**Thanksgiving Project Breakdown**

**Page 1: Cover Page**

* Title
* Name
* Geometry Period

**Page 2: Introduction**

Must include:

* The “given” and what you are trying to prove
* The diagram given

**Page 3: Key information and Definitions**

* What are the key words in the “given”
  + Explain them or write the definition
* Mark up diagram with appropriate congruency marks
* Make a prediction as to what method (SSS, SAS, AAS, ASA, and HL) to prove the two triangles are congruent.

**Page 4 and 5: Proof and Analysis**

* Completed Proof
  + Two Colum Proof
  + Statements numbered neatly and in the correct order
* Analysis
  + Use definitions and theorems to explain WHY you wrote your statements and reasons. (examples: “The given is written exactly from what is given in the problem.”, “The definition of midpoint says that it will cut a segment into two congruent parts, so these two sides can be listed as congruent.”)
  + For a complete example, see the class website listed below with the teachers completed project.

**Page 6: Reflection**

Pick one (1) of the bullet points below and write a 1 paragraph response (5 sentences minimum).

* Where do you see examples of congruent triangles in real life?
* How do you feel about your final product? Did you enjoy the project? Do you feel it reinforced what you learned in this unit?
* What is your biggest personal challenge within this unit on proving triangles are congruent? What is an action or actions that you can take to move past this challenge when writing proofs in the future?

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| If you have ANY QUESTIONS please email your teachers:  [Hannah.landry@equalitycharterschool.org](mailto:Hannah.landry@equalitycharterschool.org) and [sheron.samaroo@equalitycharterschool.org](mailto:sheron.samaroo@equalitycharterschool.org)  A completed example of the project can be found on the math website: <http://ecsmathhs.weebly.com/thanksgiving-break-project.html> |

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| **CATEGORY** | **20** | **15** | **10** | **5** |
| **Neatness and Organization** | *The work is presented in a neat, clear, organized fashion that is easy to read.* | *The work is presented in a neat and organized fashion that is usually easy to read.* | *The work is presented in an organized fashion but may be hard to read at times.* | *The work appears sloppy and unorganized. It is hard to know what information goes together.* |
| **Diagrams and Sketches** | *Diagrams and/or sketches are clear and greatly add to the reader\'s understanding of the procedure(s).* | *Diagrams and/or sketches are clear and easy to understand.* | *Diagrams and/or sketches are somewhat difficult to understand.* | *Diagrams and/or sketches are difficult to understand or are not used.* |
| **Mathematical Errors** | *90-100% of the steps and solutions have no mathematical errors.* | *Almost all (85-89%) of the steps and solutions have no mathematical errors.* | *Most (75-84%) of the steps and solutions have no mathematical errors.* | *More than 75% of the steps and solutions have mathematical errors.* |
| **Mathematical Concepts** | *Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).* | *Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s).* | *Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).* | *Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.* |
| **Explanation** | *Explanation is detailed and clear.* | *Explanation is clear.* | *Explanation is a little difficult to understand, but includes critical components.* | *Explanation is difficult to understand and is missing several components OR was not included.* |

**Thanksgiving Project Grading Rubric**

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

**Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**