

## International Studies Project

### 3<sup>rd</sup> Nine Weeks

Project Description: It is time for students to complete their third nine week's project! We are learning about the economy and government of France. Below, you will find detailed information about the project and requirements. If you are in need of any materials, please contact your child's teacher.

**due date: February 16, 2024**

Thank you,

2<sup>nd</sup> Grade Teachers

Students should choose one of the two projects to complete. The options are described in detail below.

#### **Option A** Government - (Informational Poster).

Using a half size poster board, draw a Venn Diagram or a T-Chart to compare and contrast the government of France with the government of the United States of America. Here are some questions to help guide your thinking as you compare and contrast the two governments. These questions should also be answered in your writing (paragraph). Finally, write an informative paragraph that compares and contrasts the governments of the two countries.

1. Does France have a president like The United States of America?
2. How does each country select their leader?
3. Which country has the highest tourism? Why?
4. When does each country celebrate their Independence Day?
5. What are the national holidays of each country?
6. Can you describe the flag of both countries?

Please include the following when creating your informational poster.

1. Text Features
  - a. title
  - b. labels
  - c. photographs with captions
2. Information
  - a. information should be typed or written neatly
  - b. flag of each country

#### **Option B** Economy- (Informational Poster).

If students select economy, they will create an advertisement using a good/product/brand that boosts France's economy from the list below. An advertisement is made so that people like you will buy a product. An advertisement is put in a spot where people will see it and then go to buy the product. Advertisements are found in stores, on TV, and in other public places. Finally, write a paragraph comparing the good/product/brand that you chose to a similar product in the United States.

### Requirements:

1. Select a good/product/brand from the list below. Ensure that you select a good/product that you are interested in researching and presenting on to the class.
2. Research the good/product/brand. Here are a few questions to consider when researching. This could be used as a guide for your paragraph.
  - a. What is the value (price) of the good in France?
  - b. How does this good/product/brand impact France's Economy? How much money does it bring in?
  - c. Where did my good/product/brand originate from?
  - d. Can you describe your good/product/brand? How does it look?
  - e. Where would my good/product/brand be sold in France?
  - f. Does the U.S. purchase the good/product/brand from France? How much is the U.S. charged?
  - g. Which country makes the better profit? France or the U.S.?
  - h. What is the value of my profit in France versus the value of my profit in the U.S.?
3. Decide if you are going to make a poster or a brochure advertisement.
  - a. Use a half size poster board.
  - b. Brochure Advertisement - Use cardstock 8.5x11
4. Ensure your advertisement has a title.
5. Print photographs of your good and under your photographs, ensure you have captions.

### **Choose a good/product/brand below:**

Lacoste  
Chanel  
L'Oreal  
Dior  
Bic  
Evian  
Perrier  
Activia  
Axe  
Garnier  
Lancome  
Sephora

\_\_\_\_\_ **Cut and return the bottom portion to your child's teacher** \_\_\_\_\_

Student's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

\_\_\_\_\_ Yes, I am aware of and have received this  
nine week's project guidelines.

## International Studies Rubric

<b><u>Category</u></b>	<b>Score:</b> <b>3</b>	<b>Score:</b> <b>2</b>	<b>Score:</b> <b>1</b>
<b>Grammar/Writing</b>	Student wrote in complete sentences and included punctuation. Sentences were free of grammatical errors. Students' paragraphs were five sentences or more.	Student wrote in complete sentences and included punctuation. Sentences contained 1-2 grammatical errors. Students' paragraphs were four sentences or less.	Students did not write in complete sentences and lacked punctuation. Sentences contained more than 3 grammatical errors. Student did not write the paragraph.
<b>Text Features</b>	Project contained more than 4 text features (photographs, labels, bold print, captions, titles) that helps understand the message of the advertisement.	Project contained 2-3 text features (photographs, labels, bold print) that helps to understand the message of the advertisement.	Project contained 1-2 text features (photographs, labels) but it does not help understand the message of the advertisement.
<b>Information</b>	All of the information is correct.	Some of the information is correct.	None of the information is correct.
<b>Neatness</b>	The project is neat, legible, and readable. Effort is evident with creativity.	The project is legible and there is evident of some creativity.	The project is not legible or readable. Effort is not evident and there is lack of creativity.
<b>Presentation</b>	Student is knowledgeable of content, speaks in complete sentences and is able to answer questions regarding their project.	Student is knowledgeable of content and speaks in complete sentences. Students are hesitant when answering questions.	Student is not knowledgeable of the content and cannot answer generated questions from peers.

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

Grade: \_\_\_\_\_points/ 15 points = \_\_\_\_\_ Comments:

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