**`Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Latin America History Menu Board | | | | | |
| Breakfast  https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRexX_8IJB8pXIYNUw1zKlKytxo6frMxhtJ8UT_uuuiYTpRUGY0Rg | Acrostic  -Use vocabulary terms from SS6H1 and SS6H2.  -Use complete sentences. | Wordsplash  -Choose from: Incas, Aztecs, or Columbian Exchange.  -minimum of 15 words | Map Making  -Make map of Columbian Exchange  -Color and label.  -Must include \_\_\_\_ items exchanged. | Make a quiz  -10 questions  -multiple choice, fill in the blank, and/or short answer  -Create a key. | Be The Thing  -Aztec civilization  -See handout. |
| Lunch  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcQWAf_TgHt31ypUZcqaCudk6NTk0yVWcCvHo1-u8RaKo94pgkjerA | History Advertisement  -Inca civilization  -See handout. | Thumbprint cartoon  -8 panels  -Explain the Columbian Exchange.  -See examples. | Collage  -Use newspapers or magazines to visually represent concepts from SS6H1 or SS6H2. | Flipbook  -Use vocabulary terms from SS6H1 and/or SS6H2  -Must include pictures.  -See example. | Mobile  -10 pieces of related info.  -SS6H1 or SS6HH2  -Be creative.  -Quality counts. |
| Snack  https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcQCwLC3ISBSwWpRAu9n6KzeffkfYBffZgVgYWrkKJ6sNN8N3GBL | Make a questionnaire  -10 questions with possible answers  -Survey 15 classmates.  -Topics may include anything from SS6H1 or SS6H2.  -Analyze your results in written or graphic format. | Venn Diagram  -Create a Venn Diagram comparing and contrasting:  -Pizarro/Cortes OR  -Aztecs/Incas OR  - L’Ouverture/Hidalgo/  Bolivar  -Make sure you provide sufficient evidence. | “I Am” Poem  -Columbian Exchange formula poem  -See handout. | Vocab Crossword  -Create a crossword puzzle using 10 vocabulary terms.  -Include answer key.  -Use the following website:  tinyurl.com/3atzcb | Song or Rap  -Lyrics must be typed and submitted.  -2 minutes (max) in length  -Will be performed for the class |
| Dinner  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQkXBTmU8OhrRNu4sVfvYPxa2EZmWBWnRRN6YyUA2_M2EYlKQj2Dg | Puppet Show  -Aztecs and Incas  -Handout | Board game  -Create a board game that includes the following:  -game cards  -game board  -game pieces  -written rules | Liberator Action Figure/Paper Doll  -LA Independent movement key figures  -See handout. | Comic Strip  -Fall of the Aztecs/Incas  -See handout. | You Be the Person Speech  -costume  -class performance  -2 minute speech  -typed transcript to be submitted |
| Dessert  https://encrypted-tbn1.gstatic.com/images?q=tbn:ANd9GcS3FKGNIjW9EP8hlDc30keUKteT1hLAcOmXIuy6xmp7A370cXdA | 3 facts and a fib  -pertaining to SS6H1 and SS6H2 | Memory card match game  -Use vocabulary from SS6H1 and SS6H2 to create at least 10 memory match cards. | Study Island  -Log in and complete 2b, 2e, and 2f quizzes.  -See teacher for instructions. | Definition Art  -Choose 3 vocabulary terms from SS6H1 and SS6H2 and visually represent those terms. | Kaboom  -Create 5 Kaboom questions from SS6H1 and SS6H2 to be used by your classmates in future Kaboom games. |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_**

**Latin American History Menu Board**

C:\Users\Pardee\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\UCTRCK1D\MC900038681[1].wmf

C:\Users\Pardee\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\652VNYPZ\MC900332009[1].wmfTask:  
I hope you’re hungry! Your task is complete the Menu board on the back of this handout, based on my instructions. You will be completing a 5 course meal, which will leave you *“stuffed”* full of information on Unit 7-Latin American history.

**Project Due Date: \_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_**

Directions:  
You will find your choices for projects as well as the points you may earn for successful completion of those projects. Choose enough projects for a possible grade of 100. You may also propose alternate projects or adjustments to the projects that are listed. Full credit will only be given for outstanding work. Each project will be checked for accuracy, completion, adherence to directions, content, presentation (as in, how it looks or the quality of an oral presentation), neatness, and creativity.  
  
**SS6H1 The student will describe the impact of European contact on Latin America.**a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.  
b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

**SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.**a. Describe the influence of African slavery on the development of the Americas.b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.c. Explain the Latin American independence movement; include the importance of Toussaint L’Ouverture, Simon Bolivar, and Miguel Hidalgo.

Grading Rubric

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Category | 5 | 3 | 1 | Breakfast | Lunch | Snack | Dinner | Dessert |
| Accuracy | contains completely accurate information that pertains to topic | contains somewhat accurate information that pertains to topic | contains little to no accurate information that pertains to topic |  |  |  |  |  |
| Content | expresses a complete depth of understanding of the topic and add to the overall effect of product | expresses a mild depth of understanding of the topic and add to the overall effect of product | expresses little to no depth of understanding of the topic and add to the overall effect of product |  |  |  |  |  |
| Overall Impact | effectively shows a strong understanding and knowledge of topic and its impact on the region it pertains to | shows a mild understanding and knowledge of topic and its impact on the region it pertains to | shows little to no understanding and knowledge of topic and its impact on the region it pertains to |  |  |  |  |  |
|  | | | **Total** | **\_\_\_\_\_/ 15** | **\_\_\_\_\_/ 15** | **\_\_\_\_\_/ 15** | **\_\_\_\_\_/ 15** | **\_\_\_\_\_/ 15** |