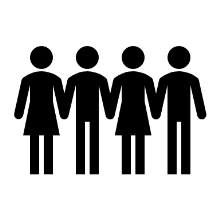
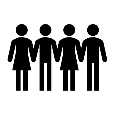
**CHY4U Unit 1 Culminating Activity – Two Solitudes**

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

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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*

*Choose a pair of historical figures from the period between 1450 and 1650, one who had influence/power and one who didn’t. You will do some research and write your results.*

*Write-Up:*

1. Your people’s and your regions’ context:

* For both people:
  + Who is your person? What’s your situation? What’s going on in your culture at the time?
  + Cite your research.
* It is best to write this part out of role.
* **Written, at least a half-page per person, typed, double-spaced.**

1. A short summary of what makes each person influential or non-influential.

* It is best to write this part in-role.
* Cite if based on research.
* **Written, two short paragraphs.**
* **Make sure to highlight the disparity (difference).**

1. A dialogue between the two people: what each would say to each other if they had the hypothetical chance to meet.

* Those who have more power might want to justify their power?
* Those with less power might want to express their grievances?
* Incorporate at least two references to a **primary source** considered in this unit for each person. Cite quotes.
* **Written– at least half a page, typed, double-spaced.**
* Write this section in-role as your people (like a play). Please be very detailed here.

Use HTCs throughout

**Roles**

|  |  |
| --- | --- |
| **Powerful** | **Powerless** |
| 1. Askia Mohammad | 1. People conquered by Askia Mohammad |
| 1. Mehmed II | 1. Non-Muslim citizens of Constantinople |
| 1. Ferdinand and/or Isabella | 1. Moors and/or Jews in Spain |
| 1. Columbus | 1. Natives of Caribbean (Taino and/or Caribs) |
| 1. Cortes | 1. Native Aztecs |
| 1. Las Casas | 1. Indigenous people of Hispaniola or Mexico |
| 1. Moctezuma | 1. Ordinary Aztecs or others from the Triple Alliance |
| 1. King Manuel I of Portugal | 1. Kongolese servants/slaves |
| 1. King Afonso | 1. Kongolese slaves 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 choices. * We are learning to communicate ideas clearly in writing.   + I can clearly communicate ideas in the three sections. * We are learning to accurately cite sources in proper format.   + I can cite all sources (primary/secondary) accurately and fully. |

**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 the perspectives of your roles | Demonstrates **thorough** understanding of context of your people:  - All “w” questions addressed in **good detail.** | Demonstrates considerable understanding of the context of your people:  - Most “w” questions addressed in good detail. | Demonstrates some understanding of the context of your people:  - Some “w” questions addressed with some detail. | Demonstrates limited understanding of the context of your people:  - Little detail or inaccurate. |  |
| **Thinking**  **Thinking**  Uses evidence to justify your people’s power and grievance through **choice** of relevant primary source quotes that are properly cited  (minimum two quotes - one per person) | 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**  Makes statements of power and grievances that reflect the **disparity** at the time | Makes **arguable and insightful** statements that **clearly** reflect the disparity at the time:  - Wisely chosen to show gap between powerful and powerless. | Makes useful statements 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 statements 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 statements 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 (in-role statements chosen very carefully to reflect the past, not the present) | 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 (in-role writing is more personal than historical). |  |
| **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. | | | | |