engagement	Exceptional student effort, above grade level; All aspects of project are excellent; Student clearly willing to discuss project with viewer	Student effort is visible in all aspects of project; Student clearly willing to discuss project with viewer; All aspects of project are complete	Student effort is visible in most aspects of project; Student moderately interested in the topic; Most aspects of project are complete	Student effort is lacking in most or all aspects of project; Student didn't learn enough about topic to discuss it; Most or all aspects not complete
Creativity	Clear demonstration of understanding by bringing together varied but unexpected appealing and informative elements	Student makes use of informational elements that engage the audience and show an effort think beyond a typical project or presentation	Student uses expected visual elements to demonstrate understanding of topic; standard visual or audio appeal	Project lacks visual appeal and shows minimal to no effort of creative reflection. Project does not attract observer