Who Was Gregor Mendel?

You will be creating a project to demonstrate who Gregor Mendel was and what he did in Science. The project will be taking the place of a quiz over this material, so we will be expecting quality science vocabulary and ideas to be used.

You may choose from the following formats when completing your project:

- Front Page Newspaper Story “An Amazing Scientific Discovery”
- Arc Video: News Program “Special Report: On Gregor Mendel”
- Bulletin Board “All About Gregor Mendel”
- Create Gregor Mendel’s Diary
- Living “Wax Museum”
- Arc Video: Write a Song & Create a Music Video
- Arc Video: Be an archeologist unearthing Gregor Mendel’s hidden time capsule.
- Post-It Note Pop Art Piece & Museum Plaque “Meet Gregor Mendel”

You may choose to work on your own or in a team of no more than 3 students. Choose wisely if being in a group is your plan! Your partner must be in your own class.

Mr. Hume has created a Lib Guide for you to utilize when doing your research. This should be your primary location to get information. It is located on our school’s library webpage like the Human Body project was. Be sure to keep a bibliography as you are researching--you will need to include this information with your final project.

Your project should answer the following questions:

- Who is Gregor Mendel? Give a brief history of his life and how he became a scientist.
- Justify why Gregor Mendel was given the title “Father of Genetics.”
- What did Gregor learn about pea plants while studying genetics?
- Explain the ways in which Gregor Mendel expanded the world of scientific knowledge.

Vocabulary terms that you must use in your project:

- Heredity
- Trait
- Purebred
- Gene
- Allele
- Dominant
- Recessive
- Hybrid

This project is due to present on: **Friday, March 1.**

The scoring guide on the back will be a **quiz** grade. Be sure you evaluate your project prior to presenting to ensure you get the grade you wish to earn!
**Who Was Gregor Mendel? Scoring Guide**

<table>
<thead>
<tr>
<th>Directions</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student demonstrated an understanding of who Mendel was and how he became a scientist.</td>
<td>The student demonstrated a thorough understanding of who Mendel was and how he became a scientist.</td>
<td>The student demonstrated a basic understanding of who Mendel was and how he became a scientist.</td>
<td>The student demonstrated a limited understanding of who Mendel was and how he became a scientist.</td>
<td>The student demonstrated a flawed understanding of who Mendel was and how he became a scientist.</td>
<td>The student did not demonstrate understanding of who Mendel was and how he became a scientist.</td>
</tr>
<tr>
<td>The student justified why Mendel was known as “the father of genetics”.</td>
<td>The student thoroughly justified why Mendel was known as “the father of genetics”.</td>
<td>The student basically justified why Mendel was known as “the father of genetics”.</td>
<td>The student partially justified why Mendel was known as “the father of genetics”.</td>
<td>The student had a flawed justification of why Mendel was known as “the father of genetics”.</td>
<td>The student did not justify why Mendel was known as “the father of genetics”.</td>
</tr>
<tr>
<td>The student explained what Mendel learned about pea plants while studying genetics.</td>
<td>The student thoroughly explained what Mendel learned about pea plants while studying genetics.</td>
<td>The student basically explained what Mendel learned about pea plants while studying genetics.</td>
<td>The student partially explained what Mendel learned about pea plants while studying genetics.</td>
<td>The student had a flawed explanation of what Mendel learned about pea plants while studying genetics.</td>
<td>The student did not explain what Mendel learned about pea plants while studying genetics.</td>
</tr>
<tr>
<td>The student explained the ways in which Mendel expanded the world of scientific knowledge.</td>
<td>The student thoroughly explained the ways in which Mendel expanded the world of scientific knowledge.</td>
<td>The student basically explained the ways in which Mendel expanded the world of scientific knowledge.</td>
<td>The student partially explained the ways in which Mendel expanded the world of scientific knowledge.</td>
<td>The student had a flawed explanation of the ways in which Mendel expanded the world of scientific knowledge.</td>
<td>The student did not explain the ways in which Mendel expanded the world of scientific knowledge.</td>
</tr>
<tr>
<td>The student used scientific vocabulary.</td>
<td>The student correctly used all 8 terms.</td>
<td>The student correctly used 6-7 of the terms.</td>
<td>The student correctly used 4-5 of the terms.</td>
<td>The student correctly used 2-3 of the terms.</td>
<td>The student correctly used 0-1 of the terms.</td>
</tr>
<tr>
<td>The student gave a presentation.</td>
<td>The student spoke clearly and loudly, stood calmly, made eye-contact, and seemed well-prepared.</td>
<td>The student did 4 of the following skills: spoke clearly &amp; loudly, stood calmly, made eye-contact, and seemed well-prepared.</td>
<td>The student did 3 of the following skills: spoke clearly &amp; loudly, stood calmly, made eye-contact, and seemed well-prepared.</td>
<td>The student did 2 of the following skills: spoke clearly &amp; loudly, stood calmly, made eye-contact, and seemed well-prepared.</td>
<td>The student did 1 or 0 of the following skills: spoke clearly &amp; loudly, stood calmly, made eye-contact, and seemed well-prepared.</td>
</tr>
<tr>
<td>The student created a project from the provided list.</td>
<td>The student created a well-done, creative, unique project that was completed on time.</td>
<td>The student created a project that had 3 of the following attributes: well-done, creative, unique &amp; was completed on time.</td>
<td>The student created a project that had 2 of the following attributes: well-done, creative, unique &amp; was completed on time.</td>
<td>The student created a project that had 1 of the following attributes: well-done, creative, unique &amp; was completed on time.</td>
<td>The student created a project that had 0 of the following attributes: well-done, creative, unique &amp; was completed on time.</td>
</tr>
</tbody>
</table>

___/32 points  _____%  A  B  C  D  E  F