**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**General William T. Sherman Stickman Figure Assignment Sheet**

**Directions:**

Complete a “stickman” figure for General William T. Sherman.

**Individual’s Contribution to U.S. History**

**Student Directions**

1. Using the student worksheet (provided in this packet), gather information about your individual. Record your sources using the format given to you by your teacher. **Choose information that relates to the person’s contribution to U.S. history.** *For example: Abraham Lincoln – Do not write that he loved his wife and children, (although you may find information about this in your research) but that he loved and valued freedom for all people, valued the unity of our nation, or loved politics. (Such information related to his contributions as President of the United States.)*
2. Choose a method of creating your stickman figure. Examples include drawings on construction paper, 3-D representations of the individual, and use of technology. You are not limited to these options. Discuss your ideas with your teacher before proceeding!
3. If you choose a drawing on construction paper or poster board, draw the basic figure (a “stick figure” is acceptable) or use your teacher’s template. Place the individual’s name at the top of the paper. Make sure you leave enough room for your “road” (timeline) and feet or “roots.” The “road” must be in an appropriate timeline format. *You should think to yourself “Is this wall-worthy?” or “Am I proud of my project and want it to be displayed for all to see?”*
4. Select information from your worksheet and place it in the appropriate area on the basic figure drawing. It is not necessary to use complete sentences.
5. Below is a list of parts (and their descriptions) you will include on your “stickman” figure:

* **The Brain** – Ideas. What did the person think? What were his or her beliefs or philosophy?
* **The Eyes** – Vision or Hopes. What did the person see as the future for himself or herself or America? What were his or her goals or hopes?
* **The Mouth** – Words. What was a famous or well-known quote either by or about this person?
* **Shoulder(s)** – Strengths. What were this person’s strengths and positive attributes?
* **Left Hand** – Actions. What actions did this person take? What kind of things did he or she do?
* **Right Hand** – Contributions. What was this person’s contribution to U.S. history? Why is he or she remembered?
* **Heart** – Feelings. What did this person love or value?
* **Achilles’ Heel (left heel)** – Weaknesses. What were this person’s weaknesses?
* **The Road** – Life Timeline. What were the important events in this person’s life? (In chronological order.)
* **Feet** – Background or “roots.” What influenced this person? Where did he or she come from? What was his/her family, culture, and educational background? Where did this person travel, study, and work?

6. List a minimum of 5 to 7 sources you used on a separate sheet of paper in the correct format (MLA).

**Individual’s Contribution to U.S. History**

**Student Worksheet**

1. **The Eyes** – Vision, Hopes, or Goals. What did your individual see as the future for America? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. **The Brain** – Ideas. What were the individual’s beliefs or philosophies? What drove the individual to achieve

his/her goals?

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3. **The Mouth** – Words. What was a famous or well-know quote either by or about this person?

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4. **Shoulder(s)** – Strengths. What were this person’s strengths and positive character attributes? Include how these helped the individual to make contributions to U.S. history. *(Example: George Washington’s ability to lead inspired soldiers to face the harsh winter at Valley Forge.)*

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5. **Right Hand** – Contribution. What was this individual’s major contribution to US history? Why is the person noteworthy?

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6. **Left Hand** – Actions: What 5 actions did this individual take toward achieving his/her goal, vision, or contribution?

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5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. **Heart** – Feelings. What ideas and/or values did this person cherish or embrace? *For example: Abraham Lincoln valued the unity of our nation (While Abraham Lincoln loved his wife Mary, this is NOT an appropriate response.); Martin Luther King, Jr. valued the concept of equality of all people.*

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8. **Achilles’ Heel** (left heel) – Weaknesses. What was this person’s character flaw (i.e., impatience; inability to change with the times; substance abuse)? *Note: Sometimes what seems like strength can be a weakness, like when someone is too trusting and ends up betrayed.*

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9. **The Road** – Timeline. What were 10 important events in this person’s life? You may use information from the “Action” (left hand) section. Make sure the events are arranged in chronological order on your report.

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10. **Feet** – Background or “roots.” What in this person’s past helped him/her to become successful, achieve his/her goals or influenced his/her beliefs (i.e., parents, educational background, mentors, others whose ideas influenced him/her?

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11. **Works Cited** (Sources you used—follow correct MLA format):

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Individual’s Contribution to U.S. History**

**Teacher/Student Checklist/Teacher Evaluation Form**

□ MLA works cited page must be TYPED on a SEPARATE sheet of paper and turned in

□ To be clear, these are the three items that MUST be turned in:

**□ Student Worksheet (answers to all questions in this packet)**

**□ MLA Typed Works Cited Page**

**□ “Stickman” Figure Poster or Other Representation of Historical Figure**

□ All parts of the graphic organizer (student worksheet) are complete and worksheet is turned in (see below for checklist – check off items as you complete them!):

|  |  |  |
| --- | --- | --- |
| Teacher | Student | Graphic Organizer Checklist |
|  |  | **Name of individual appears at the top of the drawing** |
|  |  | **Eyes** |
|  |  | **Brain** |
|  |  | **Mouth** |
|  |  | **Shoulder(s)** |
|  |  | **Right Hand** |
|  |  | **Left Hand**  **5 actions (associated with left hand)** |
|  |  | **Heart** |
|  |  | **Achilles’ Heel (left heel)** |
|  |  | **The Road**  **10 events**  **Appropriate timeline format** |
|  |  | **Feet (background/ “roots”)** |
|  |  | **Works cited is accurate and complete**  **Minimum of 5 to 7 *DIFFERENT* sources are used** |
|  |  | **Proper MLA format was used for works cited** |