Tic-Tac-Toe Student Choice Activities

One of the easiest ways to organize student choice activities is to use the Tic-Tac-Toe format. It is easy because both you and your students already know how the choices work. Students simply choose three activities going across, going down or going diagonally.

This format works well because it gives students choices and gives the teacher some control of the activities that students choose. If you give students a list of nine choices and ask them to choose three, many students will choose the three easiest, or the three requiring the least amount of work, or the three requiring no writing. In the Tic-Tac-Toe format, you can be sure that any set of choices will include a variety of types of activities. You can also make sure that no matter which configuration students choose, they will be completing activities that address the standards.

This section contains 24 Tic-Tac-Toe grids with 9 activities in each grid. The activities in these Tic-Tac-Toes are categorized in various ways such as by Learning Modalities, Bloom's Taxonomy, Multiple Intelligences or subject area. You will also find a corresponding page for each of the 24 grids, also written in the Tic-Tac-Toe format, with assessment indicators for each of the nine student choices.

The Tic-Tac-Toe activity grids in this book are appropriate for different grade levels. A few of them target primary students. The rest are appropriate for grades 3-5, 6-8 or 9-12. Look at your standards first to see if the student activities correlate to the standards. Then check to make sure they are at the appropriate level of difficulty for your students.

You will find the following Tic-Tac-Toe grids with corresponding assessments in this section:

- Africa ...........................................28
- Asia (Japan, China & Korea) ..............30
- Australia .......................................32
- Book Characters ...............................34
- Book Reports ..................................36
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- Five Themes of Geography .................44
- Genetics ........................................46
- Geometry: 3-Dimensional Solids ..........48
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- Oceans ...........................................52
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- Soil (Types) ....................................66
- South America .................................68
- Stock Market ..................................70
- Weather .......................................72
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How to Use the Tic-Tac-Toe Grids with Your Students

When using Tic-Tac-Toes, teachers typically give a copy to each student who will be doing the activities. Sometimes every student in the class will have a Tic-Tac-Toe. At other times these may be used for enrichment and extension activities for higher ability students or for review and practice for slower students. Students can work on the activities when they finish their other work or as an alternate activity instead of doing the grade level work.

In order for you to know which activities each student will be doing, record the numbers of the choices each student makes. Use the blank form on page 27 or the customizable form on the CD.

Assessing and Grading Tic-Tac-Toe Activities

For most students, getting a grade is an important part of doing their schoolwork. While a grade is not always necessary for Tic-Tac-Toe activities, usually you will want to assess them in some way. Each of the Tic-Tac-Toe activity grids in this book has a corresponding assessment grid. When you give the Tic-Tac-Toe activities to the students, duplicate the assessment indicators on the other side of the paper. This way, students will have both the activities and the assessments on one sheet of paper. The assessment indicators provide clear guidelines and criteria for students to follow when doing the activity.

There are no suggestions for the number of points each activity or each assessment indicator should be worth. The number of points for each activity and how you will score them is your decision. You can put the scores directly on the assessment portion of the Tic-Tac-Toe when you return them to the students.

Many of the assessments in this book include a Suggested Extension. These are for students who can go above and beyond the assigned task or for those who can delve deeper into the topic. Extensions are usually not required, and students may think of other extensions they would like to do. You can include points for the extensions or can indicate their worth in some other way. Extensions are a good way to differentiate the activities for gifted and high-ability students.

Start with one of the Tic-Tac-Toes included in this book. After you have tried it, you may want to write some of your own. Use the form on page 77 to create the activities and the form on page 78 to design the corresponding assessments or use the customizable forms on the Activities and Assessments CD.
<table>
<thead>
<tr>
<th>Students’ Names</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</tbody>
</table>
# Africa

## Tic-Tac-Toe for Student Choice Activities

1. Find out the current population of 5 African countries. Write this at the top of your paper. Then write and solve 5 math **word problems** using this information.

2. Make a **model** of something from traditional African culture such as a village, fighting instrument, headdress, etc. Make sure it is authentic for African culture.

3. Create **Jeopardy questions** about Africa. Include 5 categories of questions with 5 questions in each category. Write your questions and answers on index cards.

4. Make a **picture dictionary** of 20 African animals.

5. Research the history of 1 African country. Choose 5 significant events and write about each on a separate page. Write your conclusions about the country on page 6 of this 6-page **written report**.

6. Draw a current **map** of Africa. Names and boundaries of countries can change quickly, so make sure you have the most up-to-date information. Label all countries, capitals, and bodies of water.

7. Write a **journal** pretending you are an African living in the 1700s who has just been put on a slave ship to the new world. Describe your life in Africa and your feelings about what has happened to you.

8. Create a **brochure** advertising to tourists a country in Africa.

9. Use a **chart** to compare and contrast a country of your choice from northern Africa and a country of your choice from southern Africa. Include religion, shelter, clothing, foods, government and one other category of your choice.

If we chose activities #____, #____, and #____.

Name ___________________________ Date __________ Due date _______

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### Assessment
#### Africa Tic-Tac-Toe

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Has population of 5 African countries</td>
<td>Follows Model criteria card</td>
<td>Has 25 questions</td>
</tr>
<tr>
<td>Word problems understandable and relate to population</td>
<td>Is authentic for culture</td>
<td>Questions are in 5 categories</td>
</tr>
<tr>
<td>Accurate information</td>
<td>Shows an understanding of African life</td>
<td>Accurate information</td>
</tr>
<tr>
<td>Correct calculations</td>
<td>Creativity</td>
<td>Neatly written</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Give problems to classmates</td>
<td><strong>Suggested extension:</strong> Research what this object was used for and report to the class</td>
<td><strong>Suggested extension:</strong> Organize a Jeopardy game for 3 classmates using your questions</td>
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<td>Possible points = _______</td>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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<tbody>
<tr>
<td>Has 20 African animals</td>
<td>Includes 5 events with 1 explained per page</td>
<td>Follows Map criteria card</td>
</tr>
<tr>
<td>Each animal is illustrated</td>
<td>Conclusions relate to information about the events</td>
<td>Accurate with current information</td>
</tr>
<tr>
<td>Correct definitions</td>
<td>Correct grammar, spelling and punctuation</td>
<td>All countries, capitals and bodies of water accurately labeled and correctly placed</td>
</tr>
<tr>
<td>Alphabetical order</td>
<td><strong>Suggested extension:</strong> Create maps or illustrations</td>
<td><strong>Suggested extension:</strong> Explain why the map of Africa changes so often</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Include more than 20 African animals including little known animals</td>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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<td>Possible points = _______</td>
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<tbody>
<tr>
<td>Correct spelling, punctuation and grammar</td>
<td>Follows Brochure criteria card</td>
<td>Follows Chart criteria card</td>
</tr>
<tr>
<td>Point of view is clear</td>
<td>Highlights important cities and tourist attractions</td>
<td>Includes 6 categories</td>
</tr>
<tr>
<td>Accurate information</td>
<td>Includes a map</td>
<td>Has 1 country from north Africa and 1 from south Africa</td>
</tr>
<tr>
<td>Historically correct details</td>
<td>Uses persuasive language</td>
<td>At least 3 resources used</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Write another journal from the point of view of the Captain of the ship</td>
<td>Possible points = _______</td>
<td><strong>Suggested extension:</strong> Write your conclusions in a paragraph</td>
</tr>
<tr>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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<tr>
<th>Points for activities: #1 = ______ pts., #2 = ______ pts., #3 = ______ pts.</th>
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<tr>
<td>Name ___________________________ Total points ________ Grade __________</td>
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**Asia (Korea, China & Japan) Tic-Tac-Toe for Student Choice Activities**

1. Make a **concept map or web** showing important facts and ideas about Buddhism.  
   
   *(Knowledge)*

2. Make 4 **picture postcards** showing something from each of the following places: China, Japan, North Korea, and South Korea. Write a message on the back of each postcard telling about the picture.  
   
   *(Comprehension)*

3. **Plan a trip** to 5 Chinese cities. Mark each of the cities on a map and highlight your route. Calculate the distances between each city.  
   
   *(Application)*

4. Make a **set of graphs** comparing North and South Korea. Write conclusions based on the information from your graphs.  
   
   *(Analysis)*

5. Write a **haiku** describing life in Japan or China during the Japanese feudal period or the time of the Chinese dynasties.  
   
   *(Synthesis)*

6. Write a 2-page **paper** giving your opinion about the relationship between China and Taiwan and their relationship to the United States. Give reasons to back up your opinions.  
   
   *(Evaluation)*

7. Find out about the Japanese education system. Compare and contrast it to American education. Write an **editorial** telling which system you think is best and why.  
   
   *(Evaluation)*

8. Create a **trifold brochure** advertising Japan, China, and South Korea as tourist destinations. Use each folded section of the inside of the brochure for a separate country with the outside featuring the region as a whole.  
   
   *(Application)*

9. Make a **Venn diagram** comparing and contrasting Shintoism and Confucianism.  
   
   *(Analysis)*

I/we chose activities #_____ , #_____ , and #_____.

Name ___________________________ Date __________ Due date ________
### Assessment
#### Asia (Korea, China & Japan) Tic-Tac-Toe

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Follows Concept Map criteria card ___</td>
<td>Follows Picture Postcard criteria card ___</td>
<td>5 Chinese cities marked ___</td>
</tr>
<tr>
<td>Has at least 10 facts about Buddhism ___</td>
<td>Message matches picture ___</td>
<td>Route between cities highlighted ___</td>
</tr>
<tr>
<td>Accurate information ___</td>
<td>Picture is about the country ___</td>
<td>Accurate calculations ___</td>
</tr>
<tr>
<td>Shows interrelationships of facts and ideas ___</td>
<td>Correct information ___</td>
<td>Neatness ___</td>
</tr>
<tr>
<td>Possible points = _______</td>
<td>Has one postcard for each country ___</td>
<td>Suggested extension: Write a story about your trip including what you did and what you saw ___</td>
</tr>
<tr>
<td></td>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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<tbody>
<tr>
<td>At least 3 separate sets of information are graphed ___</td>
<td>Written in correct haiku form ___</td>
<td>Accurate facts ___</td>
</tr>
<tr>
<td>Follows Graph criteria card ___</td>
<td>Accurate information ___</td>
<td>Opinion is clear ___</td>
</tr>
<tr>
<td>Accurate data on graphs ___</td>
<td>Includes historic details about this time period ___</td>
<td>Reasons for opinion are stated and examples given ___</td>
</tr>
<tr>
<td>Conclusions are logical ___</td>
<td>Correct spelling ___</td>
<td>Correct spelling, punctuation and grammar ___</td>
</tr>
<tr>
<td>Conclusions are written in paragraph form ___</td>
<td>Suggested extension: Decorate with Asian style illustration ___</td>
<td>Suggested extension: Include data, graphs and charts ___</td>
</tr>
<tr>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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</thead>
<tbody>
<tr>
<td>Correct spelling, punctuation and grammar ___</td>
<td>Follows Brochure criteria card ___</td>
<td>Follows Venn Diagram criteria card ___</td>
</tr>
<tr>
<td>Point of view is clear ___</td>
<td>Highlights important details, cities and tourist attractions ___</td>
<td>Accurate information ___</td>
</tr>
<tr>
<td>Accurate information ___</td>
<td>Inside section is divided into thirds with 1 section for each country ___</td>
<td>Similarities and differences clearly shown ___</td>
</tr>
<tr>
<td>Includes details and examples ___</td>
<td>Outside of brochure includes entire region ___</td>
<td>At least 3 resources used ___</td>
</tr>
<tr>
<td>Suggested extension: Include China and Korea in addition to Japan ___</td>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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<tr>
<td>Possible points = _______</td>
<td>Possible points = _______</td>
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Points for activities: #___ = ___ pts., #___ = ___ pts., #___ = ___ pts.

Name ____________________________ Total points _______ Grade ________

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### Australia
#### Tic-Tac-Toe for Student Choice Activities

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<tbody>
<tr>
<td>1.</td>
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</tr>
<tr>
<td>Find out about the history and significance of Anzac Day and how the people of Australia celebrate it. Pretend you are an American reporter in Australia on Anzac Day. Tape a 5-minute <strong>radio report</strong> telling Americans about it.</td>
<td>Make a <strong>boomerang</strong>, and decorate it with Aboriginal-style artwork.</td>
<td>Create <strong>Jeopardy questions</strong> about Australia. Include 5 categories of questions with 5 questions in each category. Write your questions and answers on index cards.</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>Make a <strong>picture dictionary</strong> of 20 Australian animals.</td>
<td>Write a <strong>myth or legend</strong> telling how the Southern Cross constellation was formed. Find out what the Southern Cross is and what it looks like before you begin.</td>
<td>Draw a <strong>world map</strong> with Australia at the top and the Pacific Ocean in the middle. Label all directions, continents, and oceans.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>Write a <strong>journal</strong> pretending you are a convict on the First Fleet to Australia. Do research about the convicts coming to Australia in 1788 so your account is accurate and detailed.</td>
<td>Create a <strong>brochure advertising</strong> Australia to tourists.</td>
<td>Listen to the song “Waltzing Matilda.” Find out what the song is about and make a <strong>diorama</strong> showing the scene in the song.</td>
</tr>
</tbody>
</table>

If we chose activities #___, #___, and #___.

Name __________________________________________ Date __________ Due date_________
# Assessment

## Australia Tic-Tac-Toe

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<tbody>
<tr>
<td>Shows understanding of Anzac Day history</td>
<td>Correct shape</td>
<td>Has 25 questions</td>
</tr>
<tr>
<td>Includes celebration details</td>
<td>Has Aboriginal artwork</td>
<td>Questions are in 5 categories</td>
</tr>
<tr>
<td>Accurate information</td>
<td>Neatness</td>
<td>Accurate information</td>
</tr>
<tr>
<td>Follows Radio Report criteria card</td>
<td>Creativity</td>
<td>Neatly written</td>
</tr>
<tr>
<td>Suggested extension: Include interview or typical music</td>
<td>Suggested extension: Research what boomerangs were used for and report to the class</td>
<td>Suggested extension: Organize a Jeopardy game for 3 classmates using your questions</td>
</tr>
</tbody>
</table>

Possible points = __________

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<tbody>
<tr>
<td>Has 20 Australian animals</td>
<td>Has a beginning, middle and end</td>
<td>Follows Map criteria card</td>
</tr>
<tr>
<td>Each animal is illustrated</td>
<td>Relates to the Southern Cross</td>
<td>Australia is at the top and in the middle</td>
</tr>
<tr>
<td>Correct definitions</td>
<td>Interesting and creative</td>
<td>Correct directions (N/S/E/W)</td>
</tr>
<tr>
<td>Alphabetical order</td>
<td>Correct grammar, spelling and punctuation</td>
<td>Continents and oceans accurately labeled and correctly placed</td>
</tr>
<tr>
<td>Suggested extension: Include more than 20 Australian animals including little known animals</td>
<td>Suggested extension: Include other constellations</td>
<td>Suggested extension: Explain why this would be a normal perspective for Australians</td>
</tr>
</tbody>
</table>

Possible points = __________

<table>
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</thead>
<tbody>
<tr>
<td>Correct spelling, punctuation and grammar</td>
<td>Follows Brochure criteria card</td>
<td>Follows Diorama criteria card</td>
</tr>
<tr>
<td>Point of view is clear</td>
<td>Highlights important cities and tourist attractions</td>
<td>Scene is accurate for song</td>
</tr>
<tr>
<td>Accurate information</td>
<td>Includes a map</td>
<td>Words of the song shown in diorama are displayed</td>
</tr>
<tr>
<td>Historically correct details</td>
<td>Uses persuasive language</td>
<td>At least 3 resources used</td>
</tr>
<tr>
<td>Suggested extension: Write another journal from the point of view of the Captain of the ship</td>
<td>Suggested extension: Figure out the cost of visiting these places</td>
<td>Suggested extension: Play or sing the song for your class</td>
</tr>
</tbody>
</table>

Possible points = __________

Points for activities: #____ = _____ pts., #____ = _____ pts., #____ = _____ pts.

Name ___________________________ Total points ________ Grade _________

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# Early Settlers
## Tic-Tac-Toe for Student Choice Activities

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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>Research common diseases in the new world during the 1700s. Make a <strong>chart</strong> listing 5 diseases, medicines, and treatments used and the mortality rate for early settlers.</td>
<td>Write an <strong>illustrated story</strong> about a voyage to the new world.</td>
<td>Design an <strong>advertising flyer or poster</strong> to convince people to make the voyage to the new world. Include reasons for going, transportation for getting there, and information about settlements.</td>
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<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>Make a <strong>speech</strong> convincing your classmates NOT to travel and settle in the new world. Include real dangers and myths people may have believed at the time.</td>
<td>Draw a <strong>map</strong> of the new world in 1750. Label colonies and other land areas in North America.</td>
<td>Research information about the first Thanksgiving. Make a <strong>Truth and Fiction</strong> chart with 2 columns. List beliefs about the first Thanksgiving that are true in one column and ones that are false or that we're not sure about in the other.</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
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<tr>
<td>Write a <strong>diary entry</strong> about the arrival of a group of settlers from the point of view of an Indian.</td>
<td>Find a <strong>recipe</strong> for a typical food eaten during the 1700s. Prepare it, and serve it to the class. Include the recipe and information about it.</td>
<td>Construct <strong>puppets</strong>, and put on a <strong>puppet show</strong> about the arrival of a group of new settlers to the new world. Perform this with at least 1 other person.</td>
</tr>
</tbody>
</table>

I/we chose activities # _____, #_____ , and #_____.

Name ___________________________ Date _______ Due date _______
# Assessment
## Early Settlers Tic-Tac-Toe

<table>
<thead>
<tr>
<th>1. Chart</th>
<th>2. Illustrated Story</th>
<th>3. Flyer or Poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows Chart criteria card __________</td>
<td>Has a beginning, middle, and end __________</td>
<td>Follows Poster criteria card __________</td>
</tr>
<tr>
<td>Lists 5 common diseases of the 1700s __________</td>
<td>Includes factual details about voyages to the new world __________</td>
<td>Has accurate facts and details about transportation and settlements __________</td>
</tr>
<tr>
<td>Has accurate facts and details about medicines/treatments and mortality rates __________</td>
<td>Illustrations relate to story __________</td>
<td>Uses persuasive language in giving reasons for going __________</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Show how these same diseases are treated today __________</td>
<td><strong>Suggested extension:</strong> Design a map showing route __________</td>
<td><strong>Suggested extension:</strong> Include examples of real settlers with accurate historical details __________</td>
</tr>
<tr>
<td>Possible points = __________</td>
<td>Possible points = __________</td>
<td>Possible points = __________</td>
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<tbody>
<tr>
<td>Follows Oral Presentation criteria card __________</td>
<td>Follows Map criteria card __________</td>
<td>Follows Chart criteria card __________</td>
</tr>
<tr>
<td>Includes 3 real dangers with examples __________</td>
<td>Accurate __________</td>
<td>Historically accurate __________</td>
</tr>
<tr>
<td>Includes 3 myths people believed at the time __________</td>
<td>Colonies and other land in North America correctly labeled __________</td>
<td>Resources listed __________</td>
</tr>
<tr>
<td>Uses persuasive language __________</td>
<td><strong>Suggested extension:</strong> Include little known details such as Indian tribal lands and important waterways __________</td>
<td>Categorized correctly __________</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Include visuals in presentation __________</td>
<td>Possible points = __________</td>
<td><strong>Suggested extension:</strong> Write a short essay explaining the reasons for these different beliefs __________</td>
</tr>
<tr>
<td>Possible points = __________</td>
<td>Possible points = __________</td>
<td>Possible points = __________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Written from Indian point of view __________</td>
<td>Food is typical for time period __________</td>
<td>Puppets historically accurate and detailed __________</td>
</tr>
<tr>
<td>Setting described well __________</td>
<td>Prepared food follows recipe __________</td>
<td>Has a written script __________</td>
</tr>
<tr>
<td>Describes actions of new settlers __________</td>
<td>Includes written recipe and information about it __________</td>
<td>Historically correct details about arrival to the new world __________</td>
</tr>
<tr>
<td>Correct mechanics, spelling and grammar __________</td>
<td><strong>Suggested extension:</strong> Create a small cookbook containing recipes from the 1700s __________</td>
<td>Voices are clear and loud __________</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Create illustrations showing arrival __________</td>
<td>Possible points = __________</td>
<td><strong>Suggested extension:</strong> Perform for other classes __________</td>
</tr>
<tr>
<td>Possible points = __________</td>
<td>Possible points = __________</td>
<td>Possible points = __________</td>
</tr>
</tbody>
</table>

**Points for activities:** # _____ = _____ pts., # _____ = _____ pts., # _____ = _____ pts.

**Name** ___________________________ **Total points** ________ **Grade** ________
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make a <strong>Venn diagram</strong> comparing Western Europe and Eastern Europe. What conclusions can you make?</td>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
<td>Choose 1 European country. Make a <strong>time line</strong> of 20 important events in its history.</td>
<td>5.</td>
</tr>
<tr>
<td>7.</td>
<td>Write a <strong>journal</strong> pretending you are living for 2 weeks in a European country of your choice. Make sure your account is realistic, accurate, and detailed for the country you have chosen.</td>
<td>8.</td>
</tr>
</tbody>
</table>

I/we chose activities #___, #___, and #_____.

Name ___________________________ Date ________ Due date ________
## Assessment
**Europe Tic-Tac-Toe**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Follows Venn Diagram criteria card ___</td>
<td>Follows Model criteria card ___</td>
<td>Has 25 questions ___</td>
</tr>
<tr>
<td>Similarities and differences clearly shown ___</td>
<td>Has information about the landmark on a display card ___</td>
<td>Questions are in 5 categories ___</td>
</tr>
<tr>
<td>Accurate information ___</td>
<td>Neatness ___</td>
<td>Accurate information ___</td>
</tr>
<tr>
<td>Logical conclusions ___</td>
<td>Correct spelling on card ___</td>
<td>Neatly written ___</td>
</tr>
<tr>
<td><em>Suggested extension: Compare 2 eastern European or 2 western European countries ___</em></td>
<td><em>Suggested extension: Research the history of this place and report to the class ___</em></td>
<td><em>Suggested extension: Organize a Jeopardy game for 3 classmates using your questions</em></td>
</tr>
<tr>
<td>Possible points = ___</td>
<td>Possible points = ___</td>
<td>Possible points = ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Follows Time Line criteria card ___</td>
<td>Accurate information ___</td>
<td>Follows Chart criteria card ___</td>
</tr>
<tr>
<td>Has 20 important events ___</td>
<td>Correct computations ___</td>
<td>Lists 5 advantages and 5 disadvantages ___</td>
</tr>
<tr>
<td>Events are about 1 European country ___</td>
<td>Has ten newspaper ads rewritten in euros ___</td>
<td>Logical conclusion explaining reasons ___</td>
</tr>
<tr>
<td>Accurate information ___</td>
<td>Correct spelling ___</td>
<td>Correct grammar, spelling and mechanics ___</td>
</tr>
<tr>
<td><em>Suggested extension: Illustrate time line ___</em></td>
<td>Neatness ___</td>
<td></td>
</tr>
<tr>
<td>Possible points = ___</td>
<td>Possible points = ___</td>
<td>Possible points = ___</td>
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</table>

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Correct spelling, punctuation and grammar ___</td>
<td>Follows Brochure criteria card ___</td>
<td>Follows Diorama criteria card ___</td>
</tr>
<tr>
<td>Has an entry for each day for 2 weeks ___</td>
<td>Highlights important cities and tourist attractions ___</td>
<td>Scene is historically accurate ___</td>
</tr>
<tr>
<td>Accurate information ___</td>
<td>Includes a map ___</td>
<td>Has label with name of battle or event and date ___</td>
</tr>
<tr>
<td>Correct details for country ___</td>
<td>Uses persuasive language ___</td>
<td>At least 3 resources used ___</td>
</tr>
<tr>
<td><em>Suggested extension: Include map or illustrations ___</em></td>
<td><em>Suggested extension: Figure out the cost of visiting these places ___</em></td>
<td><em>Suggested extension: Do a short oral report for your class about this battle, event or the war it was part of ___</em></td>
</tr>
<tr>
<td>Possible points = ___</td>
<td>Possible points = ___</td>
<td>Possible points = ___</td>
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</tbody>
</table>

**Points for activities:** #____ = ____ pts., #____ = ____ pts., #____ = ____ pts.

Name __________________________ Total points ________ Grade _________
# Five Themes of Geography

## Tic-Tac-Toe for Student Choice Activities

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Compile a list of factual questions for a region of the world. Design a <strong>game</strong> to play using these questions.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Make your <strong>family tree</strong> going back 3 or more generations. Identify the regions of the world each of your ancestors has come from. Write 2 important things about each person on your family tree.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Choose a continent. Gather information about population trends in 5 different countries on that continent. Generate a <strong>graph</strong> showing what you find.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Create a <strong>poster</strong> illustrating the Five Themes of Geography in the country or continent of your choice.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Make a <strong>flow chart</strong> showing how people in a community are interdependent.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Find out about the unique physical features in any geographical area of your choice. These might be mountains, rivers, canyons, lakes, caves, etc. Write a <strong>myth</strong> that explains how these features came to be.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Make a list of 20 things you find in a supermarket that are associated with any foreign country. Develop a 5-column <strong>chart</strong> showing:</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1) how the items get to the supermarket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) how many are purchased each year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) cost of production</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) cost to purchase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) other facts or information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td><strong>Interview</strong> a person who is from or has lived in a foreign country for a number of years. Create interview questions that will help you find out about the history, population, culture, natural resources, etc. of the country. Write the interview questions and the answers you get.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Pretend that you are on a 21-day trip through the country or continent of your choice. Write a daily <strong>travelogue</strong> giving details about all that you see and do.</td>
<td></td>
</tr>
</tbody>
</table>

I/we chose activities #___, #___, and #___.

Name ____________________________ Date ________ Due date ________
## Assessment
### Five Themes of Geography Tic-Tac-Toe

<table>
<thead>
<tr>
<th>1. Game</th>
<th>2. Family Tree</th>
<th>3. Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows Game criteria card _____</td>
<td>Clear, neat visual _____</td>
<td>Follows Graph criteria card _____</td>
</tr>
<tr>
<td>Has at least 20 factual questions and answers _____</td>
<td>Regions for each ancestor clearly shown _____</td>
<td>Accurate information _____</td>
</tr>
<tr>
<td>Accurate information _____</td>
<td>Includes 2 important facts about each ancestor _____</td>
<td>Includes 5 or more countries from the same continent _____</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Play game with a classmate _____</td>
<td>Has 3 or more generations _____</td>
<td><strong>Suggested extension:</strong> Make 2 graphs showing population trends on 2 different continents. Write a paragraph explaining your conclusions _____</td>
</tr>
<tr>
<td>Possible points = _____</td>
<td><strong>Suggested extension:</strong> Show locations of regions on a map _____</td>
<td>Possible points = _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Follows Poster criteria card _____</td>
<td>Follows Flow Chart criteria card _____</td>
<td>Follows Story criteria card _____</td>
</tr>
<tr>
<td>All 5 themes included _____</td>
<td>Various types of people in a community clearly shown _____</td>
<td>Includes explanation of how one or more physical features came to be _____</td>
</tr>
<tr>
<td>Accurate illustration of each theme _____</td>
<td>Roles of people defined _____</td>
<td>Creativity _____</td>
</tr>
<tr>
<td>Includes short written explanation of each theme _____</td>
<td>Includes at least 10 types of people _____</td>
<td>Accurate for geographical location _____</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Create unique or creative pictures and illustrations _____</td>
<td><strong>Suggested extension:</strong> Take photos of people and include on Flow Chart _____</td>
<td><strong>Suggested extension:</strong> illustrate myth _____</td>
</tr>
<tr>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Follows Chart criteria card _____</td>
<td>Questions are clear _____</td>
<td>Accurate details about places visited _____</td>
</tr>
<tr>
<td>Has 5 columns with topics as assigned _____</td>
<td>Questions require more than yes and no answers _____</td>
<td>All 21 days have a written entry _____</td>
</tr>
<tr>
<td>Accurate information _____</td>
<td>At least 10 questions _____</td>
<td>Correct grammar &amp; spelling _____</td>
</tr>
<tr>
<td>Has 20 or more items _____</td>
<td>Questions and answers neatly written _____</td>
<td>At least 3 resources listed _____</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Write a 1-page paper stating your conclusions about trade with other countries _____</td>
<td><strong>Suggested extension:</strong> Arrange for this person to speak to your class _____</td>
<td><strong>Suggested extension:</strong> Include illustrations and maps _____</td>
</tr>
<tr>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
</tr>
</tbody>
</table>

**Points for activities:** #_____ = _____ pts., #_____ = _____ pts., #_____ = _____ pts.

**Name** _______________________________ **Total points** ____  ____ **Grade** ______
<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
<td><strong>3.</strong></td>
</tr>
<tr>
<td>Design a symbol for the Native American tribe of your choice. Make sure the symbol shows information and details about this tribe.</td>
<td>Write a short story about a boy or girl who traveled from North Carolina to Oklahoma on the Cherokee’s “Trail of Tears”.</td>
<td>On a map of North America, label the location of 10 important Native American tribes in the 1700s.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>5.</strong></td>
<td><strong>6.</strong></td>
</tr>
<tr>
<td>Make an illustrated dictionary of 20 important words related to Native Americans.</td>
<td>Make a chart comparing and contrasting Plains Indians and Pueblo Indians.</td>
<td>Construct a diorama showing a typical village or living area of the tribe of your choice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td><strong>8.</strong></td>
<td><strong>9.</strong></td>
</tr>
<tr>
<td>Write a diary entry about a day in your life as if you were a Native American. Include information about your tribe and some typical customs or activities.</td>
<td>Make a model of a totem pole that represents your family.</td>
<td>Construct puppets and put on a puppet show about life in a Native American tribe. This should be done with at least 1 other person.</td>
</tr>
</tbody>
</table>

I/we chose activities # _____, # _____, and # _____.

Name ___________________________ Date _______ Due date _______
<table>
<thead>
<tr>
<th>Activity</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Symbol</td>
<td>Symbol is clear &amp; colorful</td>
</tr>
<tr>
<td></td>
<td>Creativity</td>
</tr>
<tr>
<td></td>
<td>Shows accurate information about tribe</td>
</tr>
<tr>
<td></td>
<td>Tribe is labeled</td>
</tr>
<tr>
<td>Suggested extension: Add written information about tribe</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>2. Short Story</td>
<td>Has a beginning, middle and end</td>
</tr>
<tr>
<td></td>
<td>Includes factual details about the &quot;Trail of Tears&quot;</td>
</tr>
<tr>
<td></td>
<td>Interesting characters</td>
</tr>
<tr>
<td></td>
<td>Correct mechanics, spelling and grammar</td>
</tr>
<tr>
<td>Suggested extension: Include a map showing the route</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>3. Map Locations</td>
<td>Correct locations for each</td>
</tr>
<tr>
<td></td>
<td>Names of tribes spelled correctly</td>
</tr>
<tr>
<td></td>
<td>10 or more tribes</td>
</tr>
<tr>
<td>Suggested extension: Write information about each tribe included on map</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>4. Illustrated Dictionary</td>
<td>Contains 20 words about Native Americans</td>
</tr>
<tr>
<td></td>
<td>Illustrations relate to words</td>
</tr>
<tr>
<td></td>
<td>Correct definitions</td>
</tr>
<tr>
<td></td>
<td>Alphabetical order</td>
</tr>
<tr>
<td>Suggested extension: Include more than 20 words about a variety of tribes</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>5. Chart</td>
<td>Follows Chart criteria card</td>
</tr>
<tr>
<td></td>
<td>Has facts and details about both groups</td>
</tr>
<tr>
<td></td>
<td>Similarities and differences clearly shown</td>
</tr>
<tr>
<td>Suggested extension: Make another chart comparing 2 types of Plains or 2 types of Pueblo Indians</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>6. Diorama</td>
<td>Follows Diorama criteria card</td>
</tr>
<tr>
<td></td>
<td>Historically accurate</td>
</tr>
<tr>
<td></td>
<td>Tribe clearly labeled</td>
</tr>
<tr>
<td>Suggested extension: Include music, sound effects and/or other interesting additions</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>7. Diary Entry</td>
<td>Includes entire day</td>
</tr>
<tr>
<td></td>
<td>Setting described well</td>
</tr>
<tr>
<td></td>
<td>Includes customs/activities</td>
</tr>
<tr>
<td></td>
<td>Correct mechanics, spelling and grammar</td>
</tr>
<tr>
<td>Suggested extension: Include creative dialog using Native American words</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>8. Totem Pole Model</td>
<td>Follows Model criteria card</td>
</tr>
<tr>
<td></td>
<td>Has several details or symbols representing family</td>
</tr>
<tr>
<td></td>
<td>Style is like a real totem pole</td>
</tr>
<tr>
<td>Suggested extension: Explain symbols used on totem pole (include on separate sheet of paper)</td>
<td></td>
</tr>
<tr>
<td>Possible points =</td>
<td></td>
</tr>
<tr>
<td>9. Puppets &amp; Show</td>
<td>Puppets historically accurate and detailed</td>
</tr>
<tr>
<td></td>
<td>Has a written script</td>
</tr>
<tr>
<td></td>
<td>Correct details about tribal life</td>
</tr>
<tr>
<td>Suggested extension: Perform for other classes</td>
<td></td>
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<tr>
<td>Possible points =</td>
<td></td>
</tr>
</tbody>
</table>

Points for activities: #____ = _____ pts., #____ = _____ pts., #____ = _____ pts.

Name ___________________________ Total points ________ Grade ________

© Pieces of Learning
### Soil Tic-Tac-Toe for Student Choice Activities

1. On a world **map**, locate 5 deserts and label each. Find out what kinds of plants grow in deserts. **Draw and label** 5 desert plants at the bottom of your map.

   *(Sand)*

2. Find out about different cultures that make sand paintings. Write a **paragraph** about this art form and make your own **sand painting**.

   *(Sand)*

3. Write a **poem or short story** about what it is like to walk and play on sand at the beach or build a sand castle.

   *(Sand)*

4. Research how adobe brick is made. Make a **mural** showing the process Indians used to make adobe brick and how they built their houses.

   *(Clay)*

5. Find out about different cultures that are known for their clay pottery. Write a **paragraph** about this art form and make your own **pottery** out of clay.

   *(Clay)*

6. Write a **poem or story** about someone who takes a mud bath or has a mudpack on his or her face. Be sure to describe what it would feel like!

   *(Clay)*

7. Find out about the role of worms in the process of composting. Create a **comic strip** that shows at least 6 things worms can do in soil.

   *(Humus)*

8. Make a **Venn Diagram** comparing and contrasting Composting and Recycling.

   *(Humus)*

9. Write a **short story** titled “A Day in My Life in the Compost Pile”. Write from the point of view of an insect or worm.

   *(Humus)*

I/we chose activities #_____, #_____, and #_____.

Name ______________________________ Date ______ Due date ______
### Assessment Soil Tic-Tac-Toe

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Has 5 deserts correctly located on world map _____</td>
<td>Paragraph explains how sand paintings are done _____</td>
<td>Correct writing style for poem or story _____</td>
</tr>
<tr>
<td>5 desert plants correctly drawn and labeled _____</td>
<td>Cultures that make sand paintings are discussed _____</td>
<td>Has at least 10 descriptive words _____</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Write a paragraph explaining why these plants grow well in sandy soil _____</td>
<td>Correct spelling, mechanics and grammar _____</td>
<td>Explanation is clear _____</td>
</tr>
<tr>
<td><strong>Possible points = _________</strong></td>
<td>Painting neat and attractive _____</td>
<td><strong>Suggested extension:</strong> Write another paragraph comparing walking on sand and walking on quicksand _____</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Shows knowledge about making adobe brick _____</td>
<td>Paragraph explains clay pottery as an art form _____</td>
<td>Explains how this mud is made and what it is made of _____</td>
</tr>
<tr>
<td>Shows typical adobe house _____</td>
<td>Correct grammar, mechanics and spelling _____</td>
<td>Includes descriptions of how it feels _____</td>
</tr>
<tr>
<td>Originality/creativity _____</td>
<td>Pottery well constructed _____</td>
<td>Correct writing style for poem or story _____</td>
</tr>
<tr>
<td>Follows Mural criteria card _____</td>
<td>Pottery is decorated _____</td>
<td><strong>Suggested extension:</strong> Draw a picture illustrating your poem or story _____</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Write report about how adobe is made and some of the cultures that used it _____</td>
<td><strong>Suggested extension:</strong> Make pottery in style of a certain culture _____</td>
<td><strong>Possible points = _________</strong></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Follows Comic Strip criteria card _____</td>
<td>Has accurate facts and details about both _____</td>
<td>Story has a beginning, middle and end _____</td>
</tr>
<tr>
<td>Creativity _____</td>
<td>Similarities and differences clearly shown _____</td>
<td><strong>Accurate information = _____</strong></td>
</tr>
<tr>
<td>Shows 6 different things worms can do _____</td>
<td>Clear labels and writing _____</td>
<td><strong>Point of view clear = _____</strong></td>
</tr>
<tr>
<td>Accurate information _____</td>
<td>Well organized _____</td>
<td><strong>Includes descriptions of things in compost pile = _____</strong></td>
</tr>
<tr>
<td><strong>Suggested extension:</strong> Include other soil creatures in comic strip _____</td>
<td><strong>Suggested extension:</strong> Make a 3-circle Venn diagram with Stripping the Land of Troes included _____</td>
<td><strong>Suggested extension:</strong> Include 2 or more different characters _____</td>
</tr>
</tbody>
</table>

| **Possible points = _________** | **Possible points = _________** | **Possible points = _________** |

### Points for activities: # _____ = _____ pts., # _____ = _____ pts., # _____ = _____ pts.

| Name __________________________ | Total points ______ | Grade ______ |

© Places of Learning
# South America Tic-Tac-Toe for Student Choice Activities

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>In the 1500s, the Inca town of Machu Picchu was destroyed by the Spanish. The ruins were discovered in 1911. Find out about Machu Picchu. Then pretend you are an explorer who discovers the ruins. Write a letter to your friends at home telling about your discovery.</td>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
<td>Make a Venn diagram comparing and contrasting the Amazon rainforest and the Atacama Desert.</td>
<td>5.</td>
</tr>
<tr>
<td>7.</td>
<td>Write an editorial explaining your point of view about any current political issue in 1 South American country.</td>
<td>8.</td>
</tr>
</tbody>
</table>

I/we chose activities #____, #____, and #____.

Name ____________________________ Date _______ Due date _______
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Has correct grammar, punctuation and spelling _____</td>
<td>Follows Chart criteria card _____</td>
<td>Has 25 questions in 5 categories _____</td>
</tr>
<tr>
<td>Explains what the ruins looked like in 1911 _____</td>
<td>Accurate measurements _____</td>
<td>Accurate information _____</td>
</tr>
<tr>
<td>Accurate information _____</td>
<td>Accurate information _____</td>
<td>Neatly written _____</td>
</tr>
<tr>
<td>Well-written descriptions _____</td>
<td>Correct spelling, punctuation and grammar _____</td>
<td>Suggested extension: Organize a Jeopardy game for 3 classmates using your questions _____</td>
</tr>
<tr>
<td>Suggested extension: Include pictures of Machu Picchu _____</td>
<td>Suggested extension: Write conclusions based on information on chart _____</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Follows Venn Diagram criteria card _____</td>
<td>Follows Poem criteria card _____</td>
<td>Follows Mosaic criteria card _____</td>
</tr>
<tr>
<td>Clearly shows similarities and differences _____</td>
<td>Accurate information _____</td>
<td>Clearly shows village _____</td>
</tr>
<tr>
<td>Accurate information _____</td>
<td>Includes examples _____</td>
<td>Creativity _____</td>
</tr>
<tr>
<td>Suggested extension: Include another South American landform and do a Venn Diagram with 3 circles _____</td>
<td>Relates to topic _____</td>
<td>Looks like a South American village _____</td>
</tr>
<tr>
<td></td>
<td>Suggested extensions: Recite poem in front of class; illustrate poem showing your knowledge of topic _____</td>
<td>Suggested extension: Include factual information about a village _____</td>
</tr>
<tr>
<td></td>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
</tr>
</tbody>
</table>

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<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Correct spelling, punctuation and grammar _____</td>
<td>Follows Brochure criteria card _____</td>
<td>Follows Oral Report criteria card _____</td>
</tr>
<tr>
<td>Point of view is clear _____</td>
<td>Highlights important sights in chosen country _____</td>
<td>Accurate information _____</td>
</tr>
<tr>
<td>Accurate information about political issue _____</td>
<td>Includes a map _____</td>
<td>Clear and colorful visuals that add to presentation _____</td>
</tr>
<tr>
<td>Logical reasons given to support point of view _____</td>
<td>Uses persuasive language _____</td>
<td>At least 3 resources used _____</td>
</tr>
<tr>
<td>Suggested extension: Write 2 editorials on the topic with 2 different points of view _____</td>
<td>Suggested extension: Figure out the cost of visiting these places _____</td>
<td>Suggested extension: Tell how you could travel there and what the cost and time would be _____</td>
</tr>
<tr>
<td></td>
<td>Possible points = _____</td>
<td>Possible points = _____</td>
</tr>
</tbody>
</table>

Points for activities: #_____ = _____ pts., #_____ = _____ pts., #_____ = _____ pts.

Name ___________________ Total points _______ Grade _________
### World War II Tic-Tac-Toe for Student Choice Activities

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2.</strong></td>
<td><strong>3.</strong></td>
</tr>
<tr>
<td>Write a <strong>poem</strong> about an historic World War II event or about someone's life and feelings during that time period.</td>
<td>Make a <strong>crossword puzzle</strong> using at least 20 words related to World War II.</td>
<td>Make a <strong>collage</strong> about an event or battle during World War II. Use different types of pictures and materials. Include written facts about the event or battle.</td>
</tr>
<tr>
<td>(Easiest)</td>
<td>(Easiest)</td>
<td>(Easiest)</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td><strong>5.</strong></td>
<td><strong>6.</strong></td>
</tr>
<tr>
<td>Organize and lead a <strong>Quiz Bowl</strong> on World War II.</td>
<td>Draw a <strong>map</strong> showing countries and major battles in Europe/Africa or in Asia and the Pacific during World War II.</td>
<td>Build a <strong>model airplane</strong> from the 1939-1945 time period.</td>
</tr>
<tr>
<td>(More Difficult)</td>
<td>(More Difficult)</td>
<td>(More Difficult)</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td><strong>8.</strong></td>
<td><strong>9.</strong></td>
</tr>
<tr>
<td>Write and direct a <strong>one-act play</strong> depicting an event from World War II. Choose classmates to act in the play and perform it for the class.</td>
<td>Make a 5-minute <strong>video</strong> recreating an important event in World War II.</td>
<td>Read a book about a battle or battles during World War II. Give an <strong>oral report</strong> that includes maps and other visuals.</td>
</tr>
<tr>
<td>(Most Difficult)</td>
<td>(Most Difficult)</td>
<td>(Most Difficult)</td>
</tr>
</tbody>
</table>

I/we chose activities # , # , and #.

Name ___________________________ Date ______ Due date ______
## Assessment
### World War II Tic-Tac-Toe

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Follows Poem criteria card</td>
<td>Has 20 words connected to World War II</td>
<td>Follows Collage criteria card</td>
</tr>
<tr>
<td>Historically accurate</td>
<td>Follows Crossword Puzzle criteria card</td>
<td>Clearly shows an event or battle</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong></td>
<td><strong>Suggested extension:</strong></td>
<td>Facts included on collage or on back of paper</td>
</tr>
<tr>
<td>Include illustration</td>
<td>Make shape of puzzle reflect topic</td>
<td><strong>Suggested extension:</strong></td>
</tr>
<tr>
<td>depicting the poem</td>
<td></td>
<td>Design a timeline of the event or battle shown in the collage</td>
</tr>
</tbody>
</table>

Possible points =

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Has at least 25 questions</td>
<td>Follows Map criteria card</td>
<td>Follows Model criteria card</td>
</tr>
<tr>
<td>with correct answers about</td>
<td>Historically accurate</td>
<td>Historically accurate details</td>
</tr>
<tr>
<td>World War II</td>
<td>Shows both countries and battles</td>
<td>Includes display card with significant and interesting facts and details about this airplane</td>
</tr>
<tr>
<td>Clear rules for participants</td>
<td><strong>Suggested extension:</strong></td>
<td><strong>Suggested extension:</strong></td>
</tr>
<tr>
<td>Well organized</td>
<td>Make a chart comparing and contrasting this map with a present-day map of the same region</td>
<td>Include a diorama or other type of scenery to show location and setting for plane</td>
</tr>
</tbody>
</table>

Possible points =

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Follows Script criteria card</td>
<td>Follows Video criteria card</td>
<td>Follows Oral Report criteria card</td>
</tr>
<tr>
<td>Well organized performance</td>
<td>Historically accurate</td>
<td>Book is on proper reading level</td>
</tr>
<tr>
<td>Historically accurate</td>
<td>Has several important details about</td>
<td>Clear and accurate visuals</td>
</tr>
<tr>
<td>Has props and costumes</td>
<td>the event</td>
<td>Accurate summary of battles</td>
</tr>
<tr>
<td><strong>Suggested extension:</strong></td>
<td>Well organized</td>
<td><strong>Suggested extension:</strong></td>
</tr>
<tr>
<td>Make the writer the narrator and fill in historical details for audience</td>
<td></td>
<td>Compare to battles in other wars</td>
</tr>
</tbody>
</table>

Possible points =

Points for activities: #_____ = ____ pts., #_____ = ____ pts., #_____ = ____ pts.

Name ____________________________  Total points ________  Grade _________
Tic-Tac-Toe activities are user-friendly and easy to write. Use this format for any grade level and with any subject or content. Follow the steps below as you learn to write both activities and assessments using this format.

1. Decide on a major theme, focus or topic for the student activities. This may be in conjunction with a certain unit of study, or it may be generic, such as a spelling Tic-Tac-Toe that could be used with spelling words for several weeks.

2. Look at your state standards in one or more subject areas to give you a focus for the activities you will write.

3. Start writing as many activities as you can think of that correlate with the standards and/or topic. Write each activity on separate small Post-It® notes.

4. Place the Post-It® notes with the activities on a blank Tic-Tac-Toe grid in any order. You will find a blank form on page 77 and on the Activities and Assessments CD.

5. Check the configuration of the activities on the grid. Move the Post-It® notes around until you get the student choices in appropriate positions so that no matter which way students choose, they will be doing the variety of activities you desire.

6. You may want to categorize the activities according to Multiple Intelligences, Learning Modalities, Learning Styles, Bloom’s Taxonomy, subject areas, etc. Look for many different examples in the Tic-Tac-Toe grids in this book.

7. When you have all activities in the desired order, write or type them onto a Tic-Tac-Toe grid.

8. If you develop a Tic-Tac-Toe and decide some of the activities in it are too difficult or too easy for some of your students, substitute a more appropriate activity or activities as needed. Many times you will only need to change one or two activities out of the nine to make a more difficult or less difficult version of the Tic-Tac-Toe. You could end up with tiered Tic-Tac-Toes, all of which focus on the same topic but with slightly different activities.

9. Write an easy-to-understand checklist of assessment criteria for each of the activities. Put the criteria into a Tic-Tac-Toe assessment grid, with the criteria corresponding to the number of the activity. Include points as desired. You will find a blank form to use on page 78 and on the Activities and Assessments CD.

10. List standards covered on the Tic-Tac-Toe form itself or on a separate page.
<p>| | | |</p>
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<td>6</td>
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<tr>
<td>7</td>
<td>8</td>
<td>9</td>
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</tbody>
</table>

Name ____________________________ I chose activities #____, #____, #____.

Date ___________________________ Due date ___________________________
<p>| | | |</p>
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</table>

Points for Activities: #___ = ___ pts., #___ = ___ pts., #___ = ___ pts.

Name ____________________ Total points ____ Grade _____ Comments: