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

***My Life in Integers Project***

***7th Grade Math***

1. Take a few moments and think about your life, from birth to the present. This project will see how well you perceive the concept of integers by displaying events during and before your birth as numbers on a timeline. You will need to use pictures of yourself, drawings, clipart, or other pictures to help illustrate important events on the timeline.
2. The zero point on your timeline is the year of your birth. Everything else will be calculated from this point (positive numbers for after your birth and negative numbers for before your birth). The numbers should be shown to scale on your timeline. This means that the distance between each year would be consistent.
3. Provide a *minimum* of 10 historical, cultural or current events and a *minimum* of 10 events in your life to put on your timeline. Remember that negative numbers represent the time before you were born and positive numbers are after you are born. Each event should include the actual year as well as your integer year counting forward or backward from your birth.
4. Since events can happen part of the way through the year, you should also be able to show fractions of a year as well. You do not need to do this for every date, but you should show several dates with fractions and others with decimals. (Remember that these are not integers, but you can still have them as positive and negative numbers.)
5. You should show at least one date as a power (base and an exponent or you could put the date in scientific notation). Make sure that it is at the appropriate place on the timeline.
6. Make sure that your timeline is neat, lines are straight, and that it includes pictures, clipart or images. Be creative and colorful! It’s your life in integers!
7. Use the rubric provided as a guide to assist you with what is required for this project.

**REFLECTION QUESTIONS**

1. What strategies did you use to determine the size of your timeline so that the years were spaced evenly? How difficult was it to make your timeline to scale? Based on what you learned through this process, what advice would you give someone who is just starting this project to help them easily make their timeline to scale?
2. Integers are used to indicate before or after like with this timeline, they are used to show above zero and below zero with temperature, above and below sea level with altitude and they are used to show gains and losses in terms of money. Choose one of these processes or another of your own and explain why integers are used.

***NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***My Life in Integers Project Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Title / Readability/ Presentation** | The timeline has a creative title that accurately describes the material and is easy to locate. The overall appearance of the timeline is pleasing and easy to read. | The timeline has an effective title that accurately describes the material and is easy to locate. The overall appearance of the timeline is somewhat pleasing and easy to read. | The timeline has a title that is easy to locate. The timeline is relatively readable. | The title is missing or difficult to locate. The timeline is difficult to read. |
| **Content/Facts** | Facts were accurate for all events reported on the timeline and in chronological order. | Facts were accurate for almost all events reported on the timeline and in chronological order | Facts were accurate for most (~75%) of the events reported on the timeline and in chronological order. | Facts were often inaccurate for events reported on the timeline. |
| **Years as integers (Part 1)** | An accurate, complete date has been included for each event. Dates are shown as integers with zero being the date of birth of the student. | An accurate, complete date has been included for almost every event. Dates are shown as integers with zero being the date of birth of the student. | An accurate date has been included for most events. Dates are shown as integers with zero being the date of the birth of the student. | Dates are inaccurate and/or missing for several events or are not shown as integers with zero as the date of the students’ birth. |
| **Partial years (Part 2)** | Several dates are shown as fractions of years and are presented as a sampling of decimals, mixed numbers and exponents. | Some dates are shown as fractions of years and are presented as a sampling of decimals, mixed numbers and exponents. | Few dates are shown as fractions of years that are presented as decimals, mixed numbers and exponents. | Dates are not shown as fractions of years. |
| **Reflection questions** | The student provides a **detailed explanation** of the importance of his or her findings and processes in connection to the practical use of integers in timelines and other applications. | The student **describes the importance** of his or her findings and processes in connection to the practical use of integers in timelines and other applications. | The student **attempts to describe** the importance of his or her findings and processes in connection to the practical use of integers in timelines and other applications. | The student does not describe the importance of his or her findings and processes in connection to the practical use of integers in timelines and other applications. |
| **Total Points Earned** |  |  |  |  |

FINAL GRADE:

COMMENTS: