**CHY4U Unit 1 Assignment 1**

**Annotated Map of Influence**

**Overview**

In Activity 4 of unit 1 you learned a lot about relationships between different parts of the world. In this assignment you will represent those relationships visually and geographically. You will also explain them in a constrained format with word limits. You’ll incorporate the PSDs from the activity by using quotes or excerpts to start off your explanations of the relationships.

**Explanation of the Tasks**

* You will create two annotated maps of relationships from this activity that reveal the perspectives of at least two particular places in different continental regions of the world. Examples: Kongo and Portugal, Spain and Mexico. You can use a tool such as a PPT slide, a drawing application such as Google Draw or Paint, Microsoft Word, Google My Maps, or simply drawing by hand.
* Each annotation should be approximately 100 words. It will begin with a quote or excerpt from a primary source document studied in the unit. The quote itself does not need to be part of the word count. After the quote, you should explain clear and explicit connections between the primary source and the historical perspective of a particular place on the relationship. **HTC vocabulary would be very useful, especially historical perspective, but possibly cause-consequence, continuity-change.**
* Instead of simply redrawing the routes that connect these cultures, you will draw lines to represent the following:
  + the influence of place A on place B
  + the influence of place B on place A
  + The degree of conflict between place A and B
  + The degree of cooperation between place A and B
    - Use the **width** and **colours** of the lines to represent the above concepts. You can be very creative in how you do this. Symbols can even be used to make the lines.
    - A **legend** would be very helpful in allowing readers to ‘navigate’ your map. You may have up to 100 additional words to explain the meaning behind the lines in your legend.
* Annotations are primarily explanations but they may be guided by questions. For example, “Were the Portuguese motivated more by religion or economics in their interactions with the Kongolese?” Of course you must give your answes.

Work periods: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Due date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHY4U Rubric for Annotated Map of Influence**

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

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| --- | --- | --- | --- | --- | --- |
|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **MARK** |
| **Knowledge/ Understanding**  Annotations have specific examples of economic, political, religious and social issues from 2 different regions | demonstrates **thorough** understanding of relevant economic, religious, political, and social issues/ terms from 2 or more regions   * Carefully chosen details | demonstrates considerable understanding of relevant economic, religious, political, and social issues/ terms from 2 regions   * Good amount of details | demonstrates some understanding of relevant economic, religious, political, and social issues/ terms from 2 regions   * Some details | demonstrates limited understanding of relevant economic, religious, political, and social issues/ terms from 2 regions   * Vague, lacking in details or rambles on |  |
| **Thinking**  Primary source quotes (4) represent different perspectives from 2 different regions | reveals **relevant and diverse perspectives** by thoroughly analysing different primary sources | reveals different perspectives by analysing primary sources with considerable effectiveness | partially uncovers perspectives by analysing primary sources with some effectiveness | minimally uncovers perspective(s) by analysing primary sources with limited effectiveness |  |
| **Application**  Legend makes clear connections between various historical perspectives in annotations and visualization of connection routes (lines) | makes significant and **insightful** connections between historical perspectives in annotations and through **clear and creative** depiction of routes (lines) | makes significant connections between historical perspectives in annotations and through relatively clear depiction of routes (lines) | makes some connections between historical perspectives in annotations and through depiction of routes (lines) | makes few connections between historical perspectives in annotations and through fuzzy depiction of routes (lines) |  |
| **Communication**   * Maps are clearly organized, using colour * Annotations for each relationship are clearly relevant and persuasive and selective (100 words) | - organizes and structures the maps and annotations with a high degree of effectiveness **(message clearly comes across with an obvious legend)**  - annotations are **persuasive** in tone, **using relevant HTC vocabulary**  - word limit forces **selective and careful** use of language | - organizes and structures the maps and annotations with considerable effectiveness  - annotations have clarity and are somewhat persuasive  - word limit is considered | - organizes and structures the maps and annotations with some effectiveness  - annotations have some clarity of ideas and persuasiveness  - word limit is somewhat considered | - organizes and structures the maps and annotations with little effectiveness  - annotations have little clarity and persuasiveness  - word limit is ignored |  |
| **SCORES** | 4++ = 100, 4+ = 95, 4 = 88, 4- = 82, 3+ = 78, 3 = 75, 3- = 72, 2+ = 68, 2 = 65, 2- = 62, 1+ = 58, 1 = 55, 1- = 52, < Level 1 does not meet the expectations of this assignment. | | | | |

**Learning Goals and Success Criteria for Annotated Map of Influence**

* We are learning the concepts of historical thinking so that we can analyse, evaluate or make judgements about historical events.
  + I can apply the criteria for historical perspective to help make conclusions about past events.
* We are learning to analyse relations between different groups in various regions of the world so that we can understand how various factors affected these relations.
  + I can demonstrate in my annotated map how different groups/regions were connected and the impact of these interactions.
* We are learning to analyse relations between different groups in various regions of the world between 1450-1650.
  + I can represent the relationships between two different regions through my use of symbols, and routes on annotated map.
* We are learning to apply skills of historical investigation so that we can understand different perspectives.
  + I can compare different perspectives using primary sources.
* We are learning to organize our thinking so that we can communicate ideas clearly.
  + I can take notes to organize my ideas and communicate them in the discussions and in my annotated map.
* We are learning to analyse relations between different groups in various regions of the world so that we can understand how various factors affected them.
  + I can demonstrate in my annotated map how different groups/regions were connected and the impact of these interactions.

**Curriculum Expectations**

**Inquiry Strand:**

* **A1.2** select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources (e.g., primary sources), ensuring that their sources reflect a range of perspectives;
* **A1.6** use the concepts of historical thinking (i.e., historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/ or developments
* **A1.8** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., annotated map)

**Overall: B1. Social, Economic, and Political Context:** analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: Historical Significance; Historical Perspective);

**Overall: B2. Communities, Conflict, and Cooperation:** analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: Cause and Consequence; Continuity and Change).

**Specifics**:

* **B2.1** explain some key reasons for increasing contact between various societies during this period (e.g., increased trade, exploration, including transoceanic voyages; imperial ambitions and rivalries; warfare), and assess the impact of this contact on different peoples (e.g., with reference to the impact of European invaders or colonizers on indigenous peoples of the Americas, the African slave trade, the growing number of Christian missionaries in Japan);
* **B2.3** analyse causes and consequences of some key social, economic, and/or political conflicts in various regions of the world during this period (e.g., the intended and unintended consequences of the rule of imperial powers on local indigenous peoples; the role of conflict in the decline of the Inca or Aztec Empire; and the consequences of these conflicts for people in these countries);
* **B2.5** analyse the impact of some key instances of social, economic, and/or political cooperation in various regions of the world during this period (e.g., cooperation between colonists and indigenous people, cultural exchange, expansion of trade);