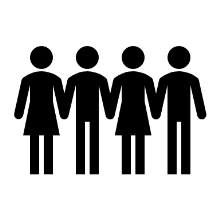
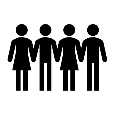
**CHY4U Unit 1, Assignment 2**

**Two Gatherings**

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*Non-powerful vocabulary:*

*obedience, struggle, oppression, justice, fairness, value, inequality*

*Powerful vocabulary:*

*power, agency, authority, hierarchy/position, dominant, control, stability, influence*

*This assignment will have oral/in-class and written components.*

1. **The Conference of the Influential**

*Choose one historical figure who had influence between 1450 and 1650. Full list on blog.*

1. Introduce your figure and your region to the conference. [this is context]. Who is your person? What’s your situation? What’s going on in your culture? Cite your research. It is best to write out of role. **– oral 30 seconds, written at least a half-page, typed, double-spaced.**
2. Present a resolution (your main argument) that addresses the greatest need/the biggest problem you face in the context of international events. Essentially, your need/problem must have something to do with your culture’s interaction with other cultures. Remember that “the greatest need” will be defined by the **perspective** of the figure you choose. Your resolution will probably be quite **short** (a sentence or two). You may want to start your resolution like this:

* "I submit to this conference that …" **Write in role**.

1. Explain your resolution. Explain your reasons for your problem. Incorporate specific references to at least one primary source considered in this unit. Cite quotes. **Written only – at least half a page, typed, double-spaced.** You may write this section in role or out of role. Please be very detailed here. Use HTCs throughout.
2. **The Gathering of the Powerless**

*Choose a powerless person (such as a peasant woman from Europe, a slave from the Kongo, or an Aztec farmer) from the period from 1450 to 1650. Full list on blog.*

1. Introduce your figure and your region to the conference. [this is context]. Who are you? What’s your situation? What’s going on in your culture? Cite your research. It is best to write out of role. **– oral 30 seconds, written at least a half-page, typed, double-spaced.**
2. Present a resolution (your main argument) that addresses the greatest need/the biggest problem you face that has something to do with the outside world. Essentially, this means your greatest need must have something to do with your culture’s interaction with other cultures. Remember that “the greatest need” should also be defined by this person’s **perspective** and their lack of **agency**. Your resolution will probably be quite **short** (a sentence or two). You may want to start your resolution like this:

* "I submit to this conference that …” **Write in role**.

1. Explain your resolution. Explain your reasons for your problem. Incorporate specific references to at least one primary source considered in this unit. Cite quotes. Written only – at least half a page, typed, double-spaced. You may write this section in role or out of role. Please be very detailed here. Use HTCs throughout.

**Perspective vs. Presentism**

This activity focuses on **historical** **perspectives**. You need to understand the problems and issues that these figures faced; this is not, however, the same as knowing how these people *felt* about these problems and issues. For example, you can show that you understand the **perspective** of a Korean woman from the 17th century by stating:

*“My second husband died two years ago. I did not have the means to support myself, so I remarried last year. In Korea, it is now believed that women like me who seek a third marriage are immoral. In fact, laws have been passed that limit the opportunities for my children. This means my newborn son will never have a chance to enter the civil service. This was not always the case. In the past, women who married three times were not subject to ridicule. Now, we are publicly identified and shamed.”*

Notice that the example above does not tell you how the woman *feels*. Applying our own feelings or values to historical actors is called **presentism**, and should be avoided. Imagine that the following sentences followed those we just examined:

*“This is clearly a violation of my rights. I should have the same rights and opportunities as men, and I should have the freedom to do whatever I wish.”*

This last sentence is an example of **presentism** because it imposes modern values on an historical actor, a Korean woman from the 17th century.

**FORMAT:**

* To be discussed in-role in class on: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. You may not get time to present at both conferences in class but you need to have both conferences ready to hand in on paper. Be prepared to discuss with each other in role. This is not for marks but it makes the assignment interesting, engaging and it helps you to understand what you’re learning.
* You will hand in all of your written work on the same day as the gathering.

**Curriculum EXPECTATIONS for Two Gatherings**

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| **Overall Expectations:**  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  B3. Identity, Citizenship, and Heritage: analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650  **Specific Expectations:**  A1.2 select and organize relevant evidence and information on aspects of world history from a variety of primary and secondary sources, ensuring that their sources reflect a range of perspectives;  A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry;  A1.6 use the concepts of historical thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/ or developments in world history;  A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating;  A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose;  A1.9 use accepted forms of documentation to reference different types of sources. |

**LEARNING GOALS/SUCCESS CRITERIA**

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| **What are the Learning Goals of this Activity? What are the Success Criteria of this Activity?**  We are learning to…   * We are learning to compare the impact of interactions between different groups and individuals.   + I can identify two historically significant individuals representing perspectives of both influential and powerless. * We are learning to analyse the contributions and perspectives of individuals between 1450-1650.   + I can identify the contributions and perspectives that affected the identity of people between 1450-1650. * We are learning to select and organize primary source evidence.   + I can select two primary sources to reflect the perspective of one influential individual and one powerless individual. * We are learning to use the concepts of historical thinking.   + I can use the criteria of historical perspective to support my choices. * We are learning to make conclusions using evidence.   + I can make resolutions that clearly reflect the concerns of specific groups to demonstrate the disparity at the time. * We are learning to communicate ideas clearly in writing.   + I can clearly communicate ideas in introductions and in resolutions. * We are learning to accurately cite sources in proper format.   + I can cite all sources (primary/secondary) accurately and fully. |

**CHY4U Rubric for Two Gatherings**

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

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| Category/ Criteria | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Mark** |
| **Knowledge and Understanding**  **Knowledge and Understanding** Introduction (context) demonstrates understanding of the perspectives of 2 historically significant individuals and how these individuals reflected/contributed to their society’s **identity** | Demonstrates **thorough** understanding of context of the 2 people:  - All “w” questions addressed in **good detail.** | Demonstrates considerable understanding of the context of the 2 people:  - Most “w” questions addressed in good detail. | Demonstrates some understanding of the context of the 2 people:  - Some “w” questions addressed with some detail. | Demonstrates limited understanding of the context of the 2 people:  - Little detail or inaccurate. |  |
| **Thinking**  **Thinking**  Uses evidence to justify resolutions through **choice** of relevant primary source quotes that are properly cited | Uses **highly appropriate, relevant and properly** cited evidence from primary source document(s) to support **insightful** resolutions. | Uses appropriate and properly cited evidence from primary source document(s) to support the resolutions. | Uses somewhat relevant evidence from primary source document(s) to support the resolutions, with some citations. | Uses little evidence from primary source document(s) to support the resolutions, with few citations. |  |
| **Application**  **Application**  Makes resolutions that reflect the **disparity** at the time | Makes **arguable and insightful** resolutions that **clearly** reflect the disparity at the time:  - Wisely chosen to show gap between powerful and powerless. | Makes useful resolutions that mostly reflect the disparity at the time. | Makes resolutions that clearly reflect the concerns of specific groups to demonstrate the disparity at the time  Makes mediocre resolutions that somewhat reflect the disparity at the time. | Makes resolutions that clearly reflect the concerns of specific groups to demonstrate the disparity at the time  Makes weak resolutions that hardly reflect the disparity at the time:  - May seem randomly chosen or chosen for convenience |  |
| **Communication**  **Communication**  Persuasive use of language and relevant HTC terms (especially **historical perspectives**) throughout without employing presentism | Language in the introduction and resolutions is highly persuasive, well-construct-  Language is **highly persuasive, relevant to the role** and supported with **highly appropriate and diverse** historical thinking terms.  No presentism. | Language is persuasive, in-role where needed and supported with appropriate historical thinking terms.  No presentism. | Language is somewhat persuasive and sometimes in role; supported with some historical thinking terms.  Presentism suggested. | Language is partially persuasive, may be in role, and supported with few or irrelevant historical thinking terms.  May have elements of presentism. |  |
| **SSCsores** | 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. | | | | |