

# World History Standards 1-10 Student Choice Projects

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Students must choose projects to reach a total of **100 points** from the following options.

- **Unit 6 Trading Cards (30 points)**

- Create trading cards on the people listed below.

1. Socrates
2. Alexander the Great
3. Julius Caesar
4. Genghis Khan
5. Marco Polo
6. Leonardo da Vinci
7. Michelangelo
8. Martin Luther
9. Henry VIII
10. Johannes Gutenberg
11. Zheng He
12. Vasco da Gama
13. Christopher Columbus
14. Ferdinand Magellan
15. Samuel de Champlain

- **PowerPoint or Prezi Presentation (70 points)**

- Presentation should be on one of the following topics— (*See your teacher to select your topic. Limit 3 people per topic!*)
  - Ancient World (SSWH1)
  - Major Achievements of Chinese & Indian Societies (SSWH2)
  - Classical Mediterranean Societies (SSWH3)
  - Byzantine and Mongol Empires (SSWH4)
  - Origins and Expansion of the Islamic World (SSWH5)
  - Early African Societies (SSWH6)
  - European Medieval Societies (SSWH7)
  - Mesoamerica (SSWH8)
  - Renaissance and Reformation (SSWH9)
  - Age of Discovery & Expansion (SSWH10)
- PowerPoint or Prezi should include 12-15 slides
- Presentation should include appropriate graphics, sound, and animations
- Be sure to include each element of the standard, key people, terms, events, and the impact on World History

- **Write a two page essay on one of the following topics: (40 points)**

- The Columbian Exchange and its global and cultural impact (SSWH10b)
- Describe polytheism in the Greek and Roman world (SSWH3d)
- The Crusades – impact on both the Islamic World and Europe (SSWH5e)
- World Religions—Judaism, Christianity (Roman Catholic or Eastern Orthodox), or Islam (SSWH5f)
- Scientific achievements in World History (Focus on the ones we discussed this semester)
- Topic of your Choice (Must be approved from Standards 1-10)

**Essay should be typed or written in black ink, double spaced. No plagiarism!!! CITE YOUR SOURCES!**

- **Create a poster illustrating one of the following topics (30 points)**

- The development and importance of writing: include cuneiform, hieroglyphics, and the Phoenician alphabet (SSWH1)
- The Columbian Exchange and its global and cultural impact (SSWH10)
- Describe polytheism in the Greek and Roman world (SSWH3)
- The Crusades – impact on both the Islamic World and Europe (SSWH7)
- World Religions—Judaism, Christianity (Roman Catholic or Eastern Orthodox), or Islam
- Scientific achievements in World History (Focus on the ones we discussed this semester)
- Renaissance Art (SSWH9)
- Topic of your Choice (Must be approved from Standards 1-10)

**Do not choose the same topic more than one time. For example, if you are doing a PowerPoint on Standard 10 – choose a different standard for your poster!**

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## Trading Cards Rubric

	<b>Poor- 1 point</b>	<b>Fair- 3 points</b>	<b>Excellent- 5 points</b>
<b>Name</b>	Student does not mention the name of the leader on eleven or more cards	Student does not mention the name on one to ten cards.	Student lists the name of the leader on all cards.
<b>Date of Birth and Death</b>	Student does not have the birth date on eleven or more cards. AND/OR Student does not have the death date on eleven or more cards.	Student does not have the birth date on one or more cards. AND/OR Student does not have the death date on one or more cards.	Student has the birth date and death date on all cards.
<b>Significant Events – Must have at least 2 significant events and contributions to World History</b>  <b>For Example – Eli Whitney invented the cotton gin in 1794.</b>	Five or more cards do not list significant events.	More than one card does not list significant events.  OR  All cards lists significant events but there are errors in the content.	All cards correctly identify significant events that are appropriate to our period of study.
<b>Picture</b>	Nine or more cards do not have a picture of the individual.	More than one card does not have a picture of the individual.	All cards have a picture of the individual.
<b>Creativity</b>	Student uses generic form and does not show any creativity.	Students uses color to help set their cards apart from others.	Students uses visuals and color on cards to help set it apart from other cards. Student gives the card its own WOW factor.
<b>Construction</b>	Cards are messy, unorganized, and do not demonstrate that effort was put into their construction.	Cards are organized but messy. Cards appear that some effort was put into their construction.	All cards are neat and well organized. All cards appear that care and time went into their construction.

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## Rubric for PowerPoint® or Prezi™ Presentation

Criteria	14 points	10 points	6 points	4 points
<b>Presentati on</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully captures the attention of the audience</li> <li><input type="checkbox"/> Length is appropriate (12-15 slides)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Captures the attention of the audience</li> <li><input type="checkbox"/> Length of presentation is good (9-11 slides)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Few audience members seem interested</li> <li><input type="checkbox"/> Length of presentation is fair (7-8 slides)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Audience is not captured</li> <li><input type="checkbox"/> Presentation is inappropriate (too long or short)</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Accurate</li> <li><input type="checkbox"/> Organized</li> <li><input type="checkbox"/> Fully understands topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mostly accurate</li> <li><input type="checkbox"/> Mostly organized</li> <li><input type="checkbox"/> Understands topic</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Partially accurate</li> <li><input type="checkbox"/> Partially organized</li> <li>Fair understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inaccurate</li> <li><input type="checkbox"/> Unorganized</li> <li><input type="checkbox"/> Does not understand</li> </ul>
<b>Writing Mechanics ; Text Elements; Citations</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No errors in grammar, usage, mechanics, spelling</li> <li><input type="checkbox"/> Text elements easy to read (fonts, size)</li> <li><input type="checkbox"/> Background and color enhance readability of text</li> <li><input type="checkbox"/> Sources are properly cited so audience can determine credibility</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Text is written with little or no editing required</li> <li>Text elements are somewhat easy to read, but do not distract from the presentation</li> <li><input type="checkbox"/> Background and color distract from readability</li> <li><input type="checkbox"/> Most sources of information are properly cited</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grammar, usage, mechanics, and spelling impair readability</li> <li>Text elements are too busy or are difficult to read</li> <li><input type="checkbox"/> Background and color distract and make text difficult to read</li> <li><input type="checkbox"/> Some sources are not properly cited</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Grammar, usage, mechanics, and spelling errors distract; major editing needed</li> <li><input type="checkbox"/> Text elements extremely difficult to read</li> <li><input type="checkbox"/> Choice of background and color needs improvement</li> <li><input type="checkbox"/> Most sources are incorrectly cited</li> </ul>
<b>Layout</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes placeholder, such as title, bulleted list, and graphics</li> <li><input type="checkbox"/> Appropriate use of white space</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Includes some titles, bulleted lists, and graphics</li> <li><input type="checkbox"/> Too much text; distracts from white space</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Minimal use of layout placeholders</li> <li><input type="checkbox"/> Text dominates slide</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Poor use of placeholders</li> <li><input type="checkbox"/> Slide is too full</li> </ul>
<b>Graphics, Sound, Animation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Enhances overall theme</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat enhances theme, but are lacking in resolution or quality</li> </ul>	<ul style="list-style-type: none"> <li>Seems unrelated to theme; poor quality, resolution</li> </ul>	<ul style="list-style-type: none"> <li>No graphics, sound or animation</li> <li><input type="checkbox"/> Graphic, sound or animation are present, but inappropriate</li> </ul>

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## Essay Rubric

	Organization	Content	Style		Conventions	Length
10	There are clear introduction, body, and conclusion paragraphs. Transitions within and between paragraphs flow smoothly and the essay is easy to follow.	All content is accurate to the topic. Essay includes the causes, main events, and results of the topic as well as key individuals involved and the impact on World History.	The style is engaging and effective.	5	The essay contains few if any errors in the conventions of the English language. (Errors are generally first-draft in nature.)	Essay is 2-3 pages
8	The structure within paragraphs is clear and easy to follow.	Essay is missing one of the main categories: causes, main events, results, key individuals and impact on World History.	The style is appropriate for an academic paper.	4	The essay contain some errors in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay.)	Essay length is less than 2 pages or more than 3.
6	There are clear introduction, body, and conclusion paragraphs.	Essay is missing two of the main categories: causes, main events, results, key individuals and impact on World History.	The style is sometimes appropriate for an academic paper.	3	The essay contains several errors in the conventions of the English language. (Errors may interfere with the reader's understanding of the essay.)	Essay length is between 1.5 and 2 pages.
4	The essay is missing an introduction, body or concluding paragraph.	Major details are missing from the essay.	The style is rarely appropriate for an academic paper.	2	The essay contains serious errors in the conventions of the English language.	Essay length is between 1 and 1.5 pages.
2	There is no organization to the essay.	There are no concrete details.	The style is never appropriate for an academic paper.	1	The paper is incomprehensible because of the number of convention errors.	Essay length is less than 1 page.