AP End o

f the Year Task

Let’s look back on what we have learned in this class and celebrate it! The purpose of this task is to reflect back on what you have learned and on what you will take away with you from AP World. So, choose a favorite period and do some research. Let’s reflect on all of the awesome things you learned in that period and find unique ways to share it with the class.

You will:

1. Research your period to find out what people would eat and create a dish to share with the class. Be ready to explain WHY this dish fits into this period! (Example: period one is all about hunting and gathering and the start of agriculture – you could make Quinoa, bring a bowl of strawberries, or roast some asparagus).
2. Choose a famous person to dress up as – create a life story and be prepared to share with the class who you are and why you are important to the period. (Example: period one – Lucy, the first farmer, etc.).
3. Research a game that might have been played during your period. This might be tricky, so if you can’t find a game, create one! (Example: period one – scavenger hunt, hide and seek, etc.).

You may work in a group for each period, but please don’t have more than three people in a group. This is a test grade.

**DUE JUNE 10**

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|  | Excellent  10,9,8 | Average  7,6,5 | What were you thinking? 4,3,2,1 |
| Review aspect | Student clearly reviewed the period and chose at least 6 items, people, and events that were important to use as part of their task. | Student reviewed the period and chose three or four items, people, and events that were important to use as part of their task. | Student reviewed the period and chose 1 or two items, a person, and events that were important to use as part of their task. |
| Food | The food clearly reflected the period and helped us understand the period better. The food looks good and tastes good too! | Food reflected the period, but needed a short explanation to make sense. The food looked and tasted good! | The food didn’t reflect the period, or it made no sense in context of the period (like Sun Chips for period 1) |
| Person presentation | The person portrayed has an obvious connection to the period. The bio talk is engaging, and the costume adds to the character as a whole. | The person portrayed as a connection to the period, but not a really strong one. They might not have played a major role in the events of the time period. The bio talk is ill prepared for with the student stammering, or saying “um” half the time. | The person portrayed has little or no connection to the period, or the bio talk is incomprehensible. |