



Wanted/Hero Poster

5 points

Skills Required:



Your Task: Create a Wanted/Hero poster for a figure from history. If you consider the person to be a villain you will create a Wanted poster.

If you think the person was good you will create a Hero poster.



Your poster must include:

1. A sketch of what the person probably looks like.
2. A reward amount listing the specific crime or heroic action the person did.
3. A made-up quote from a person living at the time showing what people might have said about this person.
4. The approximate date this poster would have been found.
5. A written description of what the person has done in their life.



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Hero poster.



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5. A written description of what the person has done in their life.

TXT MSG SUMRE

(Text Message Summary)

5 points



Skills Required:



Ur Task: imagin ur sendg a sumre of a historical event 2 a friend via txt msg wrt ^ the sumre in txt msgn lang including all appropriate abbreviations n smilies. Pretend u r directly involved in the event.

(Imagine you're sending a summary of a historical event to a friend via text message; write up the summary in text messaging language including all appropriate abbreviations and smilies. Pretend you are directly involved in the event.)

Ur sumre must:

- include abbreviated words where appropriate.
- include all key points of the event.
- be short and to the point but at least one paragraph.
- be written in a friendly way as if you were personally involved.
- include the regular, non-text message version.

Example:

OMG did u hear wut hapnd 2 Caesar?! Sum of his closest friends iced him ryt OTF of the sen8. I hurd dat wuz all coz Cassius wz jLs. I culdnt bleve it bt I hurd dat brutus wuz nvolvD 2. I cant bleve it I luv Caesar so much. I 1ndr if he luvs M2. lol ☺

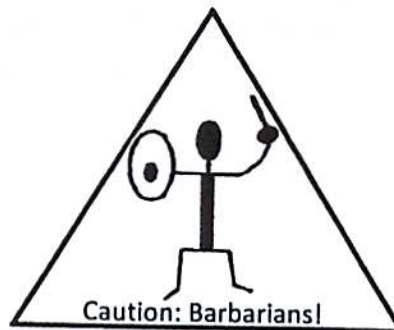
Oh my goodness! Did you hear what happened to Caesar? Some of his closest friends killed him right on the floor of the senate. I heard that it was all because Cassius was jealous. I couldn't believe it but I heard that Brutus was involved too. I can't believe it. I love Caesar so much. I wonder if he loves me too.

CAUTION!

Your task: Create a caution sign that you might see if you traveled back in time to this civilization.

Your instructions:

1. Create and color a caution sign that represents a danger to this civilization.
 - a. Your sign should be big, at least half a page.
 - b. Draw a symbol that represents the danger.
2. Write 1 paragraph explaining what your sign is warning against and why that was a danger in this civilization.

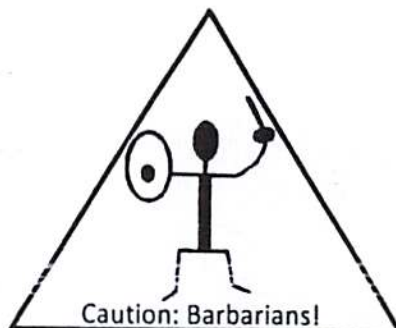


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Neo-Venn Diagram

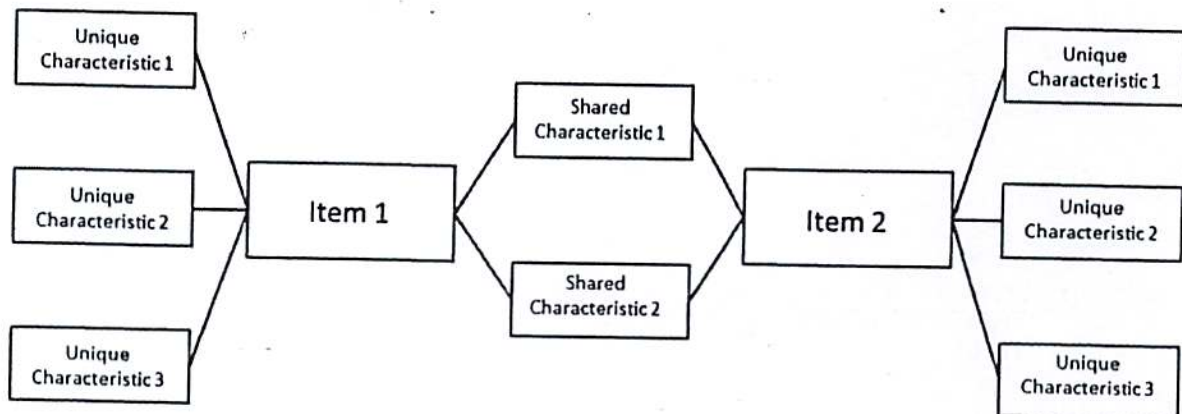
5 Points / 25 minutes

Skills Required:  

Your task: Copy and complete the following chart for your assigned events or people. If no people or events were assigned to you choose them yourself. At least one of them must be from the current unit.

Instructions:

1. Copy the chart below onto your own paper and make it BIG. Do not copy the words inside the boxes, those are just there to help you.
2. Write the name of one event/person in the "Item 1" box and the name of the other in the "Item 2" box.
3. In the boxes on the left side list 3 unique characteristics of event/person 1.
4. In the boxes on the right side 3 unique characteristics of event/person 2.
5. In the boxes in the middle list 2 shared characteristics of the two events/people.



Judgment

5 points/25 minutes

Your task: Create a T-chart to evaluate whether a historical figure was good or bad.



Instructions:

1. Make a T-chart listing **at least 7 things** the person said or did and list them as either good or bad. You must have at least 1 thing in both columns (do not just list 7 good things or 7 bad things.)

Example

Good		Bad	
1.	Mr. Roughton has gorgeous blue eyes.	1.	I don't get to see him every day so some days I cry.
2.	His voice is like a soothing melody.		

2. Write one paragraph explaining whether this person did more good or more bad. Give reasons from your chart and be sure to explain.

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2.	His voice is like a soothing melody.		

2. Write one paragraph explaining whether this person did more good or more bad. Give reasons from your chart and be sure to explain.

Day Planner

5 points

Skills Required:



Your Task: Imagine you were a regular person living in a historical civilization. You will create a day planner that details what you will be doing each hour of the day.

Instructions:

- Start at 5 AM and end at 7 PM.
 - Include an entry for every hour between those two times.
 - Each entry needs to be a complete thought and must provide detail. Do not just say "went to the market" when you should say "I went to the market to buy some meat for dinner because we have only one cow left and want her for her milk."
 - If an event lasts more than an hour then provide details of what would be happening there each hour.
-

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"YOU ARE THERE" LETTER

5 Points

Skills Required:



Dear Caesar,

Your task: Write a personal letter to someone in history giving them advice on how to deal with a historical situation. Your letter should include any key terms of people involved with the event in some way.

Instructions:

1. Address your letter properly. "Dear Charlemagne,"
 2. Briefly explain the situation. (1 paragraph)
 3. Give advice on how the person can deal with the problem. (1 paragraph)
 4. You are writing this as if you were giving a friend advice, try to be helpful!
 5. Close the letter properly. "Sincerely, your friend"
-

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5 Points

Skills Required:



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Picture Frame

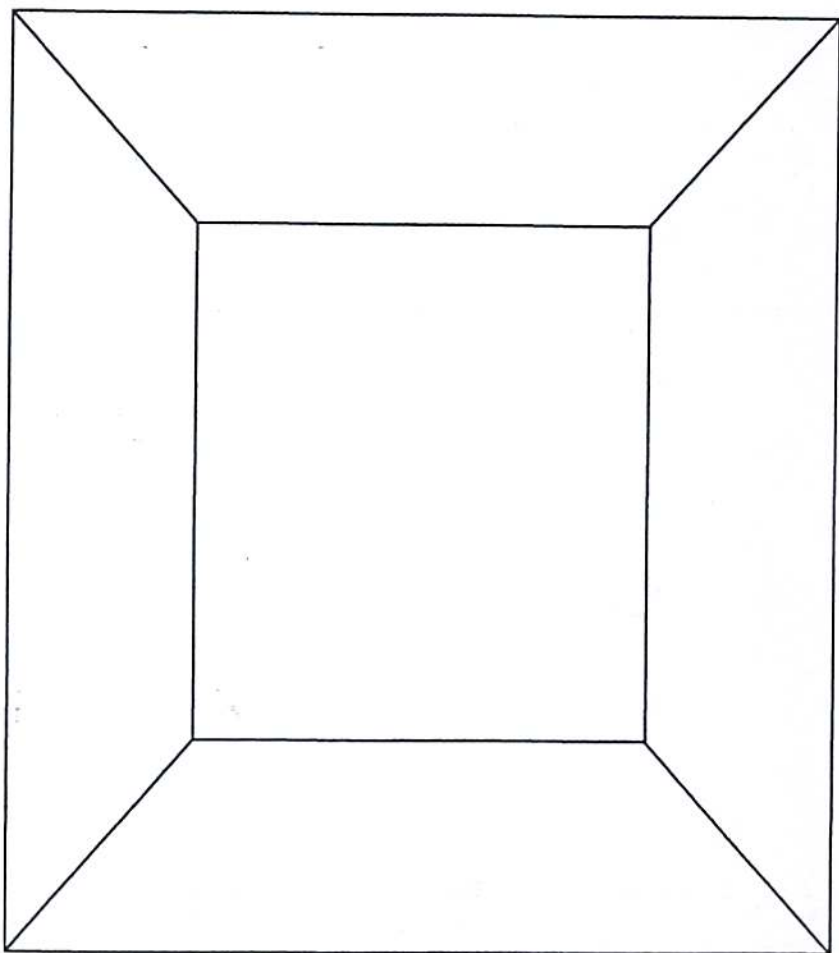
5 points

Skills Required:   

Your task: Copy and complete the picture frame graphic organizer below for a person from this unit.


Instructions:

1. Draw a picture frame like the one below on your own paper.
2. In the center box draw or print out a picture of your person
3. In the top box write the person's name artistically.
4. In the bottom box write two detail sentences from the book or your notes.
Copy the sentences exactly and note what page and line each sentence came from.
5. In the left box write a personal response to something the person did or said.
(This reminds me of... It is fair/unfair that... I wish I knew more about...)
6. In the right box list 3 social studies terms related to the person.

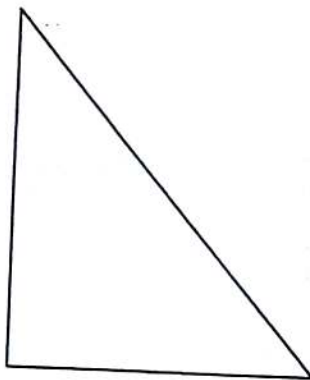
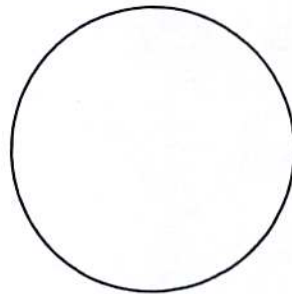
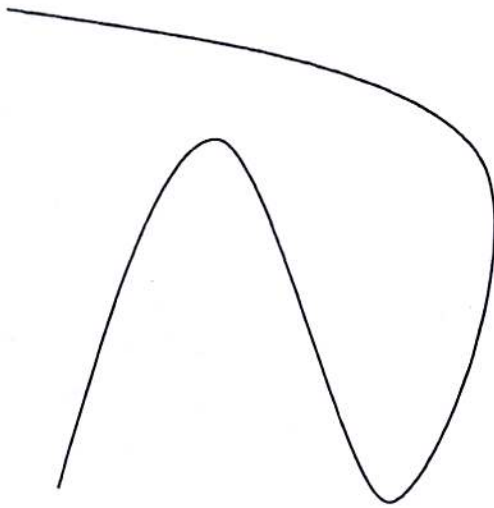


Creative Line Art

5 points


Skills Required: 

Your task: Create a picture of something from the latest unit by "completing" the picture below. Write directly on this paper. It must be colored and use all the pieces already on the paper below. **On the back of the paper write a paragraph explaining what you drew and a few historical facts about it.**

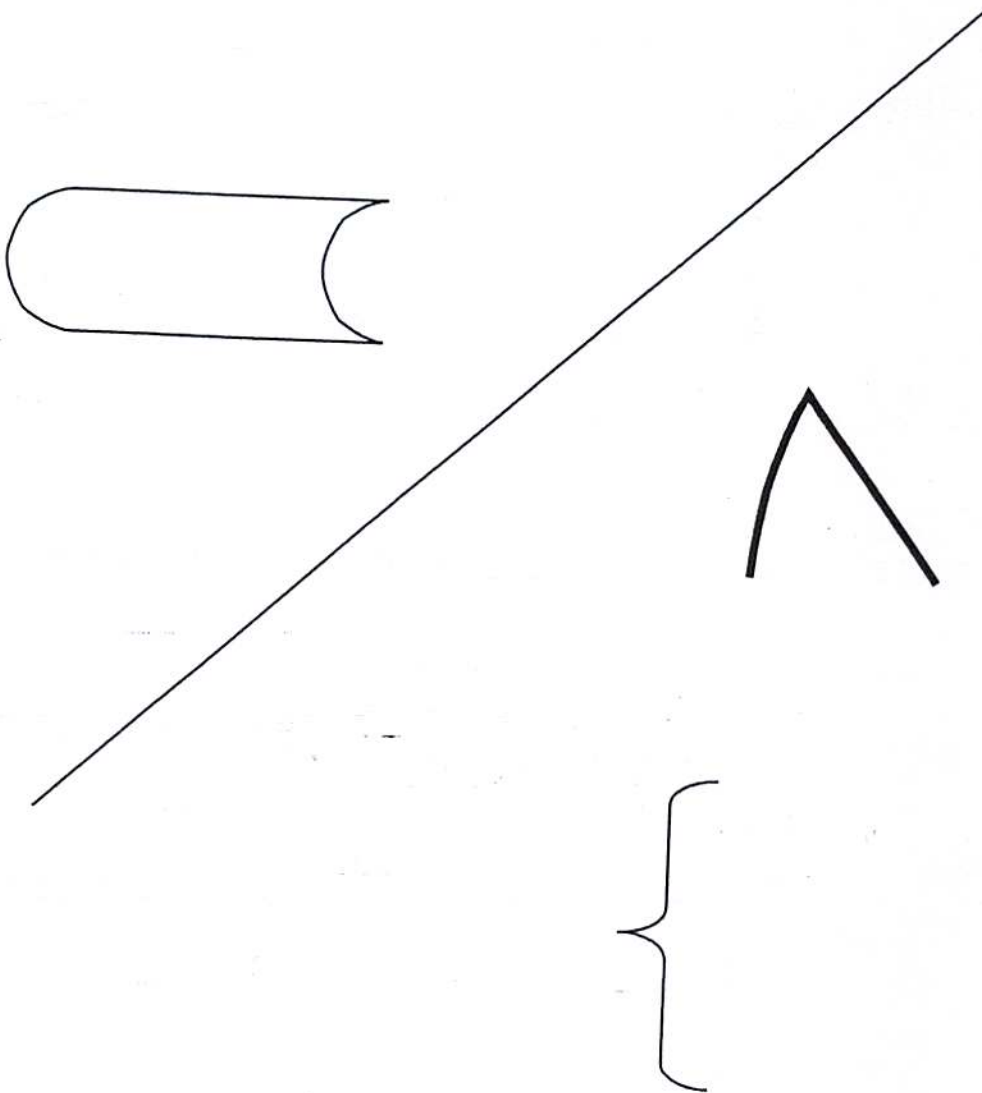


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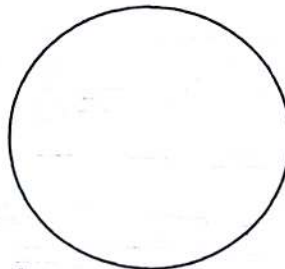
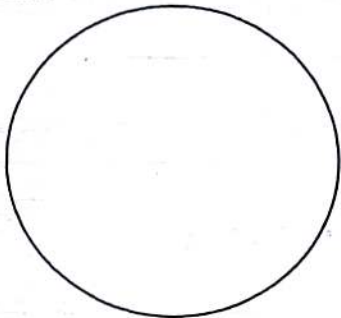
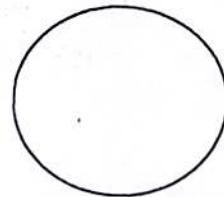
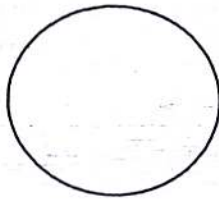
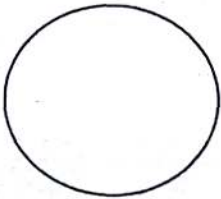
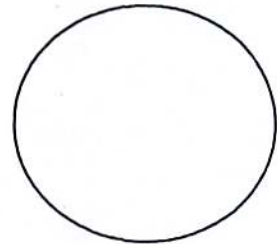
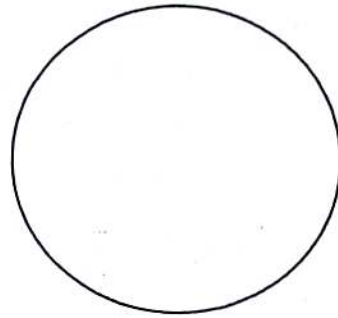
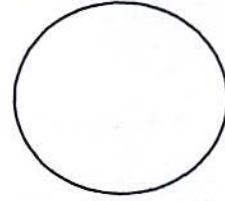
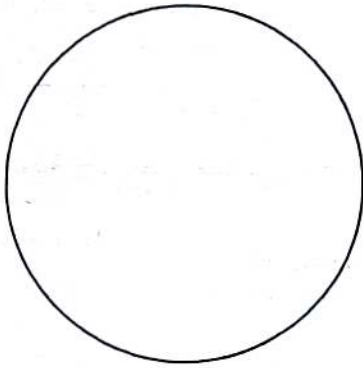


Creative Line Art

5 points



Skills Required: 

Your task: Create a picture of something from the latest unit by "completing" the picture below. Write directly on this paper. It must be colored and use all the pieces already on the paper below. **On the back of the paper write a paragraph explaining what you drew and a few historical facts about it.**



Advertisement

5 points

Skills Required:  



Your Task: Create an advertisement for a technological advance in history. This should be a one-page ad that could appear in a newspaper or magazine.

Your ad must include:


1. A drawing of the item or the location of the event
2. Color throughout
3. Why people should be interested
4. A price
5. A list of what the item does
6. A made up quote from someone living at the time

Example:

ROMAN ROADS

Travel in style!

If you need to move your army quickly, nothing beats a Roman road!



"It was like walking on a cloud!"
-Constantine

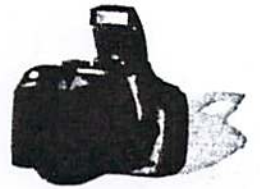
!!!!!!!FREE!!!!!!!



Picture Analysis

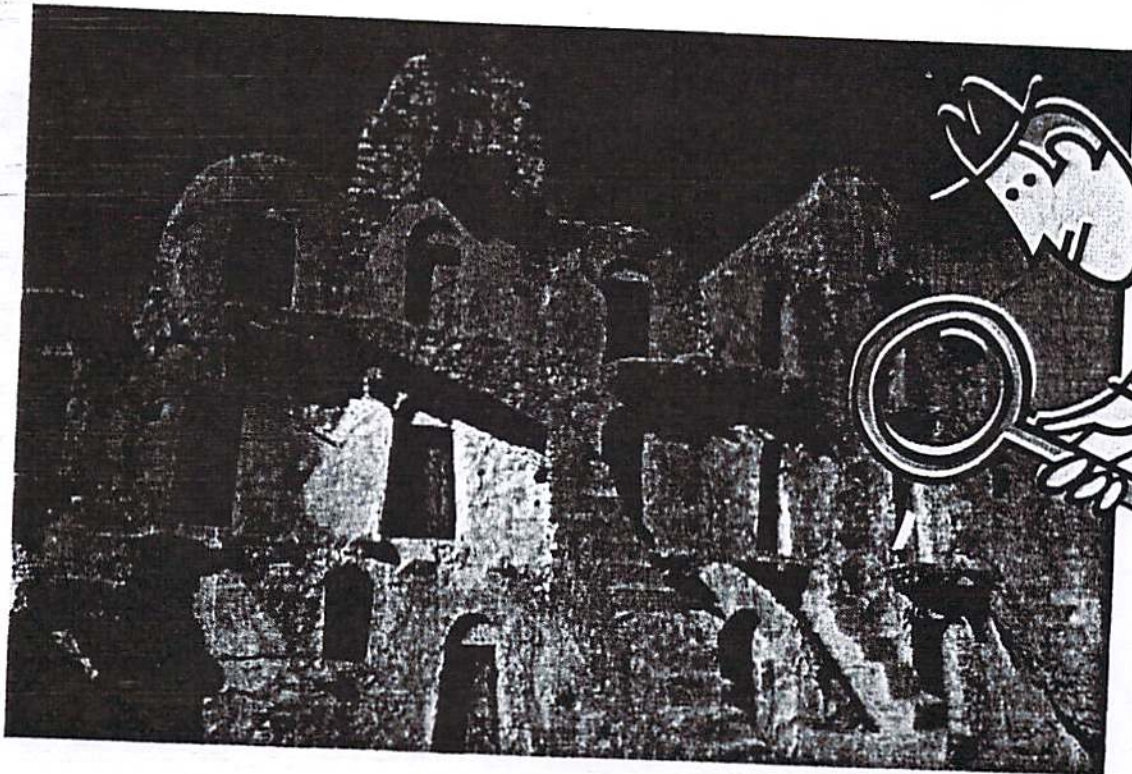
5 points

Skills Required:



Your Task: Choose a picture from the current chapter in the textbook. Answer the following questions in complete sentences on your own sheet of paper about that picture.

1. Where did you find the picture? (Chapter title and page number)
2. What type of picture is it? (Modern photograph, old painting, modern illustration, etc.)
3. What exactly do you see in the painting / photograph?
4. Study the people and/or objects in the image one by one. What similarities and differences do you see?
5. How are the people dressed?
6. What are they doing?
7. Imagine you are in the picture. What might you hear or smell?
8. What is unique about this image that the artist / photographer wanted to capture?
9. What happened right before this image?
10. What is about to happen after this image?



Countdown!

5 Points

25 minutes

Skills Required: ②

Copy This chart onto your own paper and complete each of the 5 stages for a given civilization.

List **FIVE** important people, places or things with a short description of each.

5

Write **FOUR** review questions

4

List **THREE** interesting facts you learned.

3

List **TWO** topics you'd like to learn more about.

2

Draw **ONE** picture, symbol, map or timeline.

1

Acrostic Poem

5 points

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[.doc](#) [.pdf](#)

An Acrostic Poem is a poem where the first letter of each line spells a word and each line gives details and helps explain the chosen word.

Your Task: Use your notes and the textbook to create an acrostic poem for the term your teacher assigns. If you are choosing your own term it must be no less than 7 letters.

Example 1:



Poems should show
Originality,
Explain something from the unit, and
Make
Sense

Example 2:

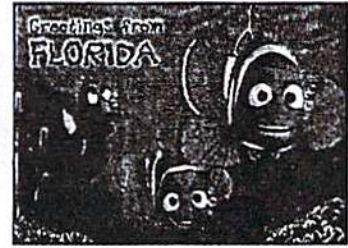
How do we learn about the past?
Investigating ancient ruins,
Studying artifacts,
Translating foreign languages,
Observing human behavior, and
Reading primary sources, but we can't time travel...
Yet.

Postcard from the Past

5 Pts

Skills Required:  

A postcard is a photograph that people often send while on vacation. It shows the people back home what they are missing and allows a brief note.



Front

Your Task: On a large (4 x 6) index card create a postcard that you would send home to tell your family about the civilization we are studying. The front of your postcard should have a colored picture of the civilization and a short greeting. The back should have a short note to your family describing something amazing about that civilization (one full paragraph) and a stamp that represents a famous person from the civilization.

<p>Dear Mom and Dad, Wow guys I wish you could be here in Rome with me! This city is unlike anything I've ever seen before. The first thing I noticed was how clean everything is. The roads are all paved beautifully and the buildings are just incredible. I got to visit the senate building yesterday and I felt like I could have been a Roman Senator myself! The way the Romans use columns and arches in everything is truly amazing.</p>	<div data-bbox="1079 871 1339 1081"></div> <p><u>Your Name</u> <u>An Address</u> (can use your own)</p>
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Back

Top Ten

5 points / 25 minutes

Skills Required: 

Your Task: Create a list contributions and achievements of a civilization and then rank them.

Instructions:

1. Create a list of 10 achievements, people, inventions, events and/or ideas from a civilization.
2. Rewrite your list in order of importance with your top item being the most important down to ten being the least important.
3. For each item write one sentence explaining why you ranked it where you did. (That would be 10 total sentences.) These can either be part of your ranking list or in a separate section at the bottom of your list.


Example

Rome Top 10

1. Christianity – This religion not only defined the later Roman Empire it continues to be a greater influence in the world today than anything else Rome did.
2. Barbarians – These non-Latin speaking Europeans were the reason the empire was conquered.
3. Constantine – As the empire's last truly great Emperor he managed to reunite the provinces and installed Christianity as the official religion.
4. Julius Caesar – It was Caesar's ambition and death that led to the beginning of the empire period.
5. Aqueducts – Without this technology Rome couldn't have grown as big as it did.
6. Republic – Rome as a republic was a model for the United States government.
7. Latin – The Roman language became the basis for many major modern languages.
8. Citizenship – Roman ideas of the role and rights of a citizen have continued today in many ways.
9. Gladiators – While interesting, gladiators didn't really have much a lasting impact on Rome.
10. Pompeii – Though Pompeii has provided great information for historians it didn't have much impact on Rome itself.

Gravestone

5 Points

Skills Required: 



Your task: Write the epitaph (a summary statement of commemoration for a dead person) like you'd find on a gravestone for a person from this unit. You may earn extra points if you make it artistic.

Your epitaph should follow this model:

Here Lies....

Born...

Died...

Husband/wife of....

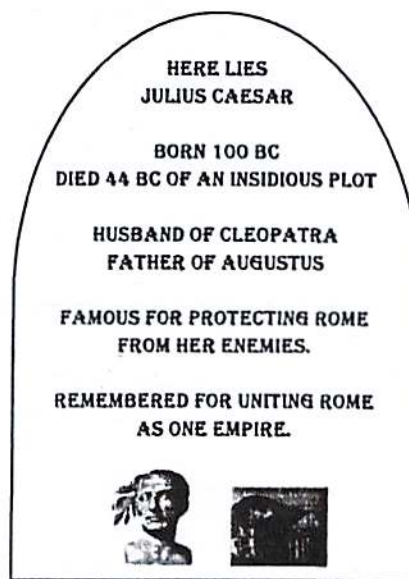
Father/Mother/brother/son of...

Famous for...

Remembered for...

Two pictures that represent the person.

Example:



Report Card

5 points

Skills Required:



REPORT CARD	
Name, Address, Phone	Grade
Wellson County SCS	B+
School Board	F
South Western Fire Board	D-
SW Magistrate Board	A+

Your task: Give a historical figure or group grades for four different categories.

Instructions:

1. Make a chart similar to the one below on your own paper; do not write on this sheet.
 2. Choose four "subjects" that the person/group could be graded on and write them in the subject column. These do not need to be actual school subjects!
- *NOTE: If there are subjects already on your CYOA paper then you must use those!!!!***
- a. For example: A gladiator might be graded on fighting ability, freedom, rights and historical importance.
3. Explain why you are giving that grade in the comments section. This should be at least **3 complete sentences** and give historical facts to support the grade.
-DO NOT put things like "behaves well in class"!

Student Name		Teacher Name
Subject	Grade	Comments
Period 1 – (write subject here)		
Period 2 – (write subject here)		
Period 3 – (write subject here)		
Period 4 – (write subject here)		

BUMPER STICKER

5 points

When you're out driving with your family you probably see cars with bumper stickers. They are usually colorful, funny, and make an interesting point.

Your task: Create a short statement based on the unit we've been studying.

1. Create your bumper sticker. Make sure it is:
 - Related to the Unit
 - Colorful
 - Thoughtful
2. On the back of your bumper sticker write an explanation of what your bumper sticker means and why you wrote it.

**Stop reading
bumper stickers
and DRIVE!**

**RED Meat isn't BAD For YOU.
Fuzzy GREEN Meat is BAD For YOU!**

BUMPER STICKER

5 points

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Be the Thing

5 points

Skills Required:



Your Task: Write a short personal response as if you were a specific object from history. Your response should include both emotional and physical feelings of the object. Imagine *you* are the thing! Consider that if you were George Washington's horse you would have quite a bit to think about.

Your response must:

- Be at least two complete paragraphs in length.
- Describe the purpose and function of the object.
- Describe how the object might feel or what it might be thinking.
- Mention the historical situation

Example: The flame of the candle who lit the room for Thomas Jefferson as he wrote the Declaration of Independence.

Whoa! Where am I? I was just minding my own business and now "poof!" I'm here in this room. Let's see, what is this...? "We hold these truths to be self-evident that all men are created equal..." Oh, I've heard about this. My cousin lit up the room in city hall last week and told me that he heard some people talking about writing up a Declaration of Independence. I must be in Thomas Jefferson's room!

Ha, just think, if I wasn't here it would be completely dark right now and he couldn't be working. I'll admit though, I'm a little jealous of that quill he's writing with though. Now *that* thing will go down in history! Nobody ever thinks of how important I am though. Well, Mr. Quill, if you're so great let's see what happens if I declare my independence and just walk right out of here! Oh wait; I'm stuck to this candle. Oh well, I'll just burn my brightest then so Mr. Jefferson has all the light he needs to write this amazing document.

I know one day I'll burn out and nobody will think of me again. Hey, it happens to all of us. At least I know I'll have served a great purpose. This man and this document are going to change the world and I got to be a part of it. The fires of revolution are being lit and it is all because of me!

Game on!

5 Points / 25 minutes

Skills required:  

Your task: Create a game that could be played in the civilization we just studied. Be sure to think about what materials would be available and the geography of where you would play the game. There's a reason ice hockey is popular in Canada!

Instructions:

1. At the top of your paper give your game a name and write where it will be played.
2. Next, write out a basic description of the game and the basic rules. Make sure to include all the rules needed to play the game. (Who goes first? How do you keep score? When does it end? Etc.)
3. Describe the equipment you would need and what it would be made out of.
4. Draw a quick sketch of your game being played. This can be just a very simple drawing.

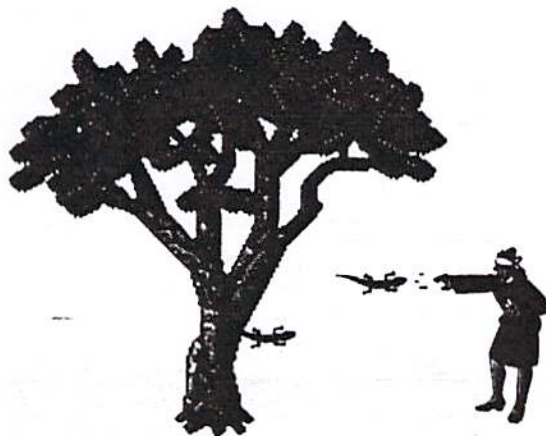
Example:

Lizard Darts (African Desert)

A very simple game you can play with your friends. Just find a lizard in the sand and throw it tail-first at a tree. If it sticks in the tree you get a point!

Rules:

- 10 minute time limit (or quit when it gets too hot)
- Everyone plays at the same time, as soon as you catch a lizard you can throw it. No need to take turns.
- Each lizard that sticks is worth 1 point.
- If you throw it head-first you are disqualified (that would just be mean!)
- No special equipment is required. You can make gloves out of... well, nothing I guess, you're in the desert. Just hope the lizard doesn't bite!



In N' Out Chart

5 points

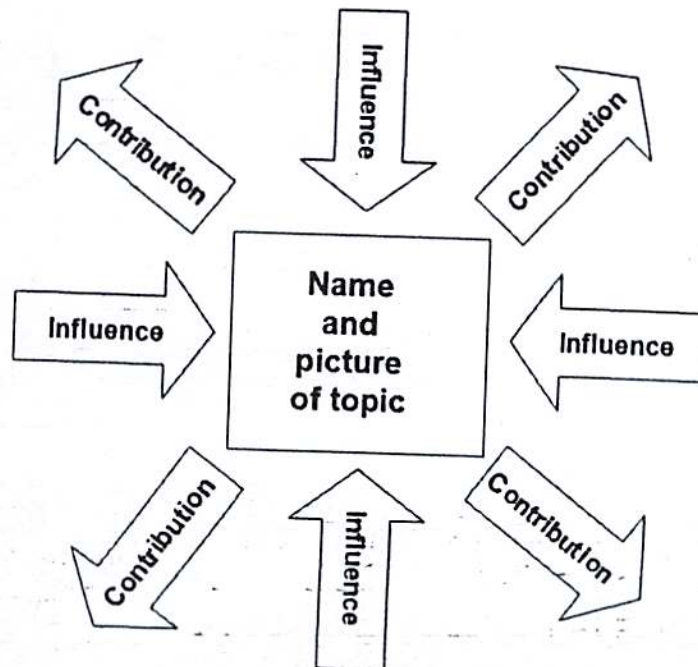
Skills Required:



Your task: Copy and complete the graphic organizer below which highlights the events and people that influenced a particular person or civilization in history as well as the contributions of that person or civilization.

Instructions:

1. Do not write the words in the example below, they are simply showing what goes in each arrow.
2. In the center box write the name of the person/civilization and draw a picture to represent them.
3. In the arrows labeled "Influence"
 - write something that influenced (helped, encouraged, inspired, etc.) the person or civilization. This could be something from someone else or from inside the person/civilization itself.
 - For example, for the Roman Empire you might put "Greek architecture"
4. In the arrows labeled "Contribution"
 - write something that the person/civilization contributed (gave, taught, shared) to others (inventions, ideas, etc.).
 - For example, for the Roman Empire you might put "Latin language"
5. At the bottom or on the back of your chart explain whether you think this group took more from others or gave more to others and why you think that.





Cause and Effect Chain



5 Points

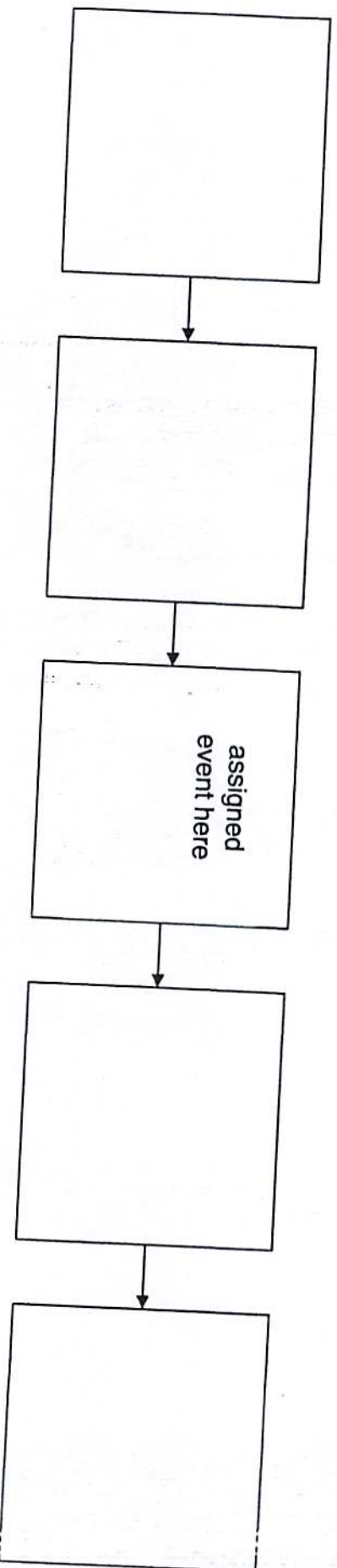
Skills Required:



Your task: Copy and complete the following chart for your assigned event showing the other events that led to it and resulted from it.

Instructions:

- Copy the chart below onto your own paper.
- Write the assigned event (look at the assignment choice sheet) in the middle box [box 3].
- In box 2 write an event that caused the event in box 3. Include a short explanation (at least one complete sentence) about the event.
- In box 1 write an event that caused the event in box 2. Include a short explanation (at least one complete sentence) about the event.
- In box 4 write an event that was an effect of (was caused by) the event in box 3. Include a short explanation (at least one complete sentence) about the event.
- In box 5 write an event that was an effect of (was caused by) the event in box 4. Include a short explanation (at least one complete sentence) about the event.



Venn Diagram

5 points

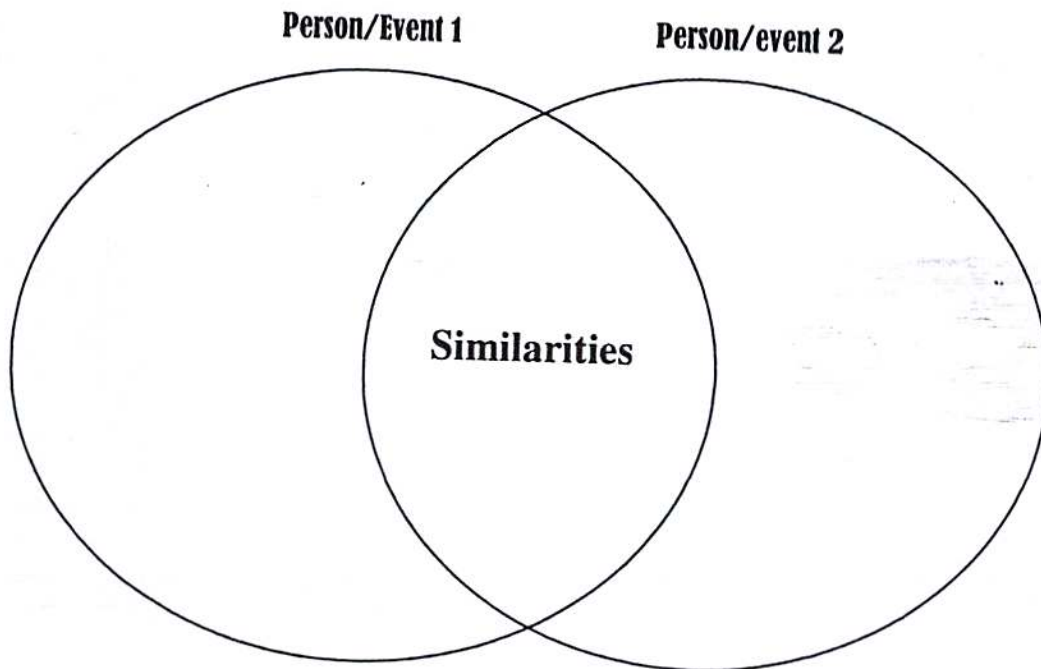
Skills Required:



Your task: Copy and complete the following chart for your assigned events or people.

Instructions:

1. Copy the chart below onto your own paper but make it BIG.
2. Write the name of one event/person on one side and the name of the other on the other side.
3. In the first circle list 3 unique characteristics of event/person 1.
4. In the second circle list 3 unique characteristics of event/person 2.
5. In the middle section list 3 shared characteristics of the two events/people.



Bio-Poem

5 points

Skills Required:



Your Task: Use your notes and the textbook to complete the information below about a given person from the unit. Each answer should be a line in your poem.

- Line 1 - Name:
- Line 2 - Three traits:
- Line 3 - He / she is from:
- Line 4 - He / she cares deeply about...
- Line 5 - He / she feels...
- Line 6 - Three more traits
- Line 7 - He / she gives...
- Line 8 - He / she fears...
- Line 9 - He / she would like to see...
- Line 10 - Name, Years of life:

Example:

Jackie Robinson
Talented, Black, Pioneer
He is from Georgia
He cares about representing his people
He feels black athletes should be allowed to play
Leader, Symbol, Baseball Player
He gives hope to the oppressed
He fears threats from racists
He would like to see equality between races
Jackie Robinson (1919-1972)

Bio-Poem

5 points

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