

Project Ideas



Making Maps and Logging the Journey

You have been chosen as a travel reporter for your culture. Show the migration of the people of your culture by making a map that traces the journey from the culture's original habitat to its final destination.

Next, draw a map of the group's new settlement.

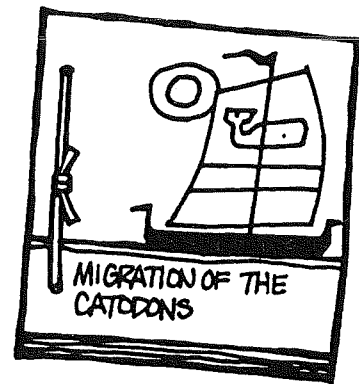
Also, create a journal that describes reactions to key events that occurred during the migration. Make your travel log or journal look and sound authentic.

For your maps, you could . . .

- put details or pictures on your maps to illustrate the original habitat and the new settlement
- make a three-dimensional settlement map or model
- age the paper with lemon juice

For your journal or log, you could . . .

- fill in the brainstorming chain below to plan your culture's adventures before you begin writing
- age your paper by wrinkling it, fraying the edges, leaving it in the sun, or using lemon juice
- draw pictures to illustrate events
- make a container to hold the log
- use fabrics to write on or to cover the log



Left original habitat	Migration event	Migration event	Migration event
Migration event	Migration event	Migration event	Arrived at final destination

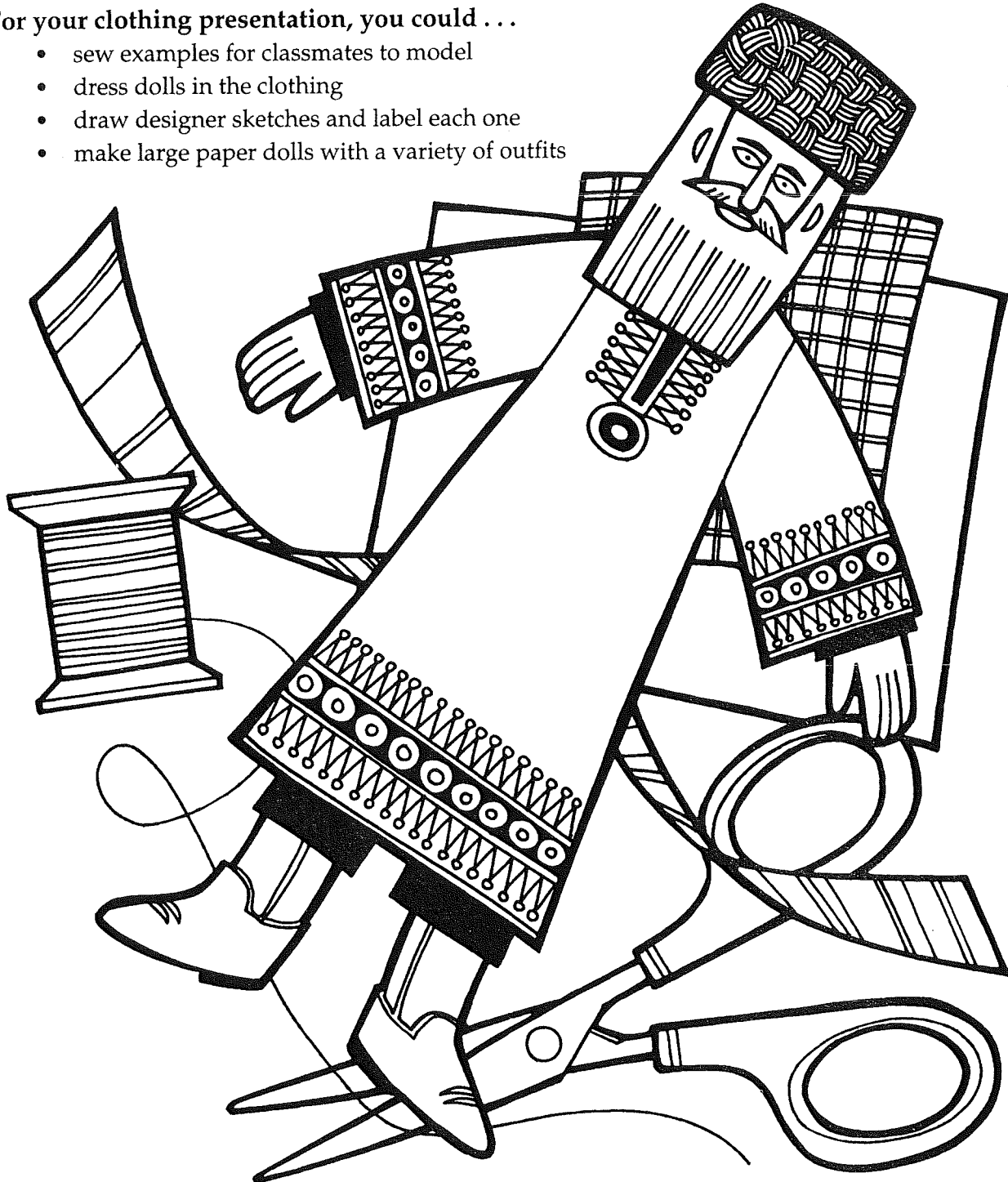
Designing Clothing

You are your culture's head clothing designer. Review the natural resources in your new settlement and any work your group did on the culture's ceremonial dress. What materials are available to you as the culture's clothing designer?

Illustrate five to seven different outfits worn by your people. Include both ceremonial and everyday wear.

For your clothing presentation, you could . . .

- sew examples for classmates to model
- dress dolls in the clothing
- draw designer sketches and label each one
- make large paper dolls with a variety of outfits



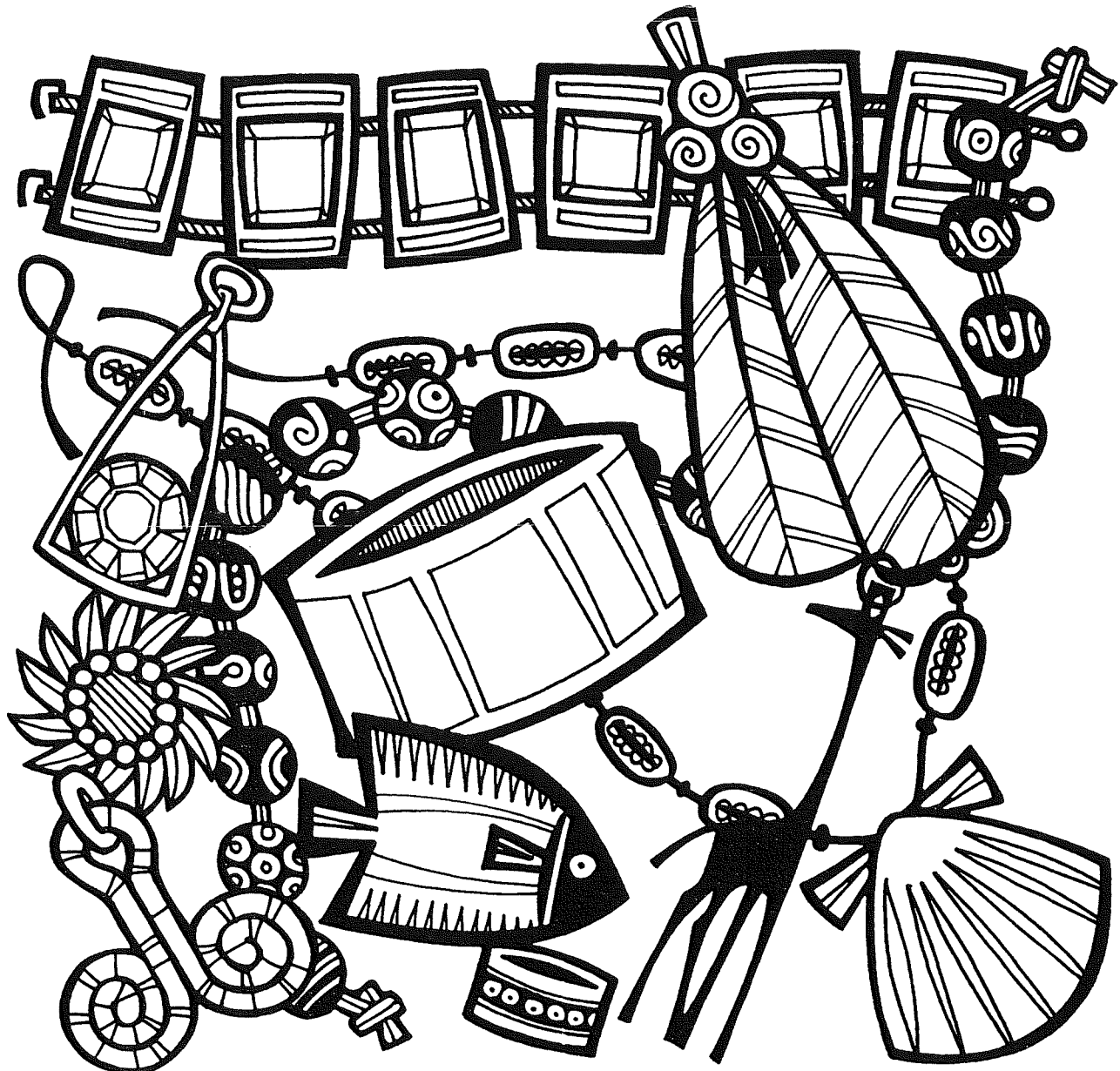
Crafting Jewelry

You are your culture's jeweler. Review the natural resources in your habitat to see what is available for your craft.

Design and make three to five pieces of jewelry. Be sure to design items for people to wear with both ceremonial and everyday clothes.

For your jewelry presentation, you could . . .

- illustrate and label each accessory
- write display cards explaining the special meaning of each piece, if any
- recreate the ceremonies when jewelry is worn
- work with the clothing designer to coordinate styles and colors
- make and label a display of the stones and materials your culture uses in its jewelry



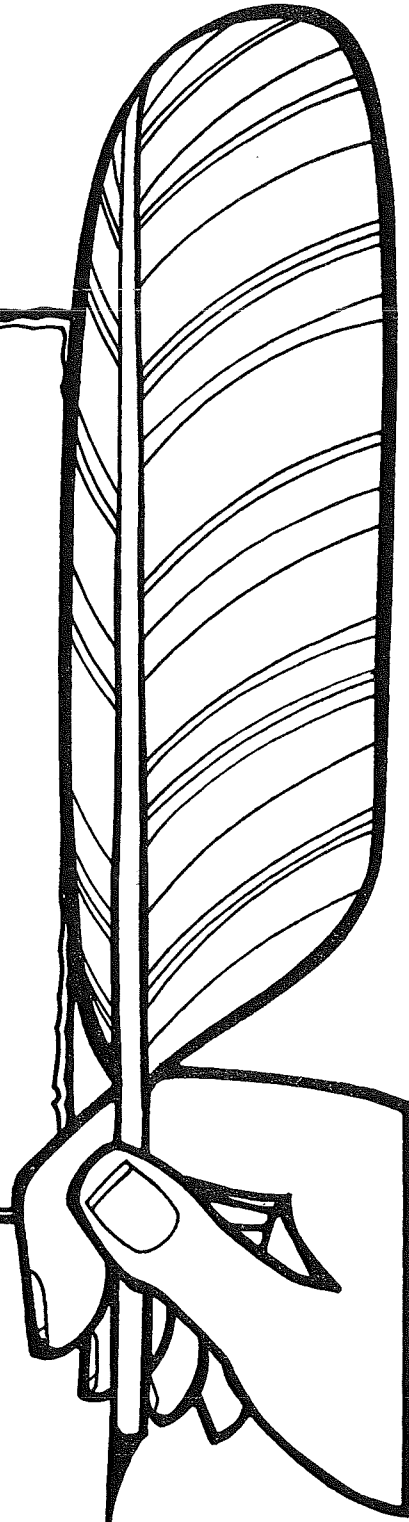
Writing an Anthem

You are the songwriter for your culture, and the people want an anthem.

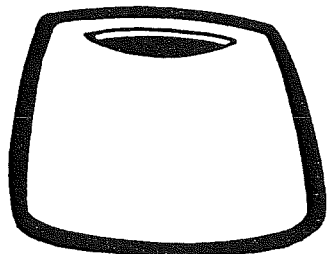
Write the words to an anthem for your culture. Make sure the anthem refers to the history and qualities of your people. Your new anthem should be at least 25 lines long.

For the presentation of your anthem, you could . . .

- mount the lyrics on an illustrated poster
- tape-record someone performing the anthem
- teach your class to sing or chant the anthem
- write music to go with the words and then teach your group to sing your anthem



*Heroes confirmed in
our conquests,
Lands that with
riches abound,
Freedom both now
and forever:
Let all the earth
hear this sound!*



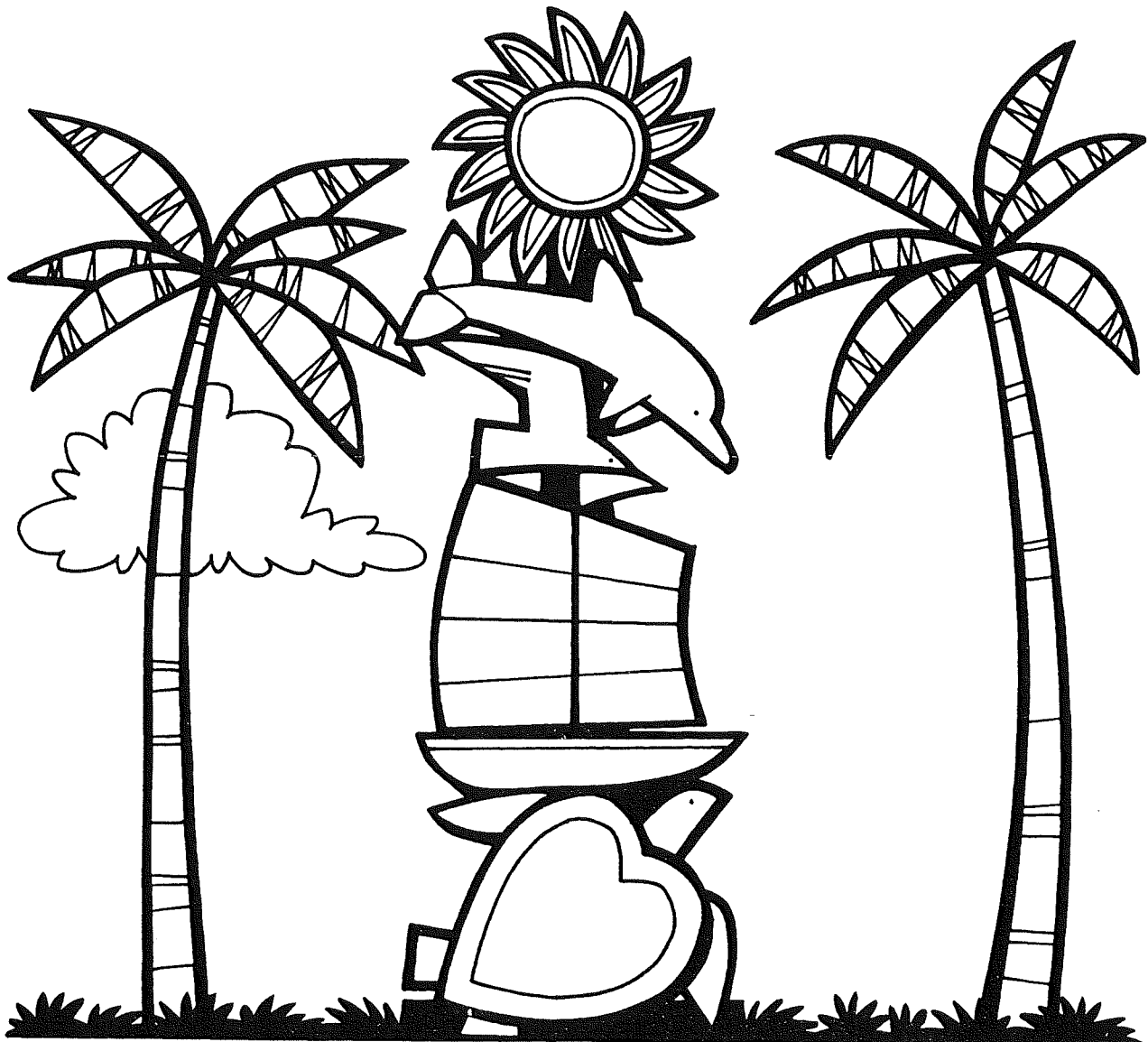
Creating Totems

Some cultures create statues or totem poles that represent beliefs, stories, or important figures from their pasts. Animals, plants, objects found in nature, and even people can be included in a totem.

You are the totem maker for your culture. Design a totem pole that includes three to five different symbols from your culture's history. Your totem pole should be detailed, colorful, and large enough to be seen easily from across a room.

For the presentation of your totem pole, you could . . .

- determine how big to make the totem pole by deciding where it will be located in the settlement
- make an even larger version of the totem pole
- work with the jeweler to include totem designs in the culture's jewelry
- have the jeweler design ceremonial jewelry to put on the totem pole
- act out some of the events or ceremonies represented on the totem pole



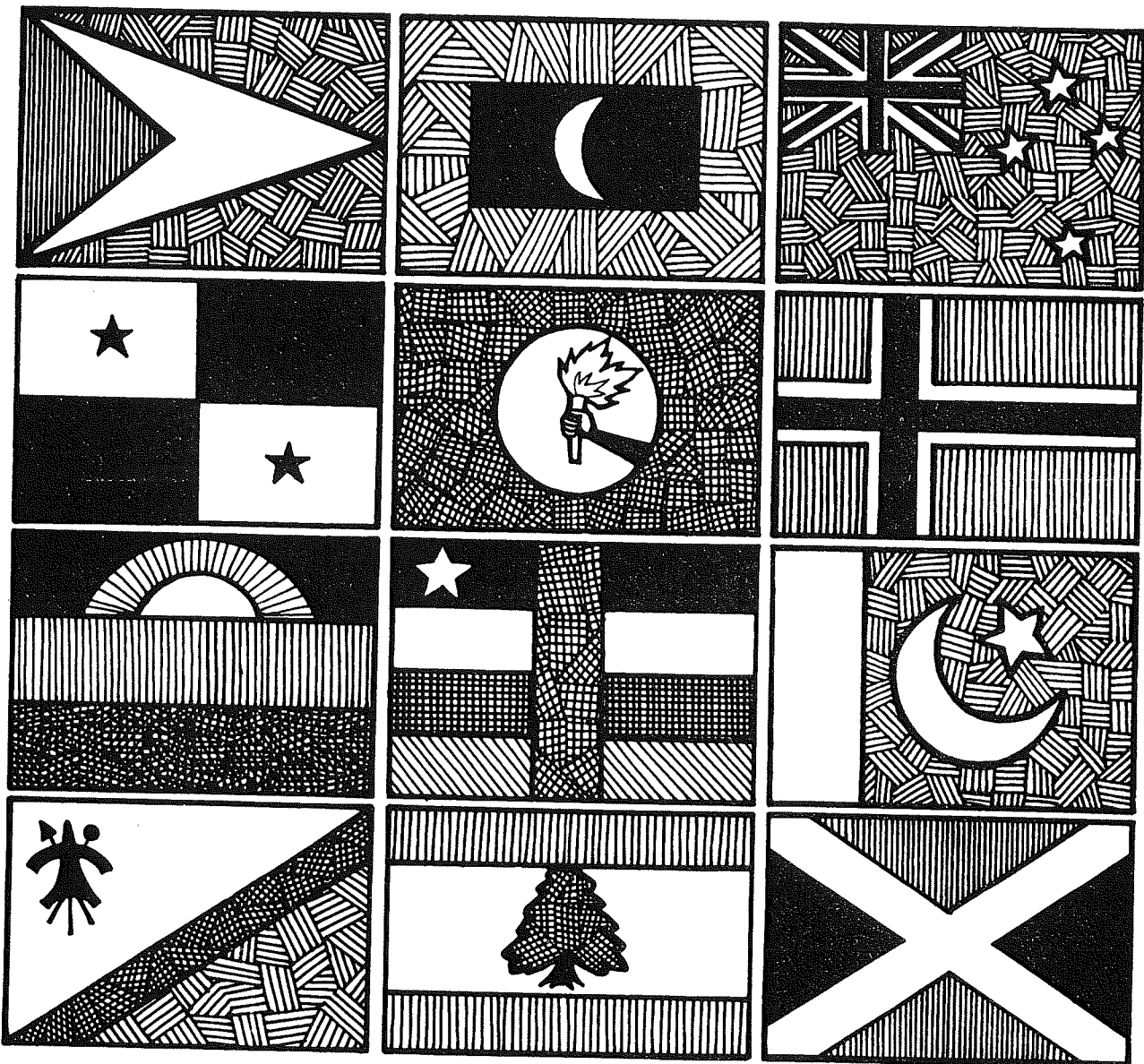
Designing Flags and Pennants

You are the flag maker for your people. Design and make a flag or pennant to represent your culture. This flag should be large enough to be seen from several places within the settlement.

You may also want to design one or two smaller flags or pennants that identify special groups in your culture, like a sports team, the army, the leader of your culture, etc.

For the presentation of your flag and/or pennants, you could . . .

- consult your group to decide on symbolic colors for your culture and then use them in making your flag
- display your flag while singing your culture's anthem
- hold a parade or a flag-raising ceremony
- make smaller versions of the flag to hang around the room, or use your special pennants that identify sports teams, the army, etc.



Telling Fables

You are your culture's official storyteller. Review the characters, morals, and values your group decided on when creating your culture's folklore.

Write and illustrate two or more fables based on the beliefs, heroes, and history of your culture. Each fable should be two to three pages long.

For your fables, you could . . .

- illustrate each page (see *Aesop's Fables* for examples)
- bind your fables together into book form
- act out one or more fables as plays
- pretend to be a storyteller sharing one of your fables with a group of children
- videotape a reenactment of one or more of your fables



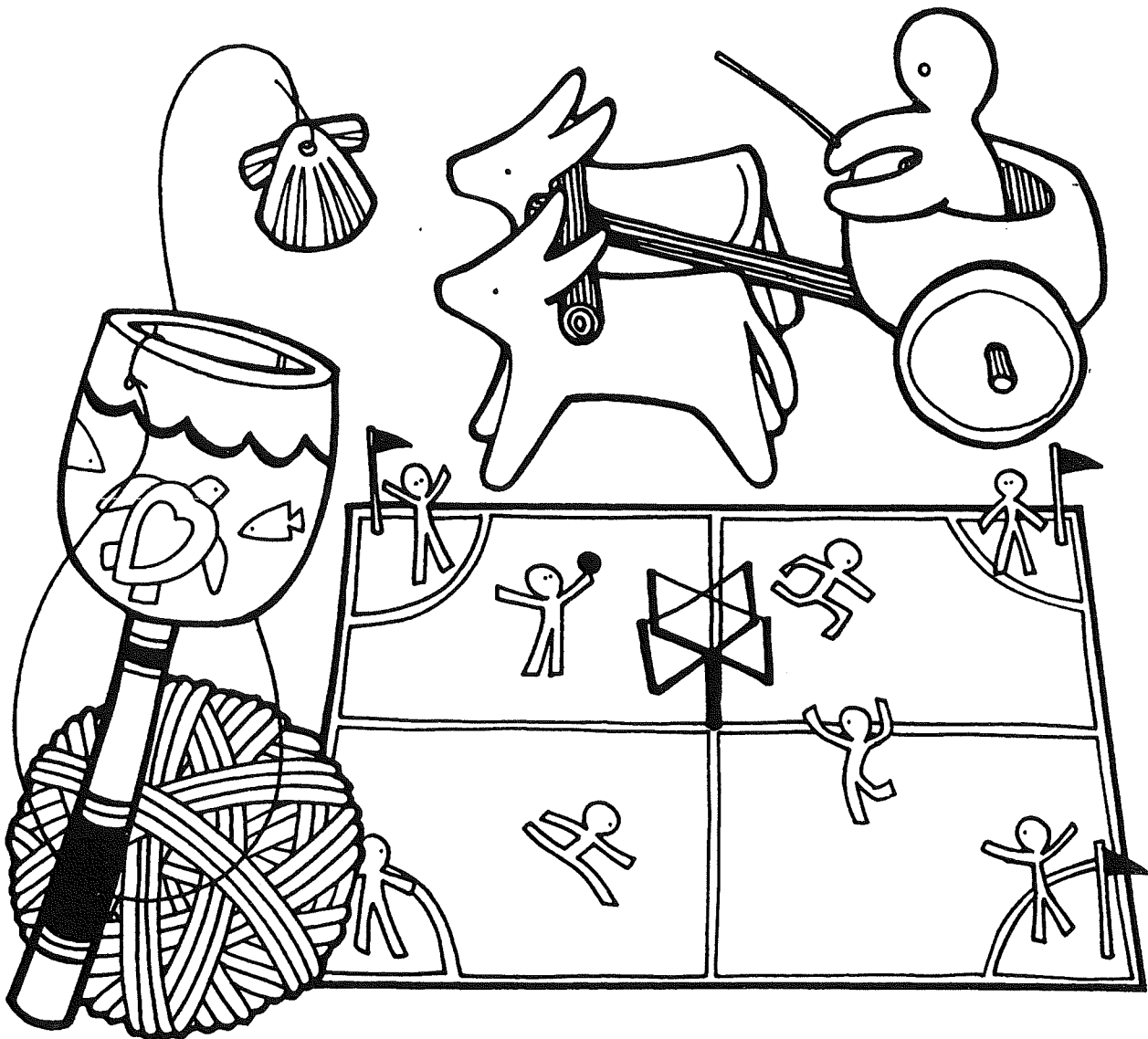
Crafting Toys and Games

You are your culture's toy maker. Review the notes your group took about your culture's sports and leisure activities. Use those ideas to make some toys and games.

There are two parts to your job: (1) create and teach two games played in your culture, and (2) make at least one toy used by children in their leisure time. Be sure to illustrate the games and write out their rules so you can teach others how to play.

For your presentation of toys and games, you could . . .

- create and wear team or game uniforms, if appropriate
- display the rules and moves for each game on a poster
- write the history of the game
- have classmates play with the toy(s) you have created
- build a model of the structure or court where the game is played



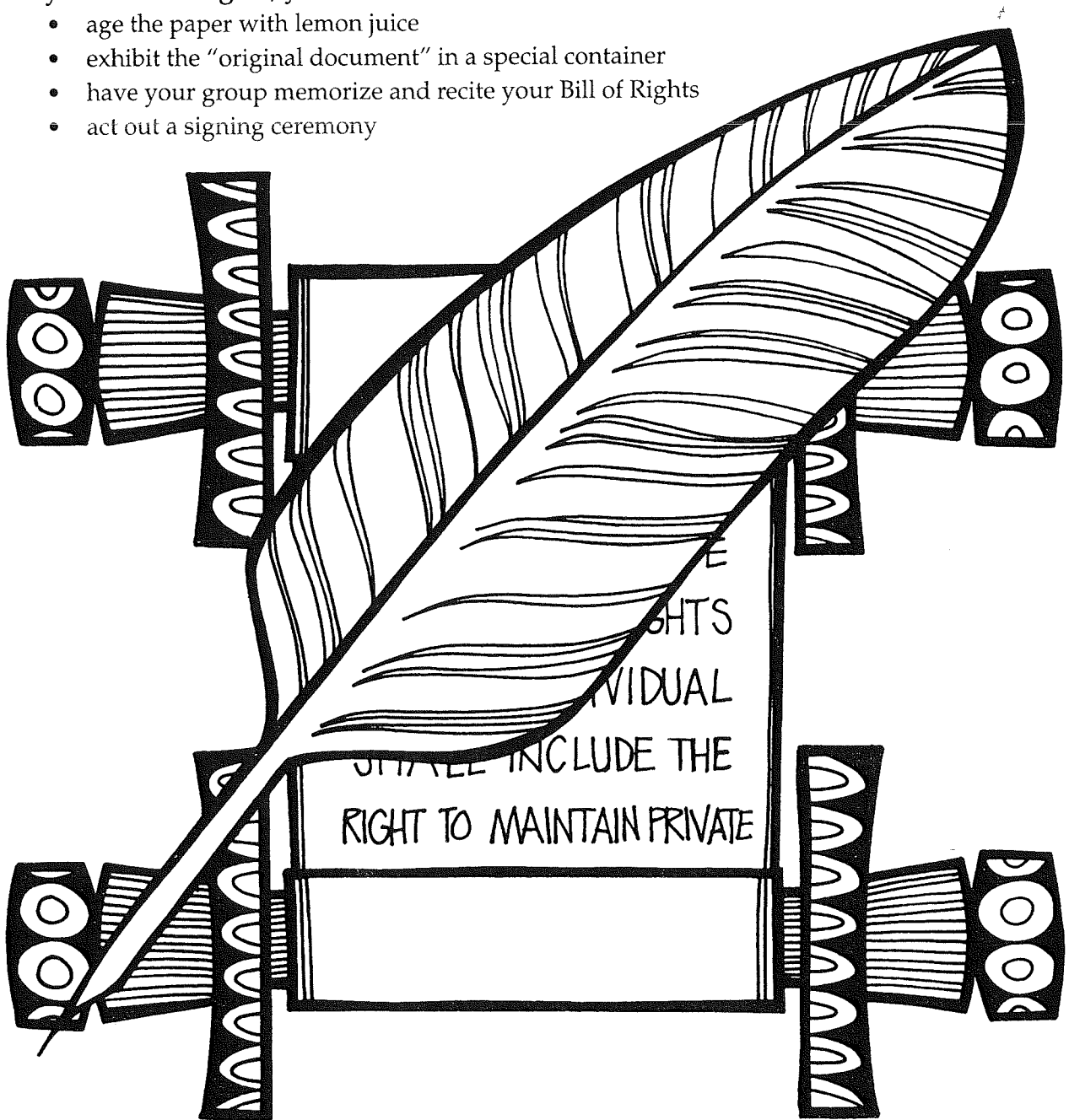
Writing Your Bill of Rights

The Constitution of the United States contains a Bill of Rights that guarantees American citizens certain freedoms and protections. Read a copy of the Bill of Rights and think about how the document reflects the values of America.

You are your culture's government recorder. Review the notes your group took on the type of government your culture has. Then, write the Bill of Rights for your people. The document should include at least ten rights or freedoms the government guarantees the people. Make your Bill of Rights as authentic in appearance as you can.

For your Bill of Rights, you could . . .

- age the paper with lemon juice
- exhibit the "original document" in a special container
- have your group memorize and recite your Bill of Rights
- act out a signing ceremony



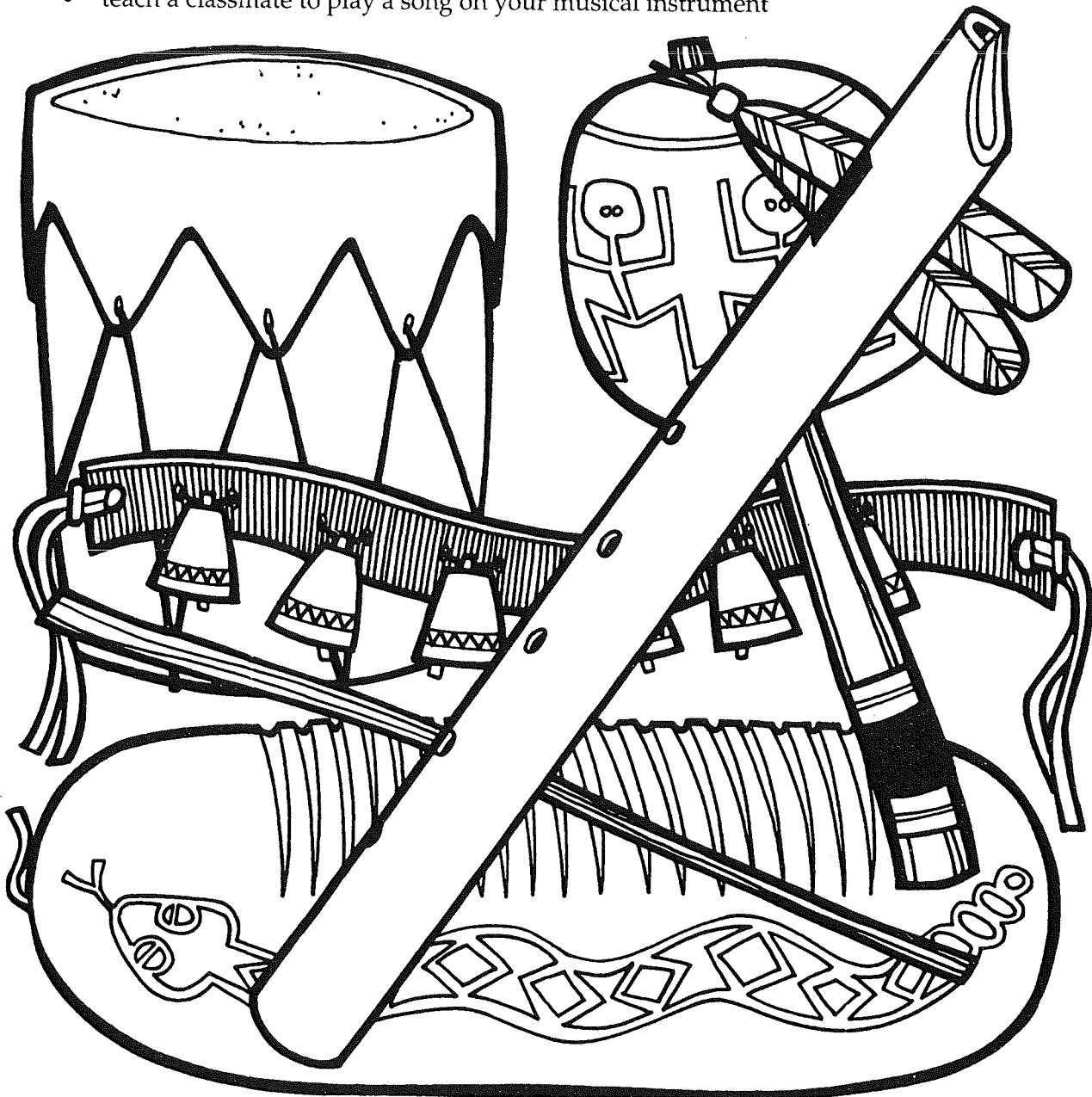
Making Music and Musical Instruments

You are your culture's musical composer. Design and make a musical instrument and write a few paragraphs explaining how your instrument is made, who uses it, and when it is used.

Then compose a song you can play on your instrument. You can compose your song with or without lyrics, but make it unique to your culture.

For your musical presentation, you could . . .

- work with the person writing the anthem so you can set it to music
- use your song as background music during the reenactment of an event, ceremony, or the migration
- write a song that is played or sung on one of your culture's special holidays
- teach a classmate to play a song on your musical instrument



Choreographing Dances

You are your culture's **choreographer**, or dance creator. Review the material your group put together about dancing in your culture.

Make up the steps and movements to at least two of the dances performed by the people in your culture. Be ready to teach these dances to your classmates.

For your dance presentation, you could . . .

- name each dance
- explain the purpose of each dance
- make posters showing the steps of each dance
- teach the dances to your class
- videotape the dances and play the videotape for your class
- hold a dance contest



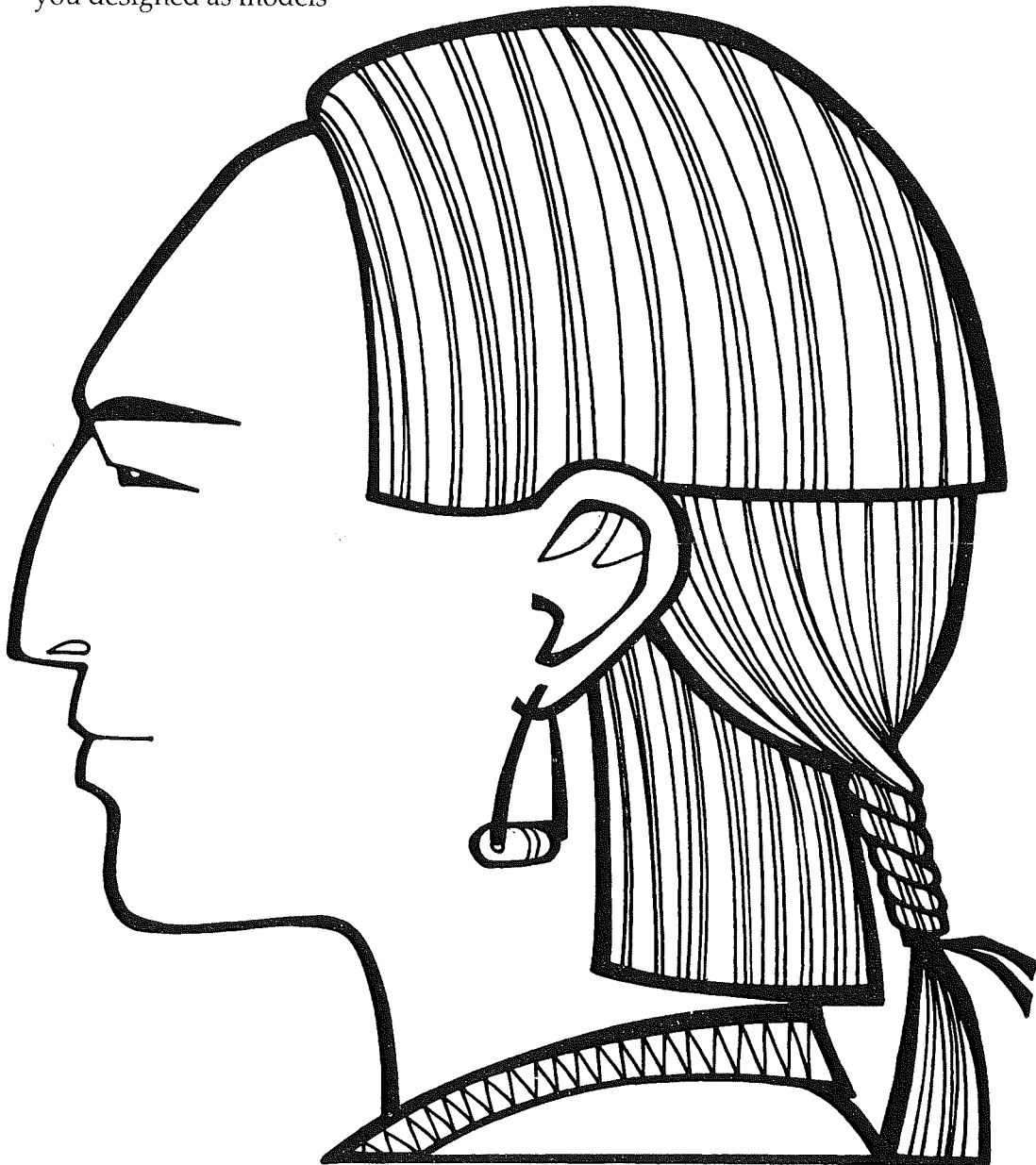
Arranging Hairstyles

In many cultures, hair is worn in certain ways for a ritual or as part of a costume for a performance. Some cultures have unique everyday hairstyles as well.

You are your culture's hair stylist. Design at least six hairstyles worn in your culture for ceremonies and/or for everyday. Include styles for males and females of all ages. You should also design hair accessories, if appropriate.

For your presentation of hairstyles, you could . . .

- model each style using a wig or a doll
- use your classmates as models
- sketch each style and explain when it is worn and by whom
- bring enough materials for your classmates to make hairstyle accessories using the ones you designed as models



Profiling People

You are your culture's biographer. Your role is to write about at least two people who are or were important in your culture.

Tell, in story form, about the life or contributions of each person. Use the person's name as the title of each profile. Each of your profiles should be at least one page long.

For your presentation of famous people, you could . . .

- bind your character profiles in book form
- illustrate each profile with pictures and drawings
- draw a family tree for each person and create posters for display
- take the role of a person profiled and make a videotape of a speech or event from the person's life



Penning Poetry

You are your culture's official poet. Write three poems about any people, places, or events important to your culture.

One kind of poem you might write is a **cinquain**, an unrhymed poem that has five lines and a specific structure. A cinquain pattern and example are shown below.

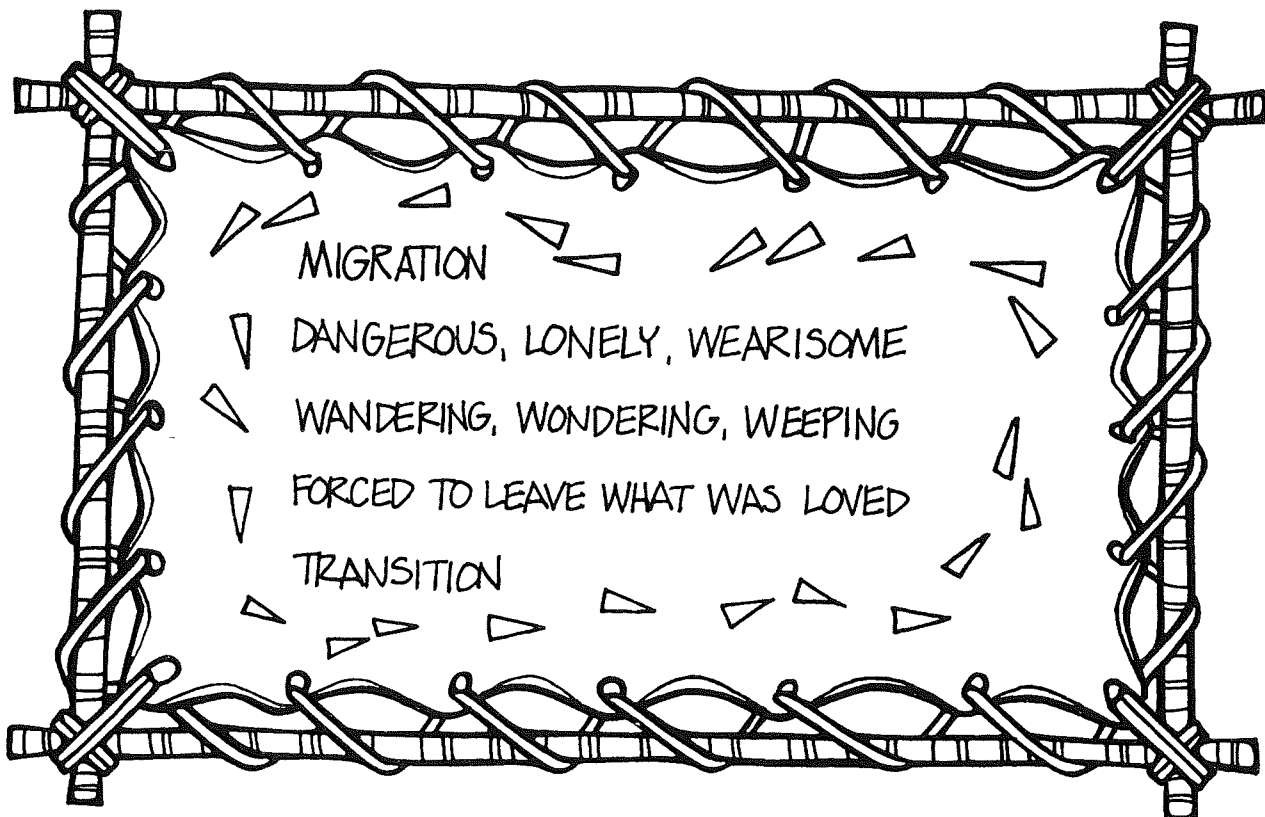
noun (topic)
adjective, adjective, adjective,
-ing word, -ing word, -ing word,
descriptive phrase about the topic
noun (a synonym for topic)

Borulu
 learned, wise, respected,
 teaching, searching, sharing,
 storyteller to all small children
 Wisdom

For your poems, you can use the cinquain structure above or any poetic form that is familiar to you. You also may want to research different forms of poetry and then write an epic poem, a sonnet, free verse, or haiku.

For your poetry presentation, you could . . .

- put your poems on poster board for display
- bind your poetry into book form
- illustrate each poem with pictures or cultural designs
- memorize and recite each poem
- choose one of your poems and explain its significance or tell why it's popular or important in your culture



Inventing Tools

You are the culture's toolmaker. Review the material about life in your culture and about its geography to determine the resources available to you. Then design and make at least five tools used by your people.

Include in your "toolbox" items used for preparing food, building houses, making clothes, making toys, making the culture's currency, writing and recording information, and gathering or growing food.

For your presentation of tools, you could . . .

- label and describe each tool
- tell what each tool is for and who uses it
- demonstrate each of your tools to show how it is used
- build a toolbox for your tools
- have classmates use the tools to do or make something



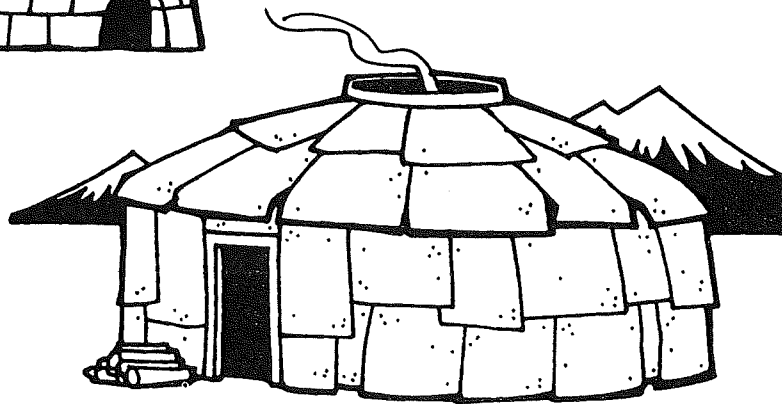
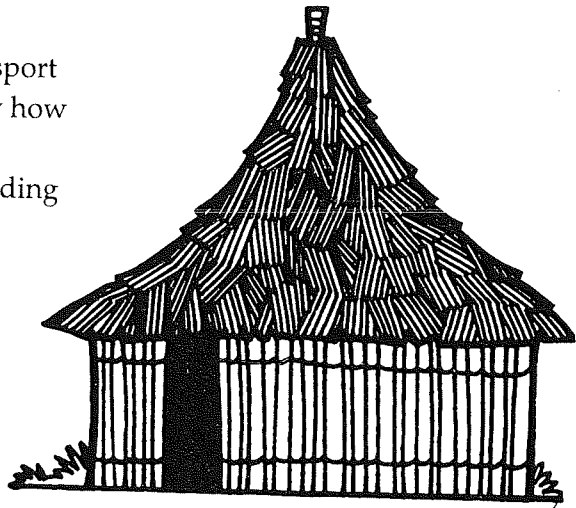
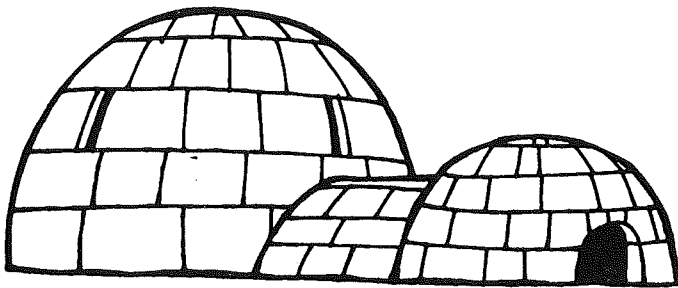
Designing Architecture

You are your culture's official architect. Review your group's work concerning the types of buildings and building materials used by your culture.

Build models of a family dwelling and at least one other important building in the settlement. Be as detailed as possible, and make sure each building is labeled for display.

For your architectural presentation, you could . . .

- make blueprints of the floor plans
- mount your models on sturdy wood for transport
- use dolls or miniatures in the models to show how people use the buildings
- show the environment surrounding each building
- show several buildings in a diorama



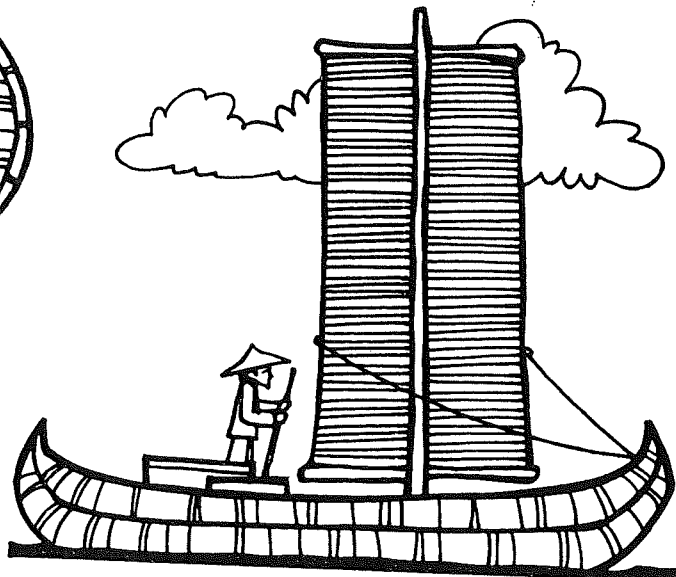
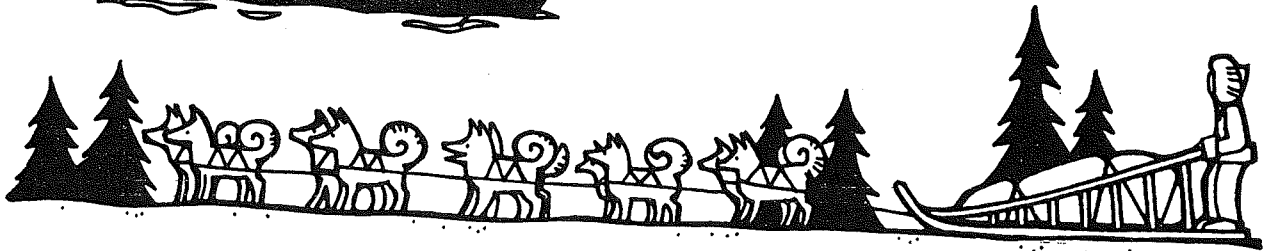
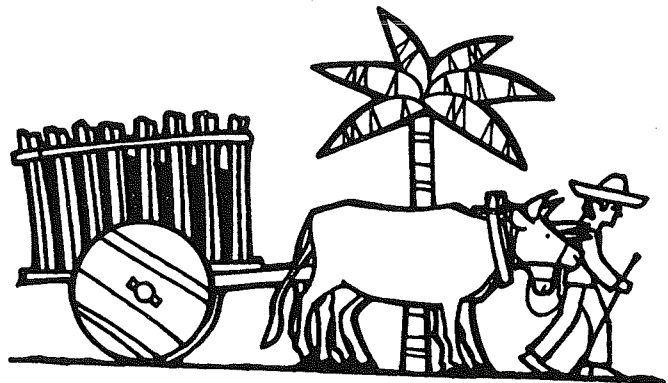
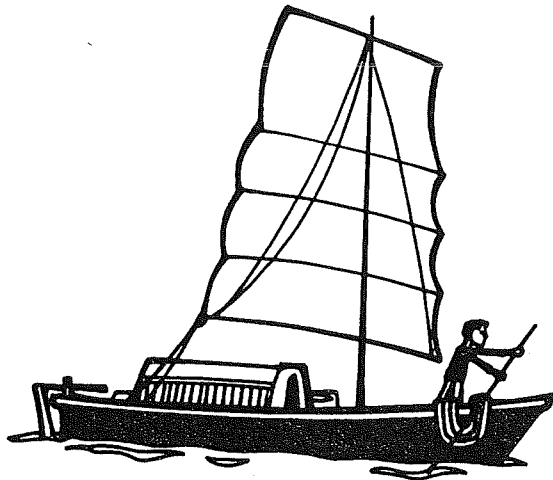
Developing Transportation

You are your culture's transportation officer. Look back over the work your group did to decide the modes of transportation people in your culture used when they migrated.

Build or draw and label at least five vehicles, roads, bridges, watercraft, or other transportation modes and routes unique to your culture.

For your transportation presentation, you could . . .

- demonstrate each vehicle
- sail model watercraft in a container of water
- use dolls or toy animals in your demonstration
- build a life-sized model of a vehicle and teach classmates how to use it



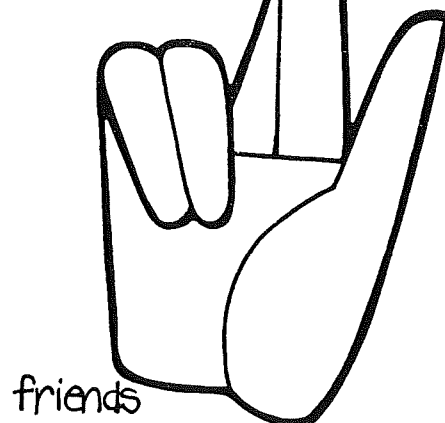
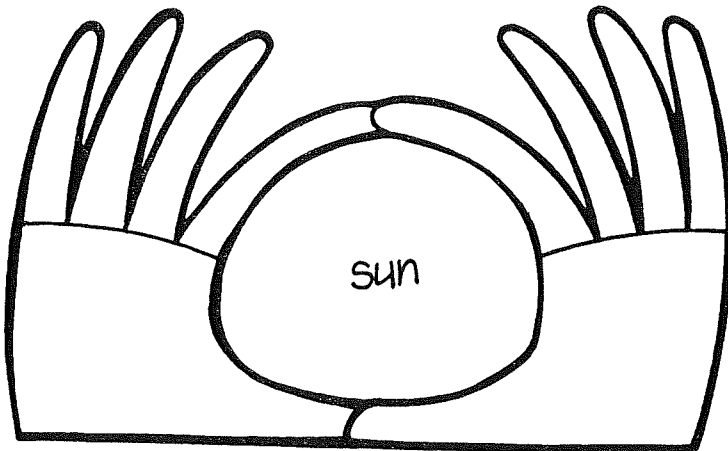
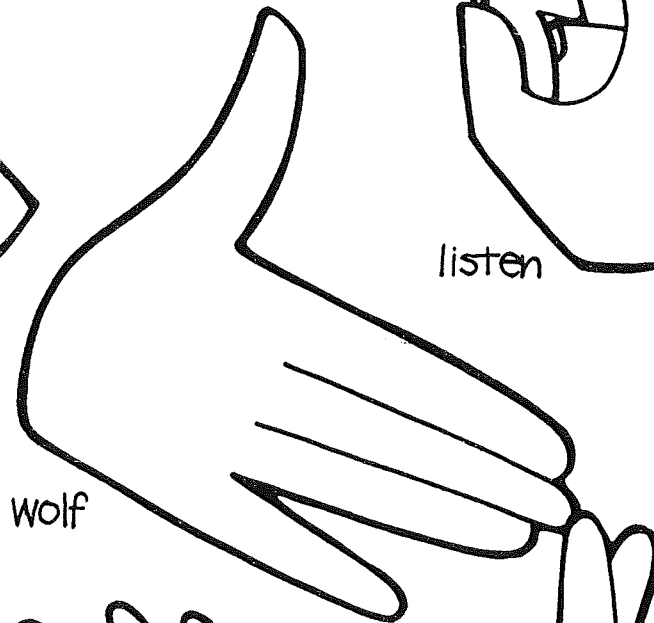
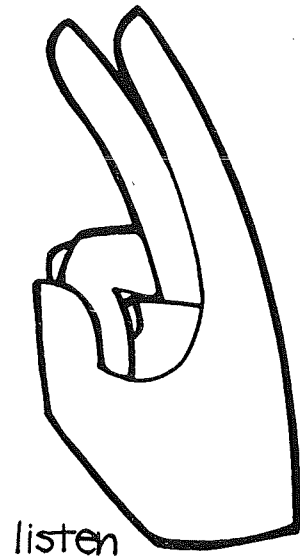
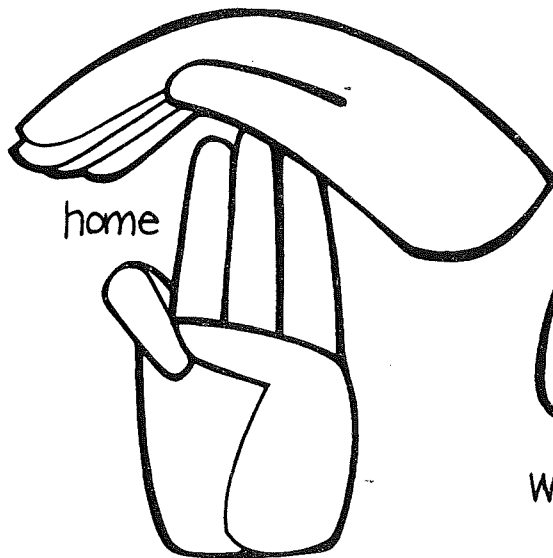
Promoting Communication

You are your culture's chief of communications. Review the work your group did on education, language, folklore, and anything having to do with communication.

Demonstrate how the people in your culture communicate by doing these three activities: (1) record and define at least six key words from your culture's vocabulary, (2) create and display two important cultural symbols, and (3) demonstrate at least one form of communication, other than talking face-to-face, that is used by your people.

For your presentation on communication, you could . . .

- make a dictionary that contains your words and their definitions
- make a poster showing body movements that are meaningful in your culture and explaining what they mean
- teach your words and/or movements to the class
- write and perform a **pantomime**, or play without words, that uses symbols and movements



Name _____

Planning Your Oral Presentations

Each group will take a turn presenting its culture to the class. Plan to use your artifacts and archaeological report to tell about your culture.

Your group will also use this time to demonstrate its games and dances and to present any reenactments, videotapes, etc. Use this page to plan the presentation you will make to the class.

Find out from your teacher the length of time you have to present your culture to the class. Use the space below to note the date and time of your group's oral presentation and to plan the sequence in which you will share your information. Estimate and record how much time each topic will take.

Date of presentation: _____ Time: _____ to _____

	sequence of topics	estimated time
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
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12.	_____	_____
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17.	_____	_____
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19.	_____	_____
20.	_____	_____

