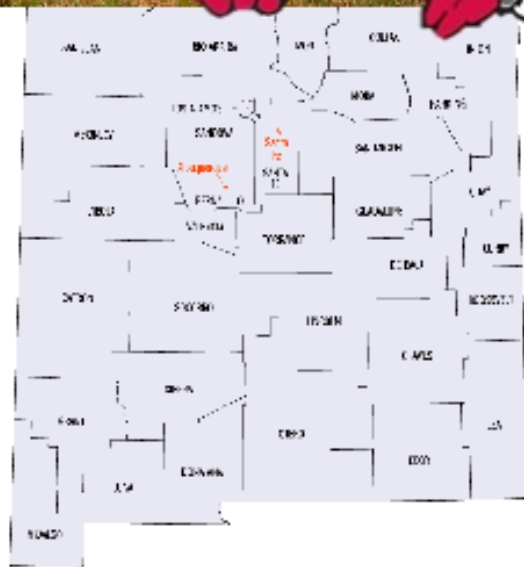


# MSB Capstone Handbook



***Explorations in  
Culture & Conflict:  
Native  
American Studies***



**A Core Curriculum Performance Event  
2017-2018**

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# Program Description

## **MSB Capstone Project: A Core Curriculum Performance Event**

Missouri School for the Blind is pleased to offer the MSB Capstone Project: A Core Curriculum Performance Event. MSB's Capstone Project is a year-long experiential project designed to help students develop the skills to manage and complete a multi-step, long-term project designed to transfer complex, abstract core concepts taught in the classroom to the world beyond school. During the MSB Capstone Project each student or group of students will select and research a topic, then design a project to be completed over the course of the school term. The MSB Capstone Project provides students with the opportunity to conduct an in-depth exploration into a topic of personal interest and apply grade-level core curriculum objectives as well as the Expanded Core Curriculum for the Blind and Visually Impaired objectives beyond the academic classroom. Each year the MSB Capstone Project focuses on grades 6-12 educational content and showcases the skills and abilities that will be expected of a successful post-secondary MSB student, employee and citizen. The Capstone Project addresses proficiency in core content knowledge, applied learning skills and support systems for all students. MSB staff will annually review assessment data and the Missouri Learning Standards to identify targeted, challenging and specific goals and objectives for each year's Capstone Projects. Staff will identify regular checkpoints throughout the year to help student's evaluate their learning/progress, facilitate formative evaluation and provide feedback as well as re-teaching, re-direction, direct instruction, work samples etc. as needed. The implementation of the MSB Capstone Project recognizes the need to insure that all MSB students successfully complete a rigorous high school diploma program that gives them access to college or post-secondary training, whether immediately following high school or when and if they choose.

### **Protocol**

**MSB Capstone Project:** Each year MSB faculty and staff will select a broad topic to serve as the umbrella for all student projects. All individual projects will fall under the broad topic. MSB Capstone Projects have three major components:

- **Research** – the Preparatory Phase: Beginning in August of each year students will be introduced to the broad topic and given an opportunity to discuss and brainstorm/select potential topics for their year-long project. Students will complete projects in small group first, then complete individual projects as approved by the MSB Capstone Coordinator. All projects must be approved by the MSB Capstone Project Coordinator.

- **Proposed Year 3 Broad Topic:** *Explorations in Culture and Conflict: Native American Studies*
- **Scope of Student Projects:** The 2017-2018 Capstone topic, Explorations in Culture and Conflict: Native American Studies, is designed to introduce students to the history and culture of Native American people as it parallels and intersects with Euro-American culture and history. Students will compare and contrast the a variety of historic events from the perspective of both cultures through the six (6) basic elements which constitute society:
  - **Element 1: Likeness** – The likeness of members in any social group is the primary basis for their connection or society. This likeness may be a real, assumed or perceived common lineage, tribal affinity, familial relationship and religious or educational connection between the members of the group.
  - **Element 2: Reciprocal Awareness** – Within any given group likeness generates reciprocity. Once members of a group (society) become aware of their initial likeness, they begin to identify those who are not like them. Groups and/or societies then begin to identify their common language and lore. This is the way societies define their values and create their societal structures (religions, governments etc.) Reciprocal awareness can be positive, negative or neutral. All social action is based on reciprocal response.
  - **Element 3: Differences** – Society also implies difference. If individuals are exactly alike, their social relationship would be very much limited. There would be little reciprocity, little give and take. People differ from one another in their attitude, ability, talent; personality etc. people peruse different activities because of these differences.
  - **Element 4: Interdependence** – Interdependence is another essential element of society. Family, for example, is based on the biological interdependence of sexes. Today not only countries but also continents depend upon one another.
  - **Element 5: Cooperation** – Society is based on cooperation. It is the very basis of social life. Unless people co-operate with each other they cannot lead a happy and comfortable life. No society can be healthy and

prosperous without co-operation. Family rests on co-operation with one another to live happily. In the words of P.Gisbert “cooperation is the most elementary process of social life without which society is impossible”. Cooperation avoids mutual destructiveness and results in economy.

- **Element 6: Conflict** – Conflict is an ever present phenomenon in every human society. Conflict in conjunction with cooperation coexist and are necessary for the formation of a healthy society. Conflict is the process of struggle through which all things have come into existence.
  
- **Logistics:** Each month during the first semester students will be introduced, through lecture, to a sub-topic relevant to our umbrella topic. For example: In September students will be introduced to the early explorers and conquerors with an emphasis on their relationship with the Native Americans. All students will use PUNS (Palmatier’s Unified Notetaking System) to take notes on the lectures. Once students have been introduced to the sub-topic they will be broken into rotating groups to create a video presentation of an assigned portion of the information they learned during the lecture component. For example: In September one group might present information regarding Colombo, another Ponce de Leon and another Cortez. The video presentations will combined into a web-based timeline.
  
- The monthly schedule (**September – February**): note – the number of sessions may vary depending calendar/activity overlap.
  - **Sessions 1-3:** Lecture and note-taking;
  - **Session 3:** Students draw sticks for groups and Capstone staff;
  - **Sessions 4-6:** Students groups prepare presentations (each student will have a job within the group ~ jobs will be defined when the groups are formed and may differ from month to month. Example: Presenter, Graphics Coordinator, Production Coordinator). Presentations and group work will be both self-evaluated by the group and formally evaluated by MSB Capstone staff and peer groups;
  - **Sessions 7-8:** Students video-blog presentations for on-line timeline
  - **February – March**
    - **Writing Assignment:** Students will choose a topic relevant to the current and continued conflict between some Euro-Americans and Native Americans and write a position paper. Students will research, organize and outline their viewpoint on the issue in a logical manner using supporting arguments and background research to

demonstrate their command of the issues and the research behind their position. Students will write their position to formally identify and refine their viewpoint on their chosen issue.

- **April – May**
  - **Oral Presentations (Oratory):** Students will formally present their position paper in the form of an oratory to their peers and MSB Staff. Student oratories may be an impassioned argument but should also be both research-based and logical. Students should let their passion for their subject be demonstrated in the force of their argument rather than in emotional terms. Following the oratory students will be challenged by a moderator and given an opportunity to defend their position.
- **May**
  - **Capstone On-Site Trip – People to People Experiential Education Component:** MSB students and staff will travel to New Mexico where they will experience the Native American culture, values, lifestyle and societal structure. Students will meet a variety of Native American people and discuss the topics in both the current and historical relationship between Native and Euro-Americans.
- **June**
  - **Position Paper Review and Reconsideration.** After participating in the People to People Experiential Education component of the Capstone, students will review their position paper and write a one-page Review and Reconsideration of their previous position. Students will note examples from their experiences as well as information they gained while meeting with our Native American guides.

***This war did not spring up on our land, this war was brought upon us by the children of the Great Father who came to take our land without a price, and who, in our land, do a great many evil things... This war has come from robbery - from the stealing of our land.  
-- Spotted Tail, Lakota Sioux Chief***

## Timeline

Table 1 Capstone Project Timeline

Date	Timeline	Topic	Instructors	Student Presenters
<b>August</b>		<b>Introduction</b>		
Wednesda		Introduce 2017-2018 Capstone	Doyel/Waddell	NA

Date	Timeline	Topic	Instructors	Student Presenters
y, Aug. 23				
Thursday Aug. 24		Introduce/Review PUNS and help students determine what, if any, assistive technology works best for them for notetaking	Waddell	NA
Tues/Thurs Aug. 29 & 31		Introduce the Six (6 ) Basic Elements that Constitute Society	Doyel	NA
<b>September</b>		<b>Early Explorers &amp; Conquerors</b>		
Tues. Sept. 5	1492	<b>CRISTOFORO COLOMBO</b> “discovers” America: When Cristoforo Colombo first came in contact with native people, he wrote, “They all go around as naked as their mothers bore them; and also the women.” He also noted that “they could easily be commanded and make to work, to sow and to do whatever might be needed, to build towns and be taught to wear clothes and adopt our ways,” and, “they are the best people in the world and above all the gentlest.” In 1503, Spain established the encomienda system where Spaniards were granted ownership of land and the Natives living there.	Lecture: Doyel/ Waddell  SmGrp: Arnold	
Tues. Sept. 5	1513	<b>JUAN PONCE DE LEON</b> encountered Calusa Native Americans while exploring the Gulf Coast of Florida near Charlotte Harbor. In a fight with Calusa Ponce de Leon captured four warriors	Doyel/ Waddell  SmGrp: Popp	
Tues. Sept. 5	1519 - 1521	<b>HERNAN CORTES</b> invaded Mexico, completing his conquest of the Aztec (Mexica) empire in 1521 and	Doyel/ Waddell  SmGrp: Scherer/	



Date	Timeline	Topic	Instructors	Student Presenters
		established the colony of New Spain.	Dotter	
Tues. Sept. 5	July 8, 1524	The 1st kidnapping in North America took place when Italian explorers kidnapped a Native child to bring to France.	Doyel/ Waddell	
Tues. Sept. 5	1536	<b>CABEZA DE VACA</b> (shipwrecked and kept as a slave of a local Native tribe near Galveston for 6 years) and his expedition companions meet a band of Spanish slave hunters near Culiacan on the Mexican west coast and make their way to Mexico City, where their adventure sparks interest in the lands to the North.	Doyel/ Waddell  SmGrp: Mueller/ McKewon	
Thurs. Sept. 7	1539	<b>HERNANDO DESOTO</b> lands at Tampa Bay, Florida and begins an expedition across the southeast. After defeating resisting Timucuan warriors, Hernando De Soto executes 100 of them, in the first large scale massacre by Europeans on what would become North American soil. The event is known as the Napituca Massacre.	Doyel/ Waddell  SmGrp: Haley/Oestricker	
Thurs. Sept. 7	Oct. 18, 1540	<b>HERNANDO DESOTO'S</b> expedition was ambushed by Choctaw tribe in Alabama who killed their livestock and 200 Spaniards. The remaining Spaniards then burned down the Mabila compound, killing some 2,500 people who were inside.	Doyel/ Waddell  SmGrp: Haley/Oestricker	
Thurs. Sept. 7	1541	<b>FRANCISCO VASQUEZ DE CORONADO</b> led an invasion north out of Mexico and ordered attacks on the Zuni and Moho Pueblo,	Doyel/ Waddell  SmGrp:	



Date	Timeline	Topic	Instructors	Student Presenters
		centers of Native resistance. His men were repulsed when they tried to scale the walls of the pueblo, so they settled in for a siege that lasted from January through March. When the Moho tried to slip away, the Spaniards killed more than 200 men, women and children while 200 Zuni men were burned at the stake.	Cusamano/Albers	
Tues. Sept. 12	1542	Under pressure from religious leaders, especially the Dominican friar <b>BARTOLOME DE LAS CASAS</b> , Spanish Emperor <b>Carlos V</b> attempted to impose, “New Laws” on the Spanish colonies, ending the encomienda system that had given settlers the right to Native slave labor.	Doyel/ Waddell  SmGrp: Doyel	
Tues. Sept. 12	1546	The “ <b>New Laws</b> ” barring Native enslavement were repealed at the insistence of New World colonists who developed a society and economy dependent on slave labor.	Doyel/ Waddell  SmGrp: Doyel	
Tues. Sept. 12	1552	<b>BARTOLOME DE LAS CASAS</b> , the first priest ordained in the Western hemisphere and chief architect of the now-defunct, “New Laws” against Native enslavement, published Brief Relations of the Destruction of the Indies, which provided many gruesome examples of the colonists’ treatment of Native Americans.	Doyel/ Waddell  SmGrp: Doyel	
Tues. Sept. 12		Form small groups – pull popsicle sticks	Doyel/ Waddell	
Thurs.		Small Groups prepare and practice	Small Group Staff	All

Date	Timeline	Topic	Instructors	Student Presenters
Sept. 14		presentations	detailed above	
Tues. Sept. 19		Small Groups prepare and practice presentations	Small Group Staff detailed above	All
Thurs. Sept. 21		Eberhardt Track Meet – remaining students practice presentations	Small Group Staff detailed above	All
Tues. Sept. 26		Video-blog presentations for on-line timeline	Capstone Technology Coordinator	Grps: Columbus, Ponce de Leon, Cortes, De Vaca
Thurs. Sept. 28		Video-blog presentations for on-line timeline	Capstone Technology Coordinator	DeSoto, Coronado, de Las Casas
<b>October</b>		<b>October: Early Settlers, continued conflict and the spread of disease</b>		
Tues. Oct.3	1600s	More European settlers came to North America and began establishing colonies. With the increase in European settlers came <b>new diseases</b> . Europeans at the time held steadfast to the belief that their introduced diseases were acts of God being done on their behalf. One settler proclaimed while speaking about the deaths of Native Americans, “Their enterprise failed, for it pleased God to effect these Native Americans with such a deadly sickness, that out of every 1000, over 950 of them had died, and many of the lay rotting above the ground for lack of burial.” In 1616, a <b>smallpox epidemic</b> decimates the Native American population in New England.	Lecture: NArnold  SmGrp: Mueller/ McKewon	
Tues. Oct. 3	May 14, 1607	Jamestown is founded in Virginia by the London Company as the	NArnold SmGrp:	

Date	Timeline	Topic	Instructors	Student Presenters
		first English colony in the New World. By the end of the year, starvation and disease reduce the original 105 settlers to just 32 survivors. <b>CAPTAIN JOHN SMITH</b> is captured by Native American <b>CHIEF POWHATAN</b> and saved from death by the chief's daughter, <b>POCAHONTAS</b> .	Cusamano/Albers	
Tues. Oct. 3	July 3, 1607	On July 3, Native Americans brought maize, beans, squash and fresh and smoked meat to the Jamestown colony; however, diseases from the colonists later killed all the Natives.	NArnold	
Tues. Oct. 3	1611	Former Dutch lawyer <b>ADRIAN BLOCK</b> explored Manhattan Island in the ship Tiger. He returned to Europe with a cargo of furs and two kidnapped Native Americans, whom he named Orson and Valentine. <b>PETER MINUIT</b> , a Dutch colonist, later buys Manhattan Island from the Lenape Tribe for \$24.00	NArnold SmGrp: NArnold	
Thurs. Oct. 5 (School Picture Day)	May 13, 1614	The Viceroy of Mexico found Spanish Explorer <b>JUAN DE ONATE</b> guilty of atrocities (killing 1000 Acoma Pueblo, enslaving 500 more, and ordering a foot to be cut off of all men over the age of 25) against the Native Americans of New Mexico. As part of his punishment, he was banned from entering New Mexico again.	TPopp SmGrp: Haley/Oestricker	
Thurs. October 5 (School	1621	One of the <b>first treaties</b> between colonists and Native Americans is signed as the Plymouth Pilgrims	TPopp SmGrp: TPopp	

Date	Timeline	Topic	Instructors	Student Presenters
Picture Day)		enact a peace pact with the Wampanoag Tribe, with the aid of Squanto, an English speaking Native American.		
Thurs. Oct. 5 (School Picture Day)	1629	After having been forced under Spanish rule thirty years earlier, in 1629 the Acoma were forced to build San Esteban del Rey Mission (in present-day New Mexico).	TPopp	
Tues. Oct. 10	1637	The <b>PEQUOT WAR</b> takes place in Connecticut and Rhode Island, the death of a colonist eventually led to the destruction of 600-700 natives. The remainder were sold into slavery in Bermuda. <b>CAPTAINS JOHN MASON AND JOHN UNDERHILL</b> attacked and burned Pequot forts at Mystic, Connecticut, massacring 600 Native Americans and starting the Pequot War.	TScherer/ADotter SmGrp: TScherer/ADotter	
Tues. Oct. 10	1639	<b>CAPTAIN WILLIAM PIERCE</b> of Salem, Massachusetts sailed to the West Indies and exchanged Native slaves for black slaves.	TScherer/ADotter	
Tues. Oct.10	July 30, 1676	<b>BACON'S REBELLION</b> – Tobacco planters lead by Nathaniel Bacon ask for and are denied permission to attack the Susquehannock Native Americans, who have been conducting raids on colonists' settlement. Enraged at Governor Berkeley's refusal, the colonists burn Jamestown and kill many Native Americans.	TScherer/ADotter SmGrp: SDoyel	
Tues. Oct. 10	1680-92	The <b>PUEBLO REVOLT</b> occurs in Arizona and New Mexico, when Pueblo Native Americans led by	Tscherer/ADotter SmGrp: SDoyel	

Date	Timeline	Topic	Instructors	Student Presenters
		Popé (pronounced po-pay), rebelled against the Spanish. They then lived independently for 12 years until the Spanish re-conquered them in 1692.		
Thurs. Oct.12 (goalball at Illinois)	1689-1763	The <b>FRENCH AND INDIAN WAR</b> , a conflict between France and Britain for possession of North America, rages for decades. Since the Algonquins and Iroquois were already enemies of each other, most Algonquian tribes allied with the French while the Iroquois sided with the British. English colonists and Native allies also attacked other Native tribes in the Carolinas pitting the Tuscarora against the Yamasee and later the Yamasee against the Cherokee.	SDoyel  SmGrp: SDoyel	
Tues. Oct. 17		Small Groups prepare and practice presentations	Small Group Staff detailed above	All
Thurs. Oct. 19		Small Groups prepare and practice presentations	Small Group Staff detailed above	All
Tues. Oct. 24		Video-blog presentations for on-line timeline	Small Group Staff detailed above	Grps: Diseases, John Smith, Adrian Block
Thurs. Oct. 26		Video-blog presentations for on-line timeline	Capstone Technology Coordinator	Grps: Juan Onate, first treaties, Pequot War
Tues. Oct. 31		Video-blog presentations for on-line timeline	Capstone Technology Coordinator	Grps: Bacon's Rebellion, Pueblo Revolt, French and Indian War
<b>November</b>		<b>Continued Conflict, Spread of</b>		

Date	Timeline	Topic	Instructors	Student Presenters
		<b>disease, and the US government</b>		
Thurs. Nov. 2 (Picture Re-Take day)	1709	A <b>slave market</b> was erected at the foot of Wall Street in New York City. Here African-Americans and Native Americans -- men, women and children were daily declared the property of the highest cash bidder.	Lecture: Mueller/ McKewon  SmGrp: Albers/Cusamano	
Thurs.Nov. 2 (Picture Re- Take day)	April 9, 1754	A trader of Native slaves sent a letter to South Carolina Governor J. Glenn asking for permission to use one group of Natives to fight another: "We want no pay, only what we can take and plunder, and what slaves we take to be our own." In 1756, Pennsylvania Governor Robert Morris declared war on the Delaware and Shawnee natives. Included in his war declaration was " <b>The Scalp Act</b> ," which put a bounty on the scalps of native men, women and boys.	Mueller/ McKewon  SmGrp: Mueller/ McKewon	
Thurs. Nov. 2 (Picture Re- Take day)	August 1, 1758	The <b>first Native American reservation</b> in North America was established by the New Jersey Colonial Assembly in Shamong Township. The Brotherton Reservation was for the local Lenape (Delaware) Tribe.	Mueller/ McKewon  SmGrp: Scherer/ Dotter	
Thurs. Nov. 2 (Picture Re- Take day)	1762	Governor Thomas Velez Cachupin had a number of natives living at Albiquíú [La Cañada, New Mexico] tried for witchcraft sometime after 1762. They were conveniently condemned into servitude.	Mueller/ McKewon	
Tues. Nov. 7	1763	The <b>Proclamation of 1763</b> , signed by King George III of England, prohibits any English settlement	TPopp  SmGrp: TPopp	

Date	Timeline	Topic	Instructors	Student Presenters
		west of the Appalachian Mountains and requires those already settled in those regions to return east in an attempt to ease tensions with Native Americans. However, The Ottawa Tribe under Chief Pontiac begin <b>Pontiac's War</b> , all-out warfare against the British west of Niagara, New York, a siege against the British at Detroit, Michigan. A vigilante group called the Paxton Boys in Pennsylvania kill 20 peaceful Susquehannock in response to Pontiac's Rebellion		
Tues. Nov. 7	1775	Forced to labor in the mission fields and to worship according to the missionaries' teachings, the natives at San Diego rebelled against the Spanish, burning every building and killing most of the inhabitants, including the mission's head priest. Thanks to a Spanish sharpshooter, the natives were finally driven off and the Spanish retained control of their outpost.	TPopp	
Tues. Nov. 7	May 25, 1776	The Continental Congress resolved that it was "highly expedient to engage Native Americans in service of the United Colonies" and authorized recruiting 2,000 paid auxiliaries. The program was a dismal failure, as virtually every tribe refused to fight for the colonists.	TPopp	
Tues. November 7	1772-1781	80% of the Arikara died of <b>smallpox, measles</b> , etc., while smallpox wiped out half of the Piegan Blackfoot.	TPopp	



Date	Timeline	Topic	Instructors	Student Presenters
Tues. November 7	July 13, 1786	<b>The Northwest Ordinance</b> was enacted, stating “the utmost good faith shall always be observed toward the Native Americans...in their property, rights, and liberty they shall never be disturbed.”	TPopp  SmGrp: Haley/ Oestricker	
Tues. November 7	1787	<b>1st Federal treaty</b> enacted with the Delaware Native Americans. The Treaty of Fort Pitt granted colonial use of Delaware land and warriors in exchange for “clothes, utensils, implements of war....and a fort to better protect against the common enemy – the British.”	TPopp  SmGrp: Arnold	
Thurs. Nov. 9	1789	<b>Indian Commerce Clause of the Constitution</b> is added stating, “The Congress shall have Power...to regulate Commerce with foreign Nations and among the several States, and with the Indian tribes.” This clause is generally seen as the principal basis for the federal government’s broad power over Native Americans. Native American agents, who were appointed as the federal government’s liaison with tribes, fell under jurisdiction of the War Department. These agents were empowered to negotiate treaties with the tribes.	SDoyel  SmGrp: Doyel	
Thurs. Nov. 9	1790	<b>The Indian Trade and Intercourse Act</b> is passed, placing nearly all interaction between Native Americans and non-Native Americans under federal, rather than state control, established the boundaries of Native territories,	SDoyel  SmGrp: Doyel	

Date	Timeline	Topic	Instructors	Student Presenters
		protected Native lands against non-Native aggression, subjected trading with Native Americans to federal regulation and stipulated that injuries against Native Americans by non-Native Americans was a federal crime. The conduct of Native Americans among themselves, while in Native territory, was left entirely to the tribes. These Acts were renewed periodically until 1834.		
Thurs. November 9	1790	The 1st US Census was conducted. The Census included slaves and free African-Americans, but Native Americans were not included.	SDoyel	
Tues. Nov. 28		Small Groups prepare and practice presentations	Small Group Staff detailed above	All
Wed. November 29		Video-blog presentations for on-line timeline (groups that include Senior Betas)	Small Group Staff detailed above	Grps: high school
Thurs. November 30		Video-blog presentations for on-line timeline (Senior Betas leave for state convention)	Small Group Staff detailed above	Grps: middle school
<b>December</b>		<b>Westward Expansion</b>		
Tues. Dec. 5	Pre-1795	Trading begins between Native Americans and French and Spanish merchants from St. Louis, Missouri.	Lecture: Tscherer/ ADotter	
Tues. Dec. 5	1792	On November 6, George Washington, in his fourth annual address to Congress, expressed dissatisfaction that "Indian hostilities" had not stopped in the young country's frontier, north of the Ohio River.	Tscherer/ ADotter	
Tues. Dec. 5	1795	The Treaty of Greenville marked the end of an undeclared and	Tscherer/ ADotter	

Date	Timeline	Topic	Instructors	Student Presenters
		multi-tribal war begun in the late 1770s and led by the Shawnee who fought to resist American expansion into Ohio. For agreeing to cede their lands the Natives, in return, were promised a permanent boundary between their lands and American territory.		
Tues. Dec. 5	1802	Federal law prohibits the sale of liquor to Native Americans.	Tscherer/ ADotter	
Tues. Dec. 5	1803	The <b>Louisiana Purchase</b> adds to the United States French territory from the Gulf of Mexico to the Northwest. The Lewis and Clark expedition begins its exploration of the West.	Tscherer/ ADotter  SmGrp: Albers/Cusamano	
Tues. Dec. 5	1804	<b>Lewis and Clark</b> met with <b>Sacagawea</b> . Under direction of President Jefferson, Lewis and Clark charted the western territory with the help of Sacagawea, a Shoshone Indian.	Tscherer/ ADotter  SmGrp: Scherer/Dotter	
Thurs. Dec. 7 (wrestling @ IL)	1804	The Sioux meet the Lewis and Clark Expedition. Trading posts begin to establish in the West and fur trading becomes an important part of Oglala life.	TAlbers/ Cusamano	
Thurs. Dec. 7 (wrestling @ IL)	1804	On March 26, the US government gave first official notice to the Native Americans to move west of the Mississippi River.	TAlbers/ Cusamano	
Thurs. Dec. 7 (wrestling @ IL)	1808	The Osage and Sioux sign the Osage Treaty ceding their lands in what is now Missouri and Arkansas to the US.	TAlbers/ Cusamano	
Thurs. Dec. 7 (wrestling	1808-1812	<b>Tecumseh</b> , Chief of the Shawnee, and his brother Tenskwatawa, known as The Prophet, organized a	TAlbers/ Cusamano	

Date	Timeline	Topic	Instructors	Student Presenters
@ IL)		defensive confederacy of Native American tribes of the Northwestern frontier who shared a common goal - making the Ohio River the permanent boundary between the United States and Native land. Meanwhile, When Tecumseh was away from Prophetstown in November 1811, Gov. William Henry Harrison led troops to the town and after the ferocious Battle of Tippicanoe, destroyed the town as well as the remnants of Tecumseh's confederacy.	SmGrp: Popp	
Thurs. Dec. 7 (wrestling @ IL)	1810	The Treaty of Fort Wayne brought the Delaware, Potawatomi, Miami and Eel River Miami nations together to cede 3 million acres of their land along the Wabash River to the United States.	TAlbers/ Cusamano	
Tues. Dec. 12	1813-1814	<b>The Creek War</b> was instigated by General Andrew Jackson who sought to end Creek resistance to ceding their land to the US government. The Creek Nation was defeated and at the Treaty of Fort Jackson, the Creek lost 14 million acres, or two-thirds of their tribal lands. This was the single largest cession of territory ever made in the Southeast.	SDoyel  SmGrp: Mueller/ McKewon	
Tues. Dec. 12	1817	US Congress passed the Indian Country Crimes Act which provided for federal jurisdiction over crimes between non-Native Americans and Native Americans, and maintained exclusive tribal	SDoyel	

Date	Timeline	Topic	Instructors	Student Presenters
		jurisdiction of all Native crimes.		
Tues. Dec. 12	1820	By 1820 more than 20,000 Native Americans lived in virtual slavery in the California missions.	SDoyel	
Tues. Dec. 12	1821	The US government began moving what it called the “Five Civilized Tribes” of the southeast America (Cherokee, Creek, Seminole,, Choctaw and Chickasaw) to lands west of the Mississippi River.	SDoyel	
Tues. Dec. 12	1823	Johnson v McIntosh Supreme Court Decision –The Court held that Native tribes had no power to grant lands to anyone other than the federal government. The government, in turn, held title to all native lands based upon the “doctrine of discovery” - the belief that initial discovery of lands gave title to the government responsible for the discovery.	SDoyel	
Tues. Dec. 12	1824	The Indian Office federal agency was established by the Secretary of War and operated under the administration of the war department.	SDoyel	
Tues. Dec. 12	1828	Elias Boudinot and <b>Sequoyah</b> begin publishing the Cherokee Phoenix, the first American newspaper published in a Native American language.	SDoyel SmGrp: Arnold	
Tues. Dec. 12	1830	President Andrew Jackson submitted a bill to congress calling for the removal of tries in the east to lands west of the Mississippi. On May 28th, the Indian Removal Act was passed, and from 1830-1840 thousands of Native	SDoyel	

Date	Timeline	Topic	Instructors	Student Presenters
		Americans were forcibly removed. On September 15, the Choctaw signed a treaty exchanging 8 million acres of land east of the Mississippi for the land in Oklahoma.		
Tues. Dec. 12	1832	Worcester v. Georgia. This Supreme Court case established the official relationship between Native Americans and the United States. The Court ruled that the federal government was the sole authority to deal with Native American nations and that individual states had no authority in Native American affairs.	SDoyel	
Tues. Dec. 12	1834	Indian Intercourse Act – Congress created Indian Territory in the West that included the land area in all of present day Kansas, most of Oklahoma and parts of what later became Nebraska, Colorado, and Wyoming. The area was set aside for Native Americans who would be removed from their ancestral lands, but the area steadily decreased in size until the 1870s when Indian Territory had been reduced to what is now Oklahoma.	SDoyel	
Tues. Dec. 12	1838	<b>The Trail of Tears.</b> Despite the Supreme Court’s rulings in 1831 and 1832 that the Cherokee had a right to stay on their lands, President Jackson sent federal troops to forcibly remove almost 16,000 Cherokee who had refused to move westward under the unrecognized Treaty of New	SDoyel SmGrp: Doyel	

Date	Timeline	Topic	Instructors	Student Presenters
		Echota (1835) and had remained in Georgia. In May, American soldiers herded most into camps where they remained imprisoned throughout the summer and where at least 1,500 perished. The remainder began an 800-mile forced march to Oklahoma that Fall. In all, some 4,000 Cherokee died during the removal process.		
Thurs. Dec. 14	1850- 1875	Extermination of buffalo herds by sports and hide hunters severely limits Plains Native Americans food supply and ability to survive.	RHaley/ Oestricker	
Thurs. Dec. 14	1862	Beginning of the Sioux Uprising (The Santee War) in Minnesota. The Sioux declared war on the white settlers, killing more than 1,000. They were eventually defeated by the US army, which marched 1,700 survivors to Fort Snelling. Over 400 Native Americans were tried for murder, 38 of whom were executed. By 1864 90% of the Santee, and many of the Teton who sheltered them were dead or in prison.	RHaley/ Oestricker	
Thurs. Dec. 14	Decemb er 26, 1862	38 Sioux men in Mankato, Minnesota were executed for crimes during the Sioux Uprising.	RHaley/ Oestricker	
Thurs. Dec. 14	1864	<b>The Chivington Massacre</b> – Army Colonel John Chivington led his troops on a raid against a Cheyenne encampment in Colorado even though the Cheyenne were flying the American flag and a white flag of surrender. Chivington killed 133	RHaley/ Oestricker  SmGrp: Haley/Oestricker	



Date	Timeline	Topic	Instructors	Student Presenters
		Cheyenne – nearly all were women and children.		
Tues. Dec. 19		Small Groups prepare and practice presentations	Small Group Staff detailed above	ALL
Tues. Jan. 9		Video-blog presentations for on-line timeline (groups that include wrestlers/cheerleaders)	Small Group Staff detailed above	Grps:
Thurs. Jan. 11		Video-blog presentations for on-line timeline (wrestlers/cheerleaders at Indiana)	Small Group Staff detailed above	Grps:
<b>January</b>		<b>Settlement and the End of Resistance</b>		
Tues. Jan 16	1868	Nez Perce Treaty - This was the last Native American treaty ratified by the US government	Bmueller/ McKewon	
Tues. Jan 16	1870	On March 30, the Fifteenth Amendment was ratified. It finally recognized the natural right of all men to vote, including Native American men.	Mueller/ McKewon  SmGrp: Mueller/ McKewon	
Tues. Jan 16	1870	<b>Indian Appropriation Act</b> - This Congressional Act specified that no tribe thereafter would be recognized as an independent nation with which the federal government could make a treaty. All future Native American policies would be determined by passing Congressional statutes or executive orders.	Mueller/ McKewon  SmGrp: Mueller/ McKewon	
Tues. Jan 16	1876	After Sitting Bull organizes the greatest gathering of Native Nations on the northern plains: <b>The Battle of Little Bighorn</b> – Gen. George Custer and 250 soldiers attack the forces of Sitting Bull and Crazy Horse at the Little Bighorn. Custer and all his men under his	Mueller/ McKewon  SmGrp: TScherer/ ADotter	

Date	Timeline	Topic	Instructors	Student Presenters
		command are killed.		
Tues. Jan 16	1877	<b>Nez Perce War</b> - This war occurred when the US army responded to some American deaths along the Salmon River, said to have been committed by the Nez Perce. To avoid a battle, about 800 Nez Perce fled 1,500 miles. They were caught 30 miles south of the Canadian border. Survivors were sent to Indian Territory in Oklahoma, despite the promise of the US government to allow them to return to their own lands.	Mueller/ McKewon  SmGrp: NArnold	
Tues. Jan 16	1877	Congress passed the <b>Manypenny Agreement</b> , a law taking the Black Hills and ending Sioux rights outside the Great Sioux Reservation. The Sioux land - 134 million acres guaranteed by treaty in 1868 was reduced to less than 15 million acre.	Bmueller/ McKewon  SmGrp: TAlbers/ Cusamano	
Thurs. Jan. 18	1879	The first students, a group of 84 Lakota children, arrived at the newly established United States Indian Training and Industrial School at Carlisle, Pennsylvania, a boarding school founded to remove young Native Americans from their native culture and refashion them as members of mainstream American society.	SDoyel	
Thurs. Jan. 18	1881	<i>A Century of Dishonor</i> publication. - Helen Hunt Jackson released her book detailing the plight of Native Americans and criticizing the US government's treatment of natives.	SDoyel	

Date	Timeline	Topic	Instructors	Student Presenters
Thurs. Jan. 18	1883	On November 3, the U.S. Supreme Court ruled that an Indian is by birth "an alien and a dependent."	SDoyel	
Thurs. Jan. 18	1887	The <b>Dawes Severalty Act</b> gives the President power to reduce the landholdings of the Native nations across the country by allotting 160 acres to the heads of Native American families and 80 acres to individuals. The "surplus lands" on the reservations were opened up to settlement. On July 16, J. D. C. Atkins, the Commissioner of Indian Affairs, wrote in his annual report that English would be the exclusive language used at all Native American schools. He argued that native languages were not only of no use, but were detrimental to the education and civilization of Native Americans.	SDoyel SmGrp: RHaley/ Oestricker	
Thurs. Jan. 18	1889	A Paiute rancher named <b>Wovoka</b> announced that he had dreamed a vision of a new world set aside for native people and that white people would vanish en masse. It was the birth of the short-lived <b>Ghost Dance</b> religion.	SDoyel SmGrp: Doyel	
Thurs. Jan. 18	1890	On December 28 a group of 120 Sioux men and 230 women and children were surrounded by 487 U.S Army troops at <b>Wounded Knee</b> , South Dakota. The next day an unidentified shot rang out and the well-armed soldiers ringing the defenseless people opened fire. Afterwards, 256 Sioux lay dead and were buried in mass graves.	SDoyel SmGrp: TPopp	

Date	Timeline	Topic	Instructors	Student Presenters
		Twenty (20) Congressional Medals of Honor were awarded to the soldiers.		
Tues. Jan. 23		Small Groups prepare and practice presentations	Small Group Staff detailed above	ALL GROUPS
Thurs. Jan. 25		Video-blog presentations for on-line timeline	Small Group Staff detailed above	ALL GROUPS
<b>February</b>		<b>New Century and New Beginnings</b>		
Tues. Jan. 30	1911	Society of American Indians - was established and managed exclusively by Native Americans who lobbied for many reform issues, especially improved health care on reservations, citizenship, and a special court of claims for Natives.	TPopp	
Tues. Jan. 30	1924	<b>Indian Citizenship Act</b> - This Congressional Act extended citizenship and voting rights to all Native Americans. Some, however, did not want to become US citizens, preferring to maintain only their tribal membership.	TPopp SmGrp: Albers/ Cusamano	
Tues. Jan. 30	1934	<b>Indian Reorganization Act (IRA)</b> - The IRA was the centerpiece of the Indian New Deal. It encouraged Indians to "recover" their cultural heritage, prohibited new allotments and extended the trust period for existing allotments, and sought to promote tribal self-government by encouraging tribes to adopt constitutions and form federally-chartered corporations	TPopp SmGrp: Haley/ Oestricker	
Tues. Jan. 30	1961	<b>National Indian Youth Council (NIYC)</b> - This organization sought, and still seeks, to resurrect a sense of national pride among young	TPopp SmGrp: Mueller/ McKewon	

Date	Timeline	Topic	Instructors	Student Presenters
		Native people and to instill an activist message - they were to look back to their own great cultural traditions and make decisions about their lives based upon such traditions.		
Tues. Jan. 30	1968	<p><b>American Indian Movement (AIM)</b>  - The new organization was comprised primarily of young urban Native Americans who believed that direct and militant confrontation with the US government was the only way to redress historical grievances and to gain contemporary civil rights; and that the tribal governments organized under the IRA (1934) were not truly legitimate or grounded in traditional Native ways.</p>	TPopp SmGrp: Arnold	
Tues. Jan. 30	1968	<p><b>Indian Civil Rights Act (ICRA)</b> - This Congressional Act revised Public Law 280 by requiring states to obtain tribal consent prior to extending any legal jurisdiction over a reservation. It also gave most protections of the Bill of Rights and the Fourteenth Amendment to tribal members in dealings with their tribal governments.</p>	TPopp SmGrp: Popp	
Tues. Jan. 30	1970	Nixon's "Special Message on Indian Affairs" - President Nixon delivered a speech to Congress which denounced past federal policies, formally ended the termination policy, and called for a new era of self-determination for Native	TPopp	

Date	Timeline	Topic	Instructors	Student Presenters
		peoples.		
Thurs. Feb. 1	1973	<b>Wounded Knee Occupation</b> - At the Pine Ridge Reservation of the Oglala Sioux in South Dakota, trouble had been brewing between the activists that supported AIM, and tribal leaders who had the support of the BIA. In February 1973, AIM leaders led by Russell Means and about 200 activists who were supported by some Oglala traditional leaders took over the village of Wounded Knee, announced the creation of the Oglala Sioux Nation, declared themselves independent from the United States, and defined their national boundaries as those determined by the 1868 Treaty of Fort Laramie. The siege lasted 71 days.	TScherer/ ADotter  SmGrp: Doyel	
Thurs. Feb. 1	1975	Pine Ridge Reservation Shootout - In June, two FBI agents entered the Pine Ridge Reservation ostensibly looking for a tribal member on theft and assault charges. Shots were fired under confusing circumstances, resulting in the death of the two agents and one AIM member.	TScherer/ ADotter	
Thurs. Feb. 1	1980	United States v. Sioux Nation of Indians - U.S. Supreme Court ruled that the Sioux were entitled to an award of \$17.5 million, plus 5% interest per year since 1877, totaling about \$106 million in compensation for the unjust taking	TScherer/ ADotter	

Date	Timeline	Topic	Instructors	Student Presenters
		of the Black Hills and in direct contravention of the Treaty of Fort Laramie. The Sioux have refused to take the money and sits in a trust fund in Washington, collecting interest.		
Thurs. Feb. 1	1990	<p><b>Native American Languages Act</b> - This Congressional Act made it US policy to "preserve, protect, and promote the rights and freedom of Native Americans to use, practice, and develop Native American languages." Indian Arts and Crafts Act (IACA) - The Congressional Act is intended to promote Native American artwork and handicraft businesses, reduce foreign counterfeit product competition, and stop deceptive marketing practices. Native American Grave Protection and Repatriation Act - This Congressional Act required all institutions that receive federal funds to inventory their collections of Native American human remains and artifacts, make their lists available to Native tribes, and return any items requested by the tribes.</p>	<p>TScherer/ ADotter</p> <p>SmGrp: Scherer/ Dotter</p>	
Thurs. Feb. 1	1996	President Clinton declared November of each year to be National American Indian Heritage Month.	TScherer/ ADotter	
Thurs. Feb. 1	1996	In western North Carolina the Eastern Band of the Cherokee Nation acquired a few hundred acres of ancestral pasture bordering the Tuckasegee River	TScherer/ ADotter	



Date	Timeline	Topic	Instructors	Student Presenters
		that contained the Kituwha Mound. Legend held that this was the site where God had given the Cherokee their laws and their first fire.		
Thurs. Feb. 1	1998	The Nez Perce tribe returned to its ancient homeland in Oregon after 121 years of exile.	TScherer/ ADotter	
Thurs. Feb. 1	2000	Sep 8, The Bureau of Indian Affairs marked its 175th birthday and Kevin Grover, head of the bureau, offered a formal apology to Native Americans for the misdeeds of the agency.	TScherer/ ADotter	
Thurs. Feb. 1	2010	Dec 8, Pres. Obama signed legislation to pay Native American and black farmers some \$4.6 billion for government mistreatment over many decades.	TScherer/ ADotter	
Thurs. Feb. 1	2015	President Obama, speaking at the White House Tribal Nations Conference, stated "Names and mascots of sports teams like the Washington Redskins perpetuate negative stereotypes of Native Americans" and praised Adidas for a new initiative to help schools change names and mascots by designing new logos and paying for part of the cost of new uniforms.	TScherer/ ADotter	
Thurs. Feb. 1	2017	Of all ethnic groups in the US the Native Americans have the: <ul style="list-style-type: none"> <li>• highest rate of school drop outs (about 54%),</li> <li>• highest rate of child mortality,</li> <li>• highest rate of suicide</li> <li>• highest rate of teenage</li> </ul>	TScherer/ ADotter	

Date	Timeline	Topic	Instructors	Student Presenters
		suicide ( 18.5 per 100,000), <ul style="list-style-type: none"> <li>• highest rate of teenage pregnancy,</li> <li>• lowest life expectancy ( 55 years)</li> </ul>		
Tues. Feb. 6		Small Groups prepare and practice presentations	Small Group Staff detailed above	ALL GROUPS
Thurs. Feb. 8		Video-blog presentations for on-line timeline	Small Group Staff detailed above	ALL GROUPS

NOTE: Information for the Timeline above was retrieved on 07/25/17 from <http://www.legendsofamerica.com>

- Application – the On-Site Phase: In May of each year, students who have successfully completed the preparatory phase will participate in the Application – On-Site Phase of the MSB Capstone Project. During this phase of the Capstone students will apply and continue their research by traveling to a destination appropriate to the umbrella topic where they will complete their year-long research and apply the knowledge they have gained to create their final project.
- Final Project – The Summative Phase: In May/June of each year, participants will complete a final project designed to showcase their learning. Final product will include a research paper, a presentation of the students' research as well as the work they completed on-site.

## Definitions

**Binder:** A written record/collection of the documents and other data that represents the student's Capstone Project journey.

**Central Question:** A question confirming the student's learning stretch and channeling the research to discover specific details about the Capstone topic.

**Deadlines:** Students/groups of students must meet all MSB Capstone Project deadlines and plan accordingly in order to assure their progress toward completion of the MSB Capstone Project. Failure to complete the preparatory phases of the MSB Capstone Project may result in the student losing the privilege to participate in the on-site portion of the Capstone.

**Permission Forms:** Securing permission to participate in the MSB Capstone Project is the responsibility of each student participant. Failure to have current signed permission from a parent or legal guardian may result in the student not being able to participate in all aspects of the MSB Capstone Project.

**Plagiarism:** The unlawful claiming of another person's work as the student's own. Any incidents of plagiarism are a violation of MSB Capstone Project Ethics Code and may result in expulsion from the MSB Capstone Project.

**Thesis Statement:** A statement that defines a research paper's focus and content. A well-written and engaging thesis is like a map; it will give the paper direction and help guide the writer's thoughts, focus his/her selection of sources, and direct the pertinent issues to address within the paper.

**Topic:** Subject of all phases of the student's work for the MSB Capstone Project.

**Topic Approval:** Each student/group of students will submit a Topic, Central Question and Project to be approved by the MSB Capstone Project Coordinator and the MSB Assistant Superintendent or her designee.

## Requirements for Successful Completion

- Rough Draft**
  - Research sources identified and approved by advisor
  - Long-Term Planning Checklist
  - Rough Draft or Detailed Research Paper Outline
  
- Works Cited Page:** All proof of research is documented on the Works Cited Page of the report.
  
- Research Paper**
  - Two copies of final paper
  - Three to five sources minimum. A personal interview counts as a source.
  - MLA Format
  - Between 3-5 pages, double-spaced in 14 point font
  
- MSB Capstone Project**
  - Final Projects must be approved by the MSB Capstone Project Coordinator. Capstone Project may be, but is not limited to, a physical product, written

product, performance event, teaching or leadership experience, physical experiment, or career-related project

- **Project must show a learning stretch**, taking the student beyond what (s) he has ever done before
- Project must be directly related to the research paper
- Project must be fully completed by student, NOT by the teacher, mentor or parent, peer etc.

**Binder**

- Signed MSB Capstone Project Approval Form
- Signed Parent/Guardian Permission Form
- Signed Code of Ethics/MSB Capstone Project Policies Acknowledgment
- Long-Term Planning Checklist
- Formative Self-Evaluation and Feedback x9
- Rough Draft
- Works Cited Page
- Research/Position Paper
- Research/Position Paper Rubric
- Supporting Documentation: Outlines, interviews, etc.
- Final Project – electronic copy
- Final Project Evaluation Rubric

**Presentation/Final Project**

- Between 15-30 minutes (total)
- Evaluated on content and delivery using a rubric
- Appropriate Experiment/Projects/Presentation/Materials

## Timeline/Deadlines

Table 2, Capstone Project Timeline & Deadlines

Due Date	Project/Topic	Person Responsible
August 1	<input type="checkbox"/> Finalize Umbrella Topic for the coming school year with MSB Administration.	MSB Capstone Coordinator
August 1	<input type="checkbox"/> Select and get approval for final cumulative project.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Prepare and Submit Out of State Travel Requests.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Prepared and submit a Budget for	MSB Capstone Coordinator

<b>Due Date</b>	<b>Project/Topic</b>	<b>Person Responsible</b>
	Approval.	
August 15	<input type="checkbox"/> Prepare/update and publish the MSB Capstone Project Handbook.	MSB Capstone Coordinator
August 15	<input type="checkbox"/> Complete a detailed schedule for group activities and deadlines for the current school term.	MSB Capstone Coordinator
August 31	<input type="checkbox"/> Introduce Umbrella topic to MSB 6-12 students.	MSB Capstone Coordinator
August 31	<input type="checkbox"/> Introduce/Review PUNs Note Taking System to students and the Six Basic Elements of Society	MSB Capstone Coordinator
September	<input type="checkbox"/> Topic: Early Explorers and Conquerors	
September 1	<input type="checkbox"/> Schedule Capstone Meeting for Tuesday and Thursday and determine locations for groups to meet	MSB Capstone Coordinator, Lead Teachers
September 30	<input type="checkbox"/> Turn in signed Parent/Guardian Permission Form and Code of Ethics.	Student
September 30	<input type="checkbox"/> Set up MSB Capstone Binder	Student
September 30	<input type="checkbox"/> Complete video blog for September topic for web-based timeline	Student, Staff, CapTech Coordinator
September 30	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator
October 31	<input type="checkbox"/> Complete video blog for October topic for web-based timeline	Student, Staff, CapTech Coordinator
October 31	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator
November 30	<input type="checkbox"/> Complete video blog for November topic for web-based timeline	Student, Staff, CapTech Coordinator
November 30	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator
January 11	<input type="checkbox"/> Complete video blog for December topic for web-based timeline	Student, Staff, CapTech Coordinator
January 11	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator
January 25	<input type="checkbox"/> Complete video blog for December topic for web-based timeline	Student, Staff, CapTech Coordinator
January 25	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator

Due Date	Project/Topic	Person Responsible
January 31	<input type="checkbox"/> Submit topic/theme for position paper for approval from the Capstone Coordinator. Note that NO two students may write on the same position unless taking opposing sides.	Capstone Coordinator, Student
January 31	<input type="checkbox"/> Introduce/Review MLA format and research method.	Communication Arts Teacher
January 31	<input type="checkbox"/> Complete video blog for January topic for web-based timeline	Student, Staff, CapTech Coordinator
January 31	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator
February 8	<input type="checkbox"/> Complete video blog for January topic for web-based timeline	Student, Staff, CapTech Coordinator
February 8	<input type="checkbox"/> Complete Formative Self-Evaluation.	Student, Capstone Coordinator
February 8-March 30	<input type="checkbox"/> Research and write position papers	Student
February 28	<input type="checkbox"/> Submit rough draft of position paper to Capstone Coordinator	Student
February 28	<input type="checkbox"/> Participate in a writers conference to review progress on position paper	Student, Capstone Coordinator
February 28	<input type="checkbox"/> Complete Formative Self-Evaluation	Student, Capstone Coordinator
March 15	<input type="checkbox"/> Recruit and train a panel to “challenge” student’s position papers.	Capstone Coordinator
March 31	<input type="checkbox"/> Submit final copy of position paper to Capstone Coordinator in both print and electronic media	Student
March 31	<input type="checkbox"/> Complete Formative Self-Evaluation	Student, Capstone Coordinator
March 31	<input type="checkbox"/> Publish schedule for Oral Presentations	Capstone Coordinator
April	<input type="checkbox"/> <b>Present and Defend Positions</b> – each student will present their position in the form of a 4-minute oratory. (Oratories should be given from memory or note card but may NOT be read.) A panel will then challenge the	Students, Capstone Coordinator

Due Date	Project/Topic	Person Responsible
	<p>student's position by raising questions or arguing points on the other side. Students will then be given an opportunity to defend their positions.</p>	
April 30	<input type="checkbox"/> Complete Formative Self-Evaluation	Student, Capstone Coordinator
May	<input type="checkbox"/> Phase 2 – On-site visit	Student, staff, Capstone Coordinator
May 31	<input type="checkbox"/> <b>Review and Reconsideration –</b> Students will review their position papers and write a one page typed Reconsideration and Review of their position based on the information they have learned through the.	Student, staff, Capstone Coordinator
May 31	<input type="checkbox"/> Complete Summative Self-Evaluation	Student, Capstone Coordinator
May 31	<input type="checkbox"/> Submit completed binder to MSB Capstone Coordinator.	Student
June 1	Send final group project to Community Relations to be uploaded on the MSB website.	MSB Capstone Coordinator



## **Phase 1: Research – The Preparatory Phase**

## Long-Term Project Checklist

Name: \_\_\_\_\_

Lead Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Date Approved: \_\_\_\_\_

Step 1: Title of Project: \_\_\_\_\_

Targeted Date for Completion: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Approved: \_\_\_\_\_

Step 2: Read the requirements for the project and reviewed the rubrics.

Targeted Date for Completion: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Approved: \_\_\_\_\_

Step 3: Chose a specific research topic.

Targeted Date for Completion: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Approved: \_\_\_\_\_

Step 4: Develop ideas or guiding questions to guide research:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Step 5: Identify potential sources of information (List types of resources, books, interviews, experts, internet sources, etc. ~ Be as specific as possible, this is just a starting point, you can change your sources as you learn more).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Step 6: Describe your plan for taking notes and organizing your information.

\_\_\_\_\_  
\_\_\_\_\_

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Step 7: Provide an outline/ overview of what your final project will look like (Make sure you meet all of the requirements detailed in the Project Evaluation Rubric):

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Step 8: List the creative ideas you plan to add to make this project your own.

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Step 9: Check the timeline and due dates, as well as project requirements again to make sure you have adequate plans to complete all the parts of the project.

You are off to a great start – Good Luck!

## Topic Selection Guidelines

When selecting a topic for any long-term project like the MSB Capstone Project, it is natural to feel overwhelmed by the number of possible research topics as well as the amount of information available to research. You may find yourself interested in a number of different topics or you may find that you don't know enough about a topic yet to decide what you want to research. This is perfectly normal. Even though the process is often overwhelming most students find that starting is exciting as well. One of the most critical keys to your long-term success is identifying a good topic. By following the simple Three-Step process below, you will be able to find a specific topic to guide your MSB Capstone.

### Three-Step Process for Choosing a Topic

**Step 1:** Choose any topic or topics related to the umbrella topic. - "e.g., The Founding Fathers of America"

**Step 2:** Be a little more specific about your topic. - "e.g., Thomas Jefferson"

**Step 3:** Be a lot more specific about your topic - "e.g., Thomas Jefferson, author of the Declaration of Independence".

Generate at least 3 topic ideas. When you have a few topic ideas, choose the topic that you are most interested in and meet the requirements of the MSB Capstone. (See the Annual Capstone Proposal for starter ideas)

## Creating a Thesis for a Research Paper

A strong research paper involves a process of establishing a claim and then proving it with logical reasoning, examples, and research. The thesis statement is a guideline, a unifying element, for every research paper.

### Tips for Creating a Thesis:

1. Start simply. Write your thesis statement in a single sentence.
2. Answer a question. A simple guide to an effective thesis statement is an answer to a question: What am I trying to prove?
3. Narrow your topic. Focus your thesis statement on a limited aspect. For example, narrow a topic from “films” to “action films” to “Avatar” to the “merits and flaws of Avatar.”
4. Be flexible. If your research indicates other, stronger possibilities, it is acceptable to change your thesis statement.
5. Verify your thesis statement. Obtain your instructor’s approval for your thesis statement before starting extensive research.
6. Do not “telegraph” a thesis. Avoid using a first-person phrase such as “I am going to prove” or “I hope to show.” An instructor knows this is your paper, and your point should be apparent through a strong thesis “statement” followed by supporting evidence.

### Hints for an Effective Thesis Statement:

A strong thesis statement usually answers two questions:

- 1.) How?
- 2.) Why?

Consider the following examples:

#### Example 1

The process for a college student working on a research paper in the 1960s was very different from the process used by most of today’s college students.

This is a weak thesis statement. It does not tell us HOW the research processes are different.

#### Example 2

Because of advances in technology, today’s college student has many more resources for research papers than students had in the 1960s.

This statement is an improvement over Example 1 because it at least provides a reason for the differences: “advances in technology.”

### **Example 3**

Because of the advent of the Internet and other electronic sources, the research process utilized by today’s college students for papers differs greatly from that of students in the 1960s.

This thesis statement provides more detail than the other examples and presents an argument that can be supported with specific supporting arguments: “the Internet and other electronic sources.”

## **Sample Introductions and Thesis Statements:**

### **Example 1**

Hollywood has a long history of producing adventure films, including everything from King Solomon’s Mines to Jurassic Park. Just as society has evolved, action films also have evolved, becoming more focused on visual effects than dialogue and emphasizing technology over storylines. The recent film Avatar is an excellent example of what is good and bad about modern adventure films. While Avatar has some obvious merits, there are also some significant flaws.

### **Example 2**

King Arthur established the Knights of the Round Table. Alfred the Great provided us with a clear history during the Dark Ages. Richard the Lion-Hearted led the Crusades. The infamous Henry VIII established a new religion, uniting church and state. James I gave us a version of the Bible nearly 400 years ago, and it is still widely used today. Victoria ruled for sixty-three years at the height of British power. Monarchs have ruled and influenced England for centuries; however, perhaps none was as singularly responsible for the country's development as Queen Elizabeth I.

### **Example 3**

The term "sports" evokes many images: tennis, golf, basketball, baseball, football, and bowling, to name a few. During any of these friendly challenges of skill, one can witness players bouncing, hitting, passing, dribbling, throwing, or rolling a ball in order to score points. One sport exists, however, where the object is to deliver blows to the body of another in order to score points. This sport is boxing, a brutal exchange of hooks, swings, and jabs that may eventually knock one athlete unconscious. Because of injuries, short- and long-term neurological damage, and ring deaths, the rules of professional boxing should be changed.

**Example 4**

We all get them. You may have one or many right now. Their name comes from Latin, and it means poison. They are not even truly alive, but they can certainly cause death. Viruses cause nearly one hundred diseases, yet most people do not understand exactly how they work in the human body.

**Example 5**

His name is John. In his senior year of high school, he was an honorable-mention All-American in basketball with a 3.2 grade-point average. Naturally, he was heavily recruited by colleges and universities, and his future seemed bright indeed. Within a few years, his brightness had blackened for one reason: drugs.

## **Format Guide for a MSB Capstone Research Paper**

The MSB Capstone Research Paper is written in MLA format.

### **General Format Specifications (all pages)**

- Double-spaced
- One-inch margins
- Last name & page number in upper right hand corner of all pages

### **Title Page**

- Author's name
- Advisor's name
- The name of the course (in this case: MSB Capstone)
- The current submission date; NOTE: The submission date will change with each draft you hand in.
- The title of the paper appears centered above the text.

### **MLA Citations**

- Every source cited in the text must be documented in a Works Cited page at the end of the paper.
- Author's name (or a key word from the title) is located in a parenthetical citation or in an introduction to the borrowed material.
- Page number(s) (if applicable) are always placed in the parenthetical citation.
- Parenthetical citations at the end of the sentence are followed by the appropriate punctuation mark (comma or period) [Unless you indent the entire quotation].

### **Punctuation**

- Quotations of four or fewer lines are placed within double quotation marks.
- Quotations of more than four lines are indented ten spaces [1 inch] from the left margin. The text is double spaced. Use a comma or a colon after the last word in the text to mark the beginning of the quotation. The parenthetical citation for longer quotations follows the punctuation at the end of the last sentence of the quoted material.
- Periods and commas are ALWAYS placed inside quotation marks.
- Question marks and exclamation marks not originally in the quotation go outside the quotation marks.
- If a parenthetical reference ends a line, place the period after the reference.
- Use single quotation marks to set off a quotation within a quotation.



- An ellipsis is used when omitting words, phrases or sentences from quoted material. Be sure that the omission of content does not substantially change the meaning.

### **General Format Specifications**

- Spell numbers of one or two words [three, five million].
- Use numerals for numbers of more than two words [3.56 2,456 1,489 602].

### **Works Cited Page**

- “Works Cited” [without the quotation marks] is centered at the top of the page.
- The Works Cited page is a separate page at the end of the paper.
- The Works Cited page double-spaced.
- The first line of the first entry is typed flush with the left-hand margin.
- The second and all following lines of the entry are indented one-half inch.
- The Works Cited page contains entries that are listed in alphabetical order by the first word in each entry.

### **Specifications for Content**

- Paper has a strong thesis statement that is easily identifiable and well developed.
- Topic is clearly stated in the introduction to the paper.
- Topic sentences and supporting details are evident in each paragraph of the paper.
- The focus of the paper is research of a topic. Remember, the Capstone Paper is a Research Paper not an Essay or Opinion Paper.
- Minimum number of sources (3-5) is included on the “Works Cited” page.
- ALL borrowed material is cited.

Additional resources for writing a Research paper in the MLA format can be found at:

<http://www.ccc.commnet.edu/library/mla/index.shtml>

# **Phase 2: On-Site**

## Sample Itinerary

Table 3, Capstone Project Sample Itinerary

Date	Schedule	Group Activity
May 18, 2018 – Friday	Travel Day	
May 19, 2018 – Saturday	AM: PM: Dinner: Evening:	
May 20, 2018 – Sunday	AM: PM: Dinner: Evening:	
May 21, 2018 – Monday	AM: PM: Dinner: Evening:	
May 22, 2018 – Tuesday	AM: 11th Grade PM: Dinner: Evening:	
May 23, 2018 – Wednesday	AM: PM: Dinner: Evening:	
May 24, 2018 – Thursday	Travel Day	

## Presentation Guidelines

Final Project – The Summative Phase: In May/June of each year, participants will submit their completed final project designed to showcase their learning. Final products will include group activities, a research paper and presentation of the students' research as well as the work they completed on-site and throughout the Capstone Process.

# Appendix

## Staff List

Table 4, Capstone Project Staff

Position	Staff Member	Email/Phone Number
Administration	Joy Waddell, Assistant Superintendent	<a href="mailto:Joyce.Waddell@msb.dese.mo.gov">Joyce.Waddell@msb.dese.mo.gov</a> 314-633-3948
MSB Capstone Coordinator	Shaughn Doyel	<a href="mailto:Shaughnessy.Doyel@msb.dese.mo.gov">Shaughnessy.Doyel@msb.dese.mo.gov</a> 314-633-1571
Technology Coordinator	Allison Dotter	<a href="mailto:Allison.Dotter@msb.dese.mo.gov">Allison.Dotter@msb.dese.mo.gov</a> 314-663-1570
Lead Teacher/Advisor	Rick Haley	<a href="mailto:Rick.Haley@msb.dese.mo.gov">Rick.Haley@msb.dese.mo.gov</a> 314-633-7244
Lead Teacher/Advisor	Tonia Scherer	<a href="mailto:Tonia.Scherer@msb.dese.mo.gov">Tonia.Scherer@msb.dese.mo.gov</a> 314-633-3939
Lead Teacher/Advisor	Shaughn Doyel	<a href="mailto:Shaughnessy.Doyel@msb.dese.mo.gov">Shaughnessy.Doyel@msb.dese.mo.gov</a> 314-633-1571
Lead Teacher/Advisor	Brian Mueller	Brian.Mueller@msb.dese.mo.gov
Lead Teacher/Advisor	Nancy Arnold	<a href="mailto:Nancy.Arnold@msb.dese.mo.gov">Nancy.Arnold@msb.dese.mo.gov</a> 314-633-1581

### PUNS Guidelines Palmatier's Unified Note Taking System (PUNS) (Palamatier, 1974)

**Purpose:** Students need instruction in how to learn from listening as well as from text. PUNS urges students to review lecture notes immediately after class and supplement them with text information. The note taking format also provides a built-in study system by separating key words from the body of notes.

**Procedure:**

- 1.) Record Use Only one side of 8 ½" x 11" notebook paper with a ¾" margin on the left side. Record lecture notes to the right of the margin. use a modified outline form to isolate main topics. Leave space where information seems to be missing. Number each page as you record the notes.
- 2.) Organize As soon after class as possible, add two sections to the notes. First, place labels inside the left margin. These should briefly describe the information in the recorded notes. Second, insert important text information directly into the recorded notes. If you need more space, you can use the back of the notebook paper.

3.) Study Remove the notes from the loose-leaf binder, and lay them out so that only the left margin of each page is visible. Use the labels as memory cues to recite as much of the information on the right as you can recall. The labels can be turned into questions stems: “What do I need to know about (insert label)?” Verify your recall immediately by lifting the page to read the information recorded to the right of the label. As you master the material on each page of notes, set that page aside in an “I already know” stack. For objective tests, the labels can be approached at random, simulating the format of multiple choice, true-false, and matching tests. For essay tests, group information into logical units, formulate predicted essay questions, and practice writing answers.

**Assessment:** Teacher may review notes to make sure all important points are covered before the student uses information as a study guide.

**Clue to Success:** Prior to using PUNS independently, students need direct instruction in the note-taking process. This method can be used as a whole group method for teaching purposes. For Braille readers, fold Braille paper and use a Perkins for note taking – this method will not work with a Braille-N-Speak.

**Strand:** Comprehensive/Study Skill

**Suggested Content Area:** ALL

## Position Paper Approval Form

Student(s): \_\_\_\_\_

Advisor: \_\_\_\_\_ MSB Capstone Coordinator: \_\_\_\_\_

1. What topic would you like to research for your MSB Capstone Position Paper?

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2. What is the central question for your topic? Remember, your topic should be something you find interesting and challenging.

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3. What position would you like to take on for your MSB Capstone? Remember, your position should be logical and supported by your research and reflect your learning.

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Student's Name (printed) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approved – Advisor \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_ Approved – Capstone Coordinator \_\_\_\_\_ Date \_\_\_\_\_

## Parent/Guardian Permission Form

In signing this Parent Permission Form, I hereby recognize that I, the parent(s) or guardian(s) of \_\_\_\_\_, have reviewed the contents of the Missouri School for the Blind Capstone Project and give my permission for my student to participate.

I understand that my student will be expected to complete all three phases of the MSB Capstone Project. I understand that failure to complete all or part of the Preparatory Phase may result in my student not being able to participate in the On-Site Phase of the Capstone.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Code of Ethics

As a member of the Missouri School for the Blind school community, I understand that I am solely responsible for completing a MSB Capstone Project.

I recognize that all work related to this project must be originated by me/my team and me/my team alone. Honor and integrity exemplifies my responsibility for completing this project. Therefore, I pledge to the following:

- ✓ I will take the MSB Capstone Project seriously and fully engage in all aspects of the project to the best of my ability.
- ✓ I will honestly reflect on my past educational experiences, skills and knowledge and select a Capstone Project that will represent a learning stretch, challenging myself beyond what I have accomplished before.
- ✓ I will hold myself accountable and take responsibility for completing my work in a timely manner.
- ✓ I will meet all MSB Capstone Project deadlines.
- ✓ I will learn research techniques and MLA (Modern Language Association) format as a component of the MSB Capstone Project curriculum and will prepare my paper in MLA format.
- ✓ I will write my own research paper. I will not use a paper or any information collected and/or organized by any other student or adult.
- ✓ I will complete all components of my project/product with potential guidance from my advisors.
- ✓ I will collect all required parent/guardian forms with authentic signatures for my MSB Capstone Project binder.
- ✓ I understand that plagiarism is the unlawful claiming of another person's work as my own. Furthermore, I understand that any incidents of plagiarism or a violation of MSB Capstone Project may result in expulsion from the MSB Capstone Project.
- ✓ I will conduct myself in a mature and respectful manner during all phases of the MSB Capstone Project.

Student's Name (printed) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

## Formative Self-Evaluation

Student(s): \_\_\_\_\_

Self-Evaluation Date: \_\_\_\_\_ Conference Date: \_\_\_\_\_ Advisor: \_\_\_\_\_

Directions: Each MSB Capstone participant or partners will participate in a rigorous evaluation process designed to help them continuously evaluate their progress and monitor their learning throughout the Capstone Project. At least four times throughout the Capstone Project each participant should self-evaluate their progress and schedule a meeting with their advisor to review their progress and learning. Please complete the evaluation by placing a checkmark next to the appropriate below.

KEY: 1 = I'm Excellent – I have no concerns

2 = I'm Fair – I have had some struggles, but I am back on track and monitoring myself more closely.

3 = I'm in Trouble – I need to get it together and I need help doing so.

\* Add detailed notes including a plan to help students progress

Table 5, Self-Evaluation Scoring

Criteria	Self-Evaluation: 1	Self-Evaluation: 2	Self-Evaluation: 3	Advisor's Input
1. I consistently display a positive attitude toward my Capstone Project, peers and Advisor.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. I understand the scope of the Capstone and have created short-term goals to help me and my team pace my work.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. I consistently think deeply about my MSB Capstone Project and reflect on my progress, learning and next steps.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. I work well independently and tap into my prior learning before asking others for help.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. I use collaborative skills when working with my peers and contribute to the project without taking over or checking out.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. I consistently adhere to timeline and complete steps in a timely manner.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

## Position Paper Rubric

Student(s): \_\_\_\_\_

Submission Date: \_\_\_\_\_ Advisor: \_\_\_\_\_ Capstone Coordinator: \_\_\_\_\_

KEY: 1 = I'm Excellent – I have no concerns – I really went the extra mile!

2 = I'm Fair – I worked on this criteria but did not do as much as I could have

3 = I'm in Trouble – I did not adequately meet this criteria

\* Add detailed notes including a plan to help students progress

Criteria	Self-Evaluation: 1	Self-Evaluation: 2	Self-Evaluation: 3	Advisor's Input	Capstone Coordinator's Input
1. Paper adheres firmly to the MLA format.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. Paper reveals near-perfect conventions in grammar, punctuation and capitalization.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. Paper has a natural flow that maintains a clear focus.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. Paragraphs have a clear topic and supporting details that develop the main idea.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. Sentences and word choices are sophisticated, varied and precise.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. Has a thesis statement that states the paper's purpose in one sentence that is engaging and thought provoking.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
7. Has an introductory paragraph that is engaging, states the topic (position) and previews the content of the paper.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
8. Demonstrates a logical, subtle sequencing of ideas throughout the paper. Transitions enhance the reader's understanding.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
9. Has a conclusion that is engaging, brings the research to a natural end, and restates the thesis.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
10. Research topic is a challenging stretch in learning that reveals new skills/knowledge.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

## Final Project Rubric

KEY: 1 = I'm Excellent – I have no concerns; I really went the extra mile!

2 = I'm Fair – I worked on this criteria but did not do as much as I could have

3 = I'm in Trouble – I did not adequately meet this criteria

Criteria	Self-Evaluation: 1	Self-Evaluation: 2	Self-Evaluation: 3	Advisor's Input	Capstone Coordinator's Input
1. Student is well-prepared and took charge of the final presentation.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
2. Costume/Dress and personal appearance are appropriate.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
3. Introduction stimulates interest and adequately describes the Capstone topic.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
4. Presentation is well-paced and designed to maintain the viewers' interest throughout.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
5. Sentences and word choices are sophisticated, varied and precise.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
6. Presentation progresses logically with a clear beginning, middle and supported conclusion or end.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
7. Presentation Skills: Student uses appropriate eye contact, gestures, movement and posture.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
8. Speaking Skills: Student uses proper grammar, diction, rate of speech and vocabulary.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
9. Presentation is between 4-5 minutes in length.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*
10. Final Project is a challenging stretch in learning that reveals new skills/knowledge.				<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*	<input type="checkbox"/> Agreed <input type="checkbox"/> Disagreed*

## Binder Checklist

- Signed MSB Capstone Project Approval Form
- Signed Parent/Guardian Permission Form
- Signed Code of Ethics/MSB Capstone Project Policies Acknowledgment
- Long-Term Planning Checklist
- Formative Self-Evaluation (monthly)
- Rough Draft
- Works Cited Page
- Research Paper
- Research Paper Rubric
- Supporting Documentation: Outlines, interviews, etc.
- Final Project – electronic copy
- Final Project Evaluation Rubric

Date Submitted: \_\_\_\_\_

Student: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

MSB Capstone Project Coordinator: \_\_\_\_\_

Date Approved: \_\_\_\_\_