

**OCTOBER 2016-17
ITALIAN HERITAGE MONTH CONTEST**

Sponsored by C.A.S.IT

in collaboration with October Italian-American Heritage Month Committee, and Sons of Italy

This year Italian Heritage Contest will focus on Christopher Columbus; his origins, his desire for discovery, the financial support received from Spain, and the trip to the New World. Each submission will provide opportunities to use the Italian language. The projects will present a logical progression of information, use of language as appropriate by grade level, creativity progressing with level of study, visual appeal, and in some cases, the use of technology.

CONTEST CRITERIA

Elementary school students:

1. Students are asked to create a **poster** about the historical Christopher Columbus and the discovery of the new world touching upon the following areas.
 - a. Where was Christopher Columbus born?
 - b. What do we know about his early life?
 - c. What role did the King and Queen of Spain play in Columbus' discovery?
 - d. Why was the motivation of Columbus and/or the Spanish monarchy in Columbus' journey to the New World?
 - e. Research in details some examples of positive outcomes from Columbus' discovery (please refer to the attached article:
https://www.osia.org/documents/Columbus05_factsfiction.pdf)
2. Students should submit work as a class or from a couple of large groups.
3. The entry will be the format of a **poster with labeled illustrations**.
 - a. The characters and some of the objects or maps in the illustration should be labeled (i.e. names or roles, colors, shapes, countries, cities, etc.)
 - b. Older students (4th and 5th grades) can write short phrases about each illustration
 - c. No glitter allowed.
 - d. Creativity is important in terms of the presentation of the material but the facts should be historically accurate.

Middle school students and high school students in level 1:

1. Students will create **4 to 5 page booklet** composed of a three separate sections
 - a. Each section will have an illustration and short narrative in Italian.
 - b. The three sections are:
 - i. The birth and life of Columbus before the discovery.
 - ii. The financial help for the voyage given by the King and Queen of Spain.

- iii. The voyage, illustrated on a map, and a short account of the goals that both Colombo and the Spanish King had for the trip.
2. Students should submit work that has been done in small groups or pairs.
3. The teacher should give students guidelines that will enable students to practice some of the grammar and vocabulary that they have learned or are learning.
4. The story should be illustrated. Creativity is important. Students may draw, paint, paste, or use digital images. Color is important. Glitter is not allowed.
5. Students should use only one side of the page. Pages can be the size of copy paper (8.5 x 11) or slightly larger (not very large) pieces of construction available in the school. Stiff cardboard or poster board should not be used.
6. Research in details some examples of positive outcomes from Columbus' discovery (please refer to the attached article:
https://www.osia.org/documents/Columbus05_factsfiction.pdf)

High school students in the second and third year of study:

1. Students will create **6 to 7 page booklet** composed of four separate sections
 - a. Each section will have an illustration and short narrative in Italian.
 - b. The four sections are:
 - i. The birth and life of Columbus before the discovery.
 - ii. The financial help for the voyage given by the King and Queen of Spain.
 - iii. The voyage, illustrated on a map, and a short account of the goals that both Colombo and the Spanish King had for the trip.
 - iv. A page listing some of the benefits Colombo's discovery to the world and a page listing some of the challenges that the discovery brought to the native residents of the New World.
2. Students should submit work that has been done in small groups or pairs.
3. The teacher should give students guidelines that will enable students to practice some of the grammar and vocabulary that they have learned or are learning.
4. The story should be illustrated. Creativity is important. Students may draw, paint, paste, or use digital images. Color is important. Glitter is not allowed.
5. Students should use only one side of the page. Pages can be the size of copy paper (8.5 x 11) or slightly larger (not very large) pieces of construction available in the school. Stiff cardboard or poster board should not be used.
6. Research in details some examples of positive outcomes from Columbus' discovery (please refer to the attached article:
https://www.osia.org/documents/Columbus05_factsfiction.pdf)

Levels 4, 5, and AP:

1. Students will prepare a short play of 6 to 7 pages in Italian about the story of Columbus.
2. Students should address one or two of the following aspects: Columbus' motivation for the trip; his visit to the Spanish court; the motivation of the King of Spain in funding the trip; Columbus' motivations; and the actual crossing to the New World. Students will need to use creativity in writing the play BUT they MUST ground the story with historical details.

3. The play must be performed.
 - a. Uploaded to YouTube
 - b. Creativity is welcome both in the narrative and the use of props, maps, costumes, etc.
 - c. In Italian.

4. Research in details some examples of positive outcomes from Columbus' discovery (please refer to the attached article:
https://www.osia.org/documents/Columbus05_factsfiction.pdf)

Some useful organizational tips to make your participation simpler:

- A. Have the rough draft of your project complete by the end of November and the final by January 3rd, 2017
- B. Elementary students may collaborate with art teachers.
- C. Middle School students may choose to have the first draft before the end of the first rotation (if applicable).
- D. High school students may collaborate with theater/arts teachers or social studies.
- E. This project could be an option assignment and/or extra credits as part of your curriculum.

Rubric

Categories	4	3	2	1	Total
Communication of Message	You are easily understood; no areas of confusion	You are generally understood; few areas of confusion	You are partially understood; some significant areas of confusion	You are barely understood; significant confusion throughout	
Vocabulary Use *Expectations are reduced for elementary projects	Exceeds all level of expectations. Consistent use of complicated vocabulary applied appropriately in sentences.	Meets all level of expectations. Adequate use of varied vocabulary. New vocabulary used when possible.	Meets some level of expectations. Occasional use of new vocabulary. Some new sentences.	Minimally meets level of expectations. Overly simple. Almost no new vocabulary in sentences.	
Task Completion	Content appropriate and fully developed. Rich historical facts. Complex, complete sentences used.	Required elements present. Many historical facts. Mostly complete sentences used.	Some required elements present. Limited historical facts. Limited, somewhat incomplete sentences used and/or content inappropriate.	Lacking, incomplete and/or content inappropriate. No accuracy in historical facts. Primarily used short phrases or single words.	
Creativity and presentation	Creativity and effort in the presentation of the project exceed expectations.	Creativity and effort in the presentation of the project meet expectations.	Creativity and effort in the presentation of the project meet some expectations.	Creativity and effort in the presentation of the project minimally meet expectations.	
Grammatical Accuracy *Expectations are reduced for elementary projects	No significant errors; control of grammatical structures studied.	Generally accurate; few significant errors in areas studied. Some minor errors.	Several significant errors in areas studied. Frequent grammatical errors.	Few correct grammatical structures. Constant patterns of error in areas studied.	

Contest entries will be judged by a joint committee of C.A.S.IT., Sons of Italy, and members of the Italian-American Heritage Month Committee.

GENERAL INFORMATION

All entries should include the school name, city, grade level or year of study (high school), teacher's name, and the names of students for all individual or group entries. All entries must be postmarked by January 15, 2017.

(Hard copies) Mail entries to: Italian Heritage Contest
C.A.S.IT., Inc.
37 Water Street, Suite 4
Wakefield, Ma. 01880

URL for digital entries to: casit_inc@casit.org

Telephone: (781) 224-0532

Address questions to: Vilma Bibeau, vbibeau@casit.org Please inform Ms. Bibeau if you wish to pick up your entries after the selection.

PRIZES

ELEMENTARY SCHOOL

- **Grades 3 – 5 (or 6) – First Prize: \$125.00; Second Prize - \$75.00**

MIDDLE SCHOOL:

- **Grades 6,7, & 8 - First Prize: \$125.00; Second Prize - \$75.00**

HIGH SCHOOL:

- **Italian 1 - First Prize: \$150.00; Second Prize - \$100.00**
- **Italian 2 & 3 - First Prize: \$150.00; Second Prize - \$100.00**
- **Italian 4, 5 and AP - First Prize: \$175.00; Second Prize - \$125.00**

If additional scholarship funds become available, additional prizes or special categories may be added depending on the decision of the joint review committee.