**CHW3M China Assignment – Writing in Role**

Choose one of the following topics: Write your answer in-role as the designated person. Writing in-role means that you use the voice of an historical character. You are to write (speak) with his or her **bias**, meaning you understand the person’s preconceived views on events.

Augustus would have written with a positive bias about Julius Caesar, his “father.”

Aspasia, Pericles’ companion, would have spoken positively about him when he died during the Peloponnesian War. However, Spartans would have had a negative bias toward Pericles because he was their enemy.

**Length:** Approximately 1 to 3 paragraphs. No more than two pages double-spaced, typed.

**Sources**: You do not need to do outside research; use the materials from class. Be as specific as possible in using at least three historical details.

**Style**: In-role means you don’t have to write in a formal academic style. However, you must still use proper grammar and spelling.

**Note**: If you want to do the inverse of any of the topics below, ask Ms. G (if you understand what Ms. G means by ‘inverse’ you are entitled to ask to do this variation on a topic.)

1. Explain what Confucius would have thought of the First Emperor.
	* No, he wasn’t alive during the First Emperor’s rule, but it’s a clever way show your understanding of his ideas by applying them to the actions of the First Emperor.
2. Explain, in Emperor Taizong’s own words, how he likes some of Confucius’s ideas and has applied them, AND how he is not like the First Emperor.
	* No, they did not live at the same time, but it makes sense for Taizong to use Confucius’ ideas since by the Emperor’s time Confucius was extremely well known.
3. Explain, in her own words, how Empress Wu would have felt about Confucius’s ideas.
	* No, they didn’t live at the same time, but everyone in China knew of Confucius at the time of Empress Wu so it’s totally reasonable for her to discuss applying his ideas.

**Evaluation**: K, C (see rubric on next page)

**Rubric for China Assignment**:

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| **Criteria** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Score** |
| **Knowledge**Shows knowledge of themes of Chinese civilization, especially stability\* | Demonstrates consistent and thorough knowledge of themes of Chinese civ (especially stability) | Demonstrates considerable knowledge of themes of Chinese civ (especially stability) | Demonstrates some knowledge of themes of Chinese civ (especially stability) | Demonstrates limited knowledge of the themes of Chinese civ (stability a must) |  |
| **Communication**Expression and organization of ideas and information in written form- Writes in-role to express the correct bias | Uses in-role writing in a highly effective manner to convey realistic and accurate bias:- highly persuasive and relevant, not presentist | Uses in-role writing with considerable effectiveness to convey correct bias:- generally persuasive, not presentist | Uses in-role writing with some effectiveness to convey aspects of correct bias:- somewhat persuasive | Uses in-role writing with limited effectiveness – limited use of bias (may or may not be correct bias):- vague, general, flat, possibly not consistently in role; possibly elements of presentism |  |
| 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; below level 1 does not meet the expectations for this assignment.  |

**\*Overall Curriculum Expectations:**

A1. Historical Inquiry:use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500

 **Specific**: A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose

C1. Social, Economic, and Political Context: analyse key social, economic, and political structures and developments in three or more flourishing societies/ civilizations, each from a different region and a different period prior to 1500

C2. Stability and Expansion: analyse how various factors contributed to the stability, consolidation, and/or expansion of flourishing societies/civilizations from different regions and different periods prior to 1500

**Specific**: C2.1 explain how various factors contributed to the stability of societies (e.g., an established religion, effective bureaucracy, family structures, education, interdependent classes, effective approaches for settling disputes, defences, legal codes), and assess the importance of stability to a flourishing civilization

C2.4 describe educational practices in various flourishing societies/civilizations (e.g., with reference to the roles of the home, schools, early universities; books; the influence of philosophers), and explain how they contrib­uted to stability in these societies

C2.5 analyse the influence of religion/spirituality in various flourishing societies/civilizations, and explain how it contributed to stability in these societies

C3. Identity, Citizenship, and Culture: assess the contributions of various individuals and groups to the development of identity, citizenship, and culture in three or more flourishing societies/civilizations, each from a different region and a different period prior to 1500

C3.2 assess the political, social, and/or philosoph­ical contributions of various individuals to the society/civilization in which they lived