

“Show what you know”

People’s Choice Board

Focus: *American Revolution*

Choose one of the following activities to “show what you know” about our unit on the *American Revolution*. This activity will count for a test grade on this unit. Remember to use all your resources you acquired during this unit. I expect you to be a self-directed learner and produce high quality work with academic vocabulary. If you get stuck, refer to the examples hanging on the wall. Good luck!

<p><b>Independence Wanted Poster:</b> You will create a “Wanted” Poster for Independence. Requirements: <u>Picture:</u> neatly drawn and colored</p> <p><u>Crime:</u> list of grievances against the king. <u>Reward:</u> Effects of the American Revolution.</p> <p><u>Call:</u> Come up with something “Clever.”</p>	<p><b>Revolutionist Brain:</b> For this activity you will create a silhouette of a head. Inside this silhouette, you will create a brain that shows in a pie graph, with percent, significant desires of a revolutionist. Underneath the silhouette justify <b>why</b> you chose the items you put in the pie chart and the percent.</p>
<p><b>Grade Report of Britain:</b> For this activity you will create an “academic report card” of Britain and their role of causing the American Revolution. <b>Requirements:</b> <u>8 Subjects:</u> (given by your teacher). <u>Grade:</u> You will give a grade (A through F) for each subject. These evaluations will be from the perspective of the colonists.</p> <p><u>Comments:</u> This is where you will justify <b>why</b> you gave this subject the grade you did.</p>	<p><b>10 Ways of looking at the American Revolution:</b> For this activity you will need to come up with 10 “clever” significant ways of looking at the American Revolution. Make sure you list the reasons starting with 10 (least significant) to 1 (most significant). These reasons need to be insightful, accurate and “witty.” Once you list the reasons, justify <b>why</b> you picked the reason you did for the number one reason.</p>

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