

HONORS WORLD HISTORY

Mr. Schwartz

ACTIVITY POINTS: Fourth Quarter

Activity points are required in most DHS Social Studies courses. They are activities you typically complete outside of class, in an area you would like to explore about whatever we are studying. We will be doing activity points each quarter. Listed below are some of the choices for activity points during first quarter. If you would like to do another activity that you do not see listed below, you are welcome and encouraged to do so. Write up an explanation of what you would like to do and how it connects to what we are studying and get it approved before you do the activity.

Listed below are some of the choices for activity points during fourth quarter. If you would like to do another activity that you do not see listed below, you are welcome and encouraged to do so. Write up an explanation of what you would like to do and how it connects to what we are studying and get it approved before you do the activity.

During each quarter, you will complete five units of activity points. Listed next to each activity is the value in units. All units are due on **Friday, May 29th**. Although you only have one due date for this round of activity points, please try to remember that the end of each quarter is very busy. You have more time now that you will then; complete activity points early! You can hand in activity points at any time. All written components should be typed in 12 point Times New Roman or Calibri fonts, and be double spaced **and must be uploaded as one document to turnitin.com**.

1. Visit the First Division Museum at Cantigny Park in Wheaton. Take some pictures of yourself outside the museum. Also, provide a 2-3 page typed reflection of this your visit. What did you learn? How does it fit in with class material? What impacts did it have on you? What was most interesting? For more information, visit: <http://www.firstdivisionmuseum.org/> (4 units)
2. Visit the Spertus Institute in Chicago. This museum explores the history and culture of the Jewish faith and culture. Pick up brochures or maps from the museum and turn those in. Also, provide a 2-3 page typed reflection of your visit. What did you learn? How does it fit in with class material? What impacts did the exhibits have on you? What was most interesting? For more information visit <http://www.spertus.edu/>. Please note: The Spertus Institute is usually closed on Fridays and Saturdays. (4 units)
3. Read a fiction or nonfiction book dealing with any time period we're studying during this quarter. **If you plan to read a book, please see me as soon as possible so we can discuss options for receiving credit for this activity.** Please read one of the books from the list below; you may not do a book that is required for another class. If you want to read a book not on this list, see me **before** you read the book. (4 units)

Options:

Things Fall Apart—Achebe

The Poisonwood Bible—Kingsolver

The Good Earth—Buck

The Kitchen Boy: A Novel of the Last Tsar—Alexander

Birdsong—Faulks

A Farewell to Arms—Hemingway

All Quiet on the Western Front—Remarque

Johnny Got His Gun—Trumbo

4. Interview someone who lived through World War II, the Russian Revolution, or the Chinese Revolution. What were his/her experiences? Memories? Stories? Video or audio tape this interview and provide a 1-2 page typed

reflection of this interview. What did you learn? How does it fit in with class material? What impacts did it have on you? What was most interesting? This could a grandparent, older friend, or you could go to the local Veterans of Foreign Wars center (VFW) and interview a veteran there. Your interview must be at least 30 minutes in length. (2 units)

5. Watch a movie dealing with one of the time periods we are studying. **Take handwritten notes as you watch the film.** Complete the “Activity Points—Movie Critique” (on-line). PLEASE does not simply answer in one sentence- respond in short paragraphs. If you would like to watch another movie related to any of the units we have studied, please get it approved **before** you watch the movie. If you watch a movie that is rated “R,” you must have your parents’ permission. Please turn in a signed note indicating you had permission to view the film. (2 units)

Options:

Swing Kids

Dr. Zhivago

Patton

Reds

Enemy at the Gates

Gallipoli

Hart’s War

Hope and Glory

Life is Beautiful

The Last Emperor

Stalin (HBO movie)

6. Write a historical fiction story dealing with one of the time periods we are studying. This story must contain actual facts, but should use characters that you create. The story should be a minimum of 4 pages, typed. (2 units)

7. Current events: What is going on in the world that connects to our course content? Find two articles about the same current event that you feel is in some way (thematically, geographically, etc.) to our content this quarter. These articles should be from two different newspapers or magazines, and they can be hard copies or online, but they should be from credible, well known news sources. Read and annotate these two articles, then write a reflection which explores how this event is connected to our class as well as how the articles compare to one another. (1 unit)

8. Create a piece of artwork that symbolizes one of the civilizations we have studied. It can be a poster, a drawing, a mask, a sculpture, collage, or other artistic creation. **No collages will be accepted.** Consider replicating a type of artwork that was popular in one of the cultures we have studied. (Example—create a propaganda poster in the style of WWI). Provide a written explanation of why this piece of artwork is symbolic of your chosen civilization. This write up must be at least a page in length and must show evidence of time and research. You must have put thought into your choices and be able to explain how these choices represent your chosen civilization. (1it—if you want your piece of art to be worth more, discuss it with me BEFORE you do your project)

9. Read a feature *National Geographic* or *Smithsonian* article on any of the civilizations we have studied. Write a summary (1 paragraph) of and a response (5-7 paragraphs) to the article. Be sure to include the issue and the title of the article. **Please get the article approved before you read and report on it** (1 unit)

10. Visit one of the following websites. Spend **thirty minutes minimum** browsing the website. (Note: Only **one** per quarter)

1. Visit the website of the Imperial War Museum at <http://www.iwm.org.uk>. Keep handwritten notes

as you browse through the website; include new interesting facts that you learn as well as connections you make to material we discuss in class. When you have browsed this website, write a 1-2 page reflection of what you learned. Did you enjoy the website? How did it connect to class material? Do you question anything on the website? Turn in your notes with this reflection. (1 unit)

2. Visit <http://www.spartacus.schoolnet.co.uk> and examine one of the following sections: World War I, World War II or the Russian Revolution. Keep handwritten notes as you browse through the website; include new interesting facts that you learn as well as connections you make to material we discuss in class. When you have browsed this website, write a 1-2 page reflection of what you learned. Did you enjoy the website? How did it connect to class material? Do you question anything on the website? Turn in your notes with this reflection. (1 unit)

11. Have you visited any historical sites around the world which deal with the time periods we are discussing? If so, bring in pictures and artifacts you have collected from this site to share with the class. Provide a 1-2 page typed reflection of your visit. Briefly describe your artifacts. How does it fit in with class material? What impacts did the visit have on you? What impacts does it have on you know? What was most interesting? This activity requires a presentation of your pictures and/or artifacts to the class. (1 unit)

12. Come up with your own incredibly creative and thoughtful idea. This could include hearing a speaker, visiting a museum or any number of other activities related to what we are studying this quarter. Get your idea approved before you do the activity, and we will discuss the unit value.