**Sochi Olympics 2014 Unit**

7F and 7R Social Studies

Choose a learning style that most fits you.

Mini Project – Design a project from the ideas listed below or create one of your own. Your project outline must be approved and must include:

* What information you will present to the class and how it will be divided among group members
* What resources you plan to use to find the information; what resource books or websites
* Any activities or final products that you will include in your presentation; ex. a CD of culturally significant music, a fashion show of traditional clothing, teaching the class to play a national sport, food you have prepared, etc.
* Create a rubric that will be used to mark your final project/presentation.

You will be given four class periods to complete this project.

You and your group will be required to complete and pass in a progress report at the end of each class. Presentation date will be early January.

**Multiple intelligence Learning Styles**

**Naturalist –**

* Research the National flower, tree, bird, endangered animals and conservation efforts of your country. Are any of these incorporated into the 2014 games?

**Verbal/Linguistic -**

* Research the history of your country’s literature and storytelling – famous writers or books, folktales, myths, and urban legends.
* Look at the official National languages and some regional dialects. Teach the class some key phrases that they would need if they were a tourist in your country.
* Create poetry or a readers’ theatre production exploring the various aspects of your country’s participation in the Sochi 2014 Olympics – athletes, sports, uniforms, medals, etc.

**Kinesthetic** –

* Pick an Olympic athlete from your country and research their personal training schedule and how they prepare mentally and physically for their sport.
* Research the National sport(s): skills required, rules, equipment needed, scoring. Teach the class how to play.
* Examine culturally significant games, food and dance. Provide explanations of their importance and demonstrations of how to play, prepare, or move.
* Sometimes the Olympics feature demonstration sports. Create a new ‘Olympic Game’. Determine objectives, how you score, create the rules, teach the class how to play, and play the game.

**Musical/Rhythmic**

* Examine the history and meaning behind the National Anthem of your country and other culturally significant songs.
* Research traditional folk music, songs and dance. Examine their relevance in the history and culture of the country. What stories do they tell about the people of the country?
* Present on the country’s musical history; native instruments, famous musical artists, popular artists today.

**Visual/Spatial**

* Present the country’s history of artistic expression – sculptures, paintings, statues. How have these artists influenced their native country?
* Research the history of the National Flag and its emblem; its creator, its colors and their meaning; recreate these items for display.
* Design and create a classroom and door display that features relevant cultural information of your country and its involvement in the 2014 Olympics. Design an outfit like the one worn by the athletes, for one of your group members to wear.
* Create a board game or a Jeopardy game about your country’s participation in the past and current Olympics. Some categories may be Olympians, medals won, best sports, etc.
* Research and illustrate the Olympic torches through the years. Include the significance of the torch, where it starts, where it ends, how it gets from beginning to end. Include a map of this year’s Olympic Torch run.

**Mathematical/Logical –**

* Research your country’s space program, its contributions to the exploration of space, its astronauts and the significance to the country’s identity.
* Explore the great scientific discoveries, inventions, and contributions to international technological development.
* Examine advancements in the field of medicine in your country.
* Research the politics of the country, the type of government, the economic system – jobs, imports, exports, the country’s history of international relations.
* Analyze the economic benefits and costs of hosting the Olympic Games. Include an explanation of the OCOG’s (Organizing Committee for the Olympic Games) process of choosing a location for the games and the rules that the hosting country must abide by.
* Research the OCOG’s process for choosing a location for the Olympic Games. Prepare a proposal for the City of Miramichi to host a ‘Mini Olympics”.