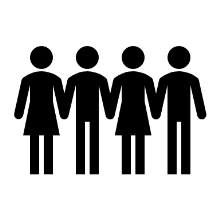
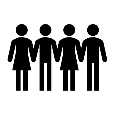
**CHY4U Unit 1, Activity 9 – Two Solitudes Assignment – A Unit Culminating Activity**

**A Rare Opportunity for the Powerless to Speak to the Powerful**

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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 written and oral/in-class components.*

*Choose a historical figure from the period between 1450 and 1650, one who either had influence/power or who didn’t. You will be paired with the person’s opposite. You will do some research and then come prepared for an interesting and revealing conversation.*

*Bring the following research / write-up to the in-class conversation on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_:*

1. Your person’s and your time’s context: Who is your person? What’s your situation? Answer the “w” questions about “you”. What’s going on in your culture/society at the time? Cite your research. It is best to write this part out of role. **Written, at least a half-page, typed, double-spaced.**
2. A short summary of what makes you influential or non-influential. It is best to write this in-role. **Written, one short paragraph. Then read at the conversation**.
3. Explain what you would say to those who have less/more power than you to justify your power or your grievances. Incorporate two specific quotes from at least one primary source considered in this unit. Cite quotes. **Written– at least half a page, typed, double-spaced.** Write this section in role or out of role (your choice). Please be very detailed here. Use HTCs throughout (e.g., historical perspectives).
4. Be prepared to speak in-role with your counterparts and opposite and to respond to them, in-role. In other words, be ready to have multiple conversations, in-role.

**Always check the rubric.**

**Two Solitudes Roles**

*Pairings are required.*

*For example: #1 Powerful can only be chosen if #1 Powerless is also chosen.*

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| **Powerful** | **Powerless** |
| 1. Askia Mohammad | 1. Person conquered by Askia Mohammad |
| 1. Mehmed II | 1. Non-Muslim citizen of Constantinople |
| 1. The Doge of Venice | 1. Venetian woman or ordinary person |
| 1. Ferdinand and Isabella | 1. Moor or Jew in Spain |
| 1. Luther | 1. Catholic person / “sheep” or Protestant |
| 1. Pope Leo X | 1. Protestant follower or Luther |
| 1. Inquisitor Kramer or Sprenger | 1. Midwife/ peasant woman/ witch |
| 1. Columbus | 1. Native of Caribbean |
| 1. Cortes | 1. Native Aztec |
| 1. La Malinche | 1. Native Aztec (or person related to La Malinche) |
| 1. Las Casas | 1. Indigenous person of Hispaniola or Mexico |
| 1. Moctzeuma | 1. Ordinary Aztec person |
| 1. Shogun Toyotomi Hideyoshi or Tokugawa Ieyasu or Tokugawa Iemitsu | 1. Japanese Christian (but not a daimyo), ordinary peasant |
| 1. Daimyo | 1. Japanese Christian |
| 1. Wanli Emperor of China | 1. Chinese Christian |
| 1. Ricci | 1. Person who seeks influence in the Chinese court |
| 1. Confucian Scholar | 1. Chinese Christian |
| 1. Medici ruler of Florence | 1. Galileo or heliocentric believer |
| 1. King Manuel I of Portugal | 1. Kongolese slave or King Afonso |
| 1. King Afonso | 1. Kongolese slave involved in the slave trade |

**Curriculum EXPECTATIONS for Two Solitudes**

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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 a historically significant individual representing either the perspective of influential or 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 a primary source to reflect the perspective of an influential individual or a powerless individual. * We are learning to use the concepts of historical thinking.   + I can use the criteria of historical perspective to support my choice of role (powerful or powerless). * We are learning to communicate ideas clearly in writing and orally.   + I can clearly communicate ideas in the three sections (a, b, c). I can clearly communicate ideas in role on the day of conversation. I can not only speak about myself but respond in-role to my “opponent”. * We are learning to accurately cite sources in proper format.   + I can cite all sources (primary [for section c] and secondary [for section a]) accurately and fully in Chicago style. |

**CHY4U Rubric for Two Solitudes**

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

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| Category/ Criteria | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Mark** |
| **Knowledge and Understanding**  **Knowledge and Understanding**  **Context** demonstrates understanding of your person and the time he/she lived in  Written | Demonstrates **thorough** understanding of context of your person and time.  - All “w” questions addressed in **good detail.** | Demonstrates considerable understanding of the context of your person and time.  - Most “w” questions addressed in good detail. | Demonstrates some understanding of the context of your person and time (more person):  - Some “w” questions addressed with some detail. | Demonstrates limited understanding of the context of your person and the time (more person):  - Little detail or inaccurate. |  |
| **Thinking**  **Thinking**  Uses evidence to justify your power or grievance through **choice** of relevant primary source quotes that are properly cited  Written | Uses **highly appropriate, relevant and properly** cited evidence from primary source document(s) to support **insightful** statements of power or grievances. | Uses appropriate and properly cited evidence from primary source document(s) to support the statements of power or grievances. | Uses somewhat relevant evidence from primary source document(s) to support the statements of power or grievances, with some citations. | Uses little evidence from primary source document(s) to support the statements of power or grievances, with few citations. |  |
| **Application**  **Application**  Uses evidence to argue your power or grievances such that you reflect the **disparity** at the time  Written | **Insightfully argues with** evidence to **clearly** reflect the disparity at the time:  - Wisely chosen role enables you to show gap between powerful and powerless. | Argues with evidence to generally reflect a gap in power at the time. | Makes resolutions that clearly reflect the concerns of specific groups to demonstrate the disparity at the time  Uses evidence to make mediocre conclusions about the gap in power at the time. | Makes resolutions that clearly reflect the concerns of specific groups to demonstrate the disparity at the time  Uses little evidence to make weak arguments about the gap in power at the time.  - Role 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  Written and oral (see note below) | 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 (in-role statements chosen very carefully to reflect the past, not the present)  Oral contributions are sharp, responsive, creative, reflective | Language is persuasive, in-role where needed and supported with appropriate (expected) historical thinking terms.  No presentism.  Oral contributions are generally valuable yet not as deep as possible | Language is somewhat persuasive and sometimes in role; supported with some historical thinking terms.  Presentism suggested.  Oral contributions are somewhat valuable: able to respond in role | Language is partially persuasive, may be in role, and supported with few or irrelevant historical thinking terms.  May have elements of presentism (in-role writing is more personal than historical).  Most oral contributions refer to the written work only. |  |
| **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. | | | | |

**Note:** Oral contributions will be taken into consideration where possible, mostly under communication. However, the written work must be completed on the day of the gathering for oral remarks to be considered.