World History Culminating

CHW3M
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Dec. 2022

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January 2021

This presentation is based on what I created for my grade 11 World History course culminating activity last January. I only used part of it because we went back online and I didn't follow-through with the entire CCA.

However, if I were teaching this course right now this is what I'd use. And I'd feel pretty excited about it, especially in light of learning gaps that have built up from the pandemic.

I hope you enjoy and find it useful.

Link to folder.

Part 1 - Medieval Pageant

Ms. or Mr. Continuity, Ms. or Mr. Change - crowning winners

- Based on characters from the Middle Ages, China and Islamic Civilizations
  - The last 3 units in my course
- Individual, no groups
- Offers choice (of characters and of 'civilization')
- 2-minute speech boasting why their character is deserving of the title Ms. or Mr. Change or Ms. or Mr. Continuity + Extended Paragraph + <u>Poster</u>
- In-role
- Focus on HTC: Continuity and Change
  - But not the overlap between them
- Focus on paragraph writing skill (my skill focus of the course)

MIDDLE AGES TOPICS (textbook page numbers in round brackets):

Early Middle Ages Time Period
1. Justinian the Great (497-499) [Byzantine Emperor]
2. Charlemagne (509-511) [unity, Christianity]
3. Al Farghani [Muslim astronomer]
4. Avicenna or Ibn Sina [Muslim thinker and medical writer]
5. Al Khwarizmi [Muslim mathematician]
6. Empress Wu [ruler] see China chapter
7. Emperor Taizong [ruler] see China chapter

High Middle Ages
8. William the Conqueror (532-534) [invasion, Domesday Book]
9. Al Tusi [Muslim astronomer]
10. Saladin (238, 239, 537) [Muslim leader during the Crusades]
11. Eleanor of Aquitaine [wife of French and English kings, mother of Richard the Lion-Hearted]
12. Richard I [Crusader and English king]
13. Peasant/serf
14. Architect of a castle
15. Monk or nun
16. Genghis Khan [Mongol leader]

Late Middle Ages
17. Mansa Musa [Muslim leader of Mali]
18. Ibn Battuta [Muslim explorer]
19. Joan of Arc (575, 576-577) [French leader during Hundred Years War and hero]
20. Johannes Gutenberg (575, 580-581) [inventor of printing press]
21. Christine de Pizan (575, 578) [French writer]
22. Zheng He [Chinese admiral] see China chapter

Notes from 2-3 sources must be shown to Ms. G on <mark>date</mark>

CHW 3M Middle Ages Speech-Paragraph: Note-taking Sheet

Character: _____

Source: _____

_____

Last, First. Title of the Source. City: Publisher, Year.

Page #	General point (like a heading – **W-H Question**, area of proof, context, PERSIAT)	Details, examples – real-life things that your person did, said, believed, etc. (make them specific)	Connection to Continuity or Change (+ guidepost) and/or context to highlight

CHW3M Outline Template for CCA Paragraph/Speech *Expand the spaces as needed*

<mark>**Topic Sentence (TS)**</mark> [main argument + sub-topics described]

(The outline is not valuable without your TS because the TS provides your argument.)

1. Point	General idea of first supporting evidence of continuity or change.
1. Example	Specific, DETAILED example that supports the argument in your TS
Citation (Chicago Style footnote)	
1. Argument	Explain how the example proves the TS **and** relates to continuity & change (explain, don't list or summarize - explain a guidepost connection if possible) - Why should you win the contest?

How to Show Context

In your CCA paragraph

Context = PERSIAT

Show what you know

Depending on your person, one or two letters may be more important than the others

If you're a leader, what's going on **politically** at the time and in your civ? Who has the most power? How is power distributed? Who is fighting for more power?

If you're a **religious** figure or live in a sacred society, what are the key values of your religion? How does it affect people's daily lives?

Use **dates** - There's no context if the reader/listener doesn't know what the time period is.

P = political

E = economic

R = religious

S = social
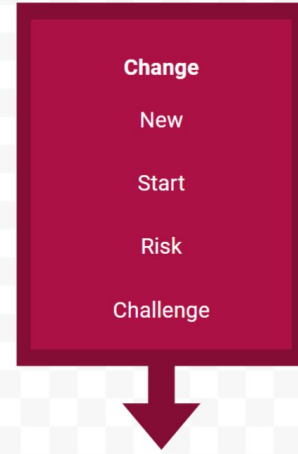
I = intellectual

A = artistic

T = technological

Progress and Decline

For groups of people

Continuity

- Same
- More of
- Stability
- Tradition
- Keep
- Maintain
- Reinforce

Change

- New
- Start
- Risk
- Challenge

Pace

Of change
Slow
Fast
Non-existent

Turning Points

In pace of change or direction of change

Do NOT show overlap of continuity and change!

CAUTION

Strong Positions

Verbs, or action words or emotional states, help you take a position on a topic.

Akhenaton's rule <u>affected</u> many groups of people. BLAH.

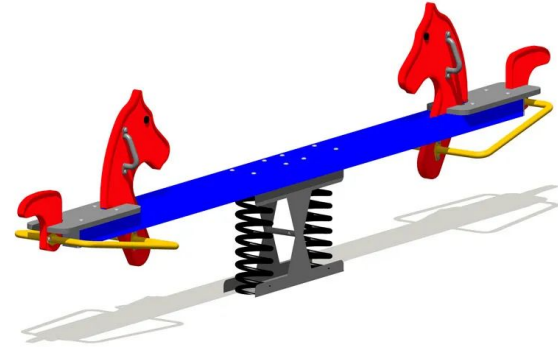Akhenaton's rule <u>negatively</u> affected many groups of people. BETTER.
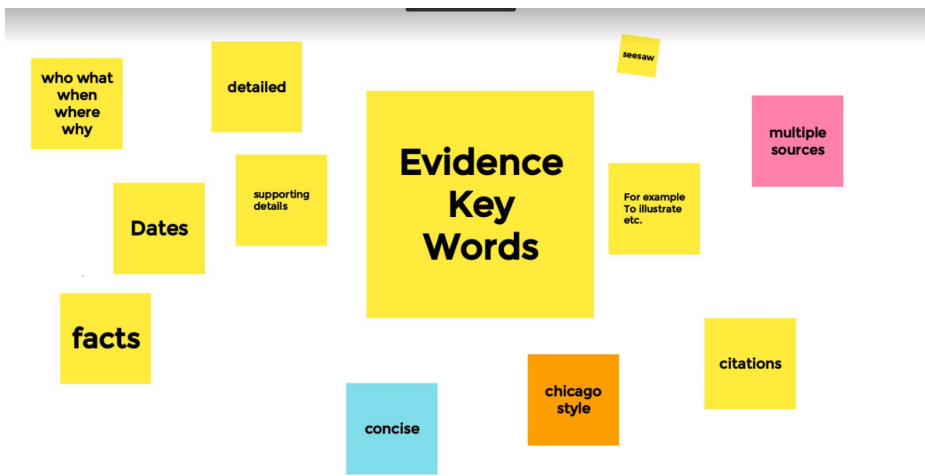
Akhenaton's <u>rule severely disrupted</u>… BEST

Which is blah, better, best?

Hatshepsut <u>paid attention to</u> Ma'at during her rule.

Hatshepsut <u>ruled according to</u> Ma'at during her reign.

Hatshepsut <u>cleverly grasped the value of</u> Ma'at during her rule.

Evidence Key Words

who what when where why

detailed

seesaw

multiple sources

supporting details

Dates

For example To illustrate etc.

facts

citations

concise

chicago style

Argument key words

therefore

relates to the ts

Have a main idea

seesaw

relate back to HTC

argue what the TS says

continuity

be clear

connect back to TS

explanations

transition words

explain your evidence and make connections

A balanced seesaw

Detailed

The Persians ruled their empire in a politically skillful way by appointing local governors (satraps) who gave the appearance of local control through institutions such as courts, laws and government bureaucracy. However, their main job was to provide income from the satrapy (province) to the Persians. This in turn helped keep the central administration strong while making the non-Persians of the empire feel trusted*.

*Michael Burgan, Empires of Ancient Persians (New York: Chelsea House Publishers, 2010), p. 80.

Vague

The Persians ruled their empire in a nice way by being multicultural and tolerant of other people in the statrapys (provinces).

facts

details

specific events

real-life things that happened

dates

VS

vague

general

random

irrelevant

Sentence Starters

I, ____, should win the contest for Mr. Continuity because I did the most to maintain ^stability in my empire through ...

I, ____, am Ms. Continuity because I uphold the ^traditions of the Catholic Church through...

^ = place to add an adjective for a stronger argument.

Teacher Exemplar

Persuasive Topic Sentence

I, Martin Luther, should be voted Mr. Change because I introduced a new religion to western Europe - Protestantism - that gave people more of an individual relationship with God - something they sadly never had under the rule of the corrupt Roman Catholic Church.

Examples and Arguments:

Note: 3 detailed examples to support the topic sentence, followed by three persuasive, well-explained arguments including HTC (no guideposts because I don't want anyone to copy me). Persuasive language is **bolded**. Context is indicated.

1. By writing my 95 Theses, my serious and indicting complaints against the Catholic Church, in 1517 and posting them on the church door in Wittenberg, Germany, I made it clear that the Catholic Church's practice of using indulgences to let people into heaven was **corrupt**. Heavens - it's hard to understand how in a sacred world the Catholic Church had been allowing people to pay a fee for a certificate that allowed their sins to be burned off in purgatory so that they could get to heaven - the destination we all desire. This goes against the very Godly idea of forgiveness through conscience or true belief. Here's a catchy quote from my **masterful** 95 Theses: "Thus those preachers of indulgences are in error who say that, by the indulgences of the Pope, a man is loosed and saved from all punishment[1]." This absolutely proves that I am Mr. Change because I wanted to put a stop to a practice that the Church had been **corruptly** engaging in ever since the printing press sped up the process of creating those **infernal** and **worthless** certificates that earned them riches at the expense of poor sinners.

2. My next proof of why I should win Mr. Change relates to being excommunicated from (kicked out of) the Catholic Church by Pope Leo X in 1521. After the Catholic Church arranged my scholarly discussions around the 95 Theses with fellow theologian Johannes Eck, this so-called Catholic revealed his true heart and pushed the Pope to send his papal bull recommending labeling me as a heretic and pushed for subsequent excommunication. The bull (a papal letter or official document) said that by not recanting within 60 days (taking back what I said in my 95 complaints - especially the part about the Pope having no power), I showed that **I cared more about religion than the hierarchical bureaucracy of the Church**. I even famously called Eck the "antichrist" for pushing the Pope to write that **horrid** bull[2]. Once again I demand to be Mr. Change because I stood up to this corrupt and **entrenched** Church bureaucracy and was willing

[1] Elisabeth Gaynor Ellis and Anthony Esler, *World History: Connections to Today* (Upper Saddle River, NJ: Prentice Hall, 2001), pp. 346-7.

[2] David B. Morris, "Martin Luther as Priest, Heretic, and Outlaw:The Reformation at 500," Library of Congress, European Reading Room, accessed January 6, 2022, https://www.loc.gov/rr/european/luther.html.

to take a **huge** punishment for it. In fact, I am so much an <u>agent of change</u> that I don't even care about being excommunicated. My **courageous** stance against **corrupt, disingenuous** power is most crucial here as I am exemplifying a **turning point** in history…

3. Lastly, I argue that by translating the New Testament into German, the language of people in Germany, in 1522 I am enabling people to understand Christianity for themselves, without having to rely on the Catholic Church officials to translate or interpret for them. This is a **massive** change for the ordinary people who up until now have been left out of understanding God's true message because it has been written in Latin - an **unreachable language** for most uneducated folk. Again, I quote my **wise** self on the matter of the primacy of the Bible rather than the word of the so-called officials of the Catholic Church: "The Gospel supplies the world with the salvation of Jesus Christ, peace of conscience, and every blessing[3]." This **daring** change enables ordinary people to avoid having to go through the Catholic Church in search of God. Now people can find God in the pages of the Bible themselves. Who else has started a new religion but me?This entirely <u>new practice</u> that breaks the corrupt hold of the Catholic Church once again **confirms** me as the absolute best candidate for Mr. Change. And I'm doing all of this for the **progress** of the ordinary people and our faith.

End with sharp CS:

Al Khwarizmi

for Mr. Change

I changed how people used math to solve real life problems by inventing a detailed mathematical study known as algebra.

This is a statue of me reading a scroll. I work at the House of Wisdom, a reseearch academy located in Baghdad, and it is my job to translate treatises from different regions around the world and write my own treatises.

Vote Al Khwarizmi for Mr. Change!

Hanson Zhang

Additional Benefits of the Pageant

Competition

- Students compete against each other to win the four contests
- Boasting - lots of in-role practice
- Establish criteria (don't just vote for your friends)
- Class atmosphere!!!

Side Competitions

- Nominations for Ms. or Ms. Cruelty, Mr. or Mr. Genius…
- Students can come up with creative alternative contests

Part 2 - Comparison to Other Characters in Course

Next, students will review other units of the course in order to find one or two characters to compare to their Middle Ages/China/Islamic Civs character.

- Use another HTC
- Use primary evidence
- Write two comparative paragraphs (could extend to essay if you wish)
- Serves as exam review/preparation as well
- Individual but room for collaboration in preparation
- Offers choice
  - If students felt a civilization of their choice wasn't covered they could choose someone from it

CHW3M CCA
Comparing Characters Graphic Organizer

Middle Ages Person		Course Person	

Shared Features

unique feature	unique feature	unique feature	unique feature

include primary source evidence and an HTC other than continuity/change

CHW3MCCA
COMPARISON ORGANIZER

MIDDLE AGES PERSON	COURSE PERSON

Background - Context

Political

Economic

Social

Sources

These notes are from...

CHW3M COMPARISON ORGANIZER

PERSON 1:	PERSON 2:
SIMILARITIES:	DIFFERENCES:

HTC ANALYSIS:

MIDDLE AGES AND COURSE PEOPLE: A COMPARISON

Submitted by:	Submitted to:

Qualities unique to person 1:	Qualities unique to person 2:	Similarities of person 1 and 2

Include HTC analysis (not con't & ch) and PSD evidence

Unit 1

PALEO/NEO /MAYA

HUNTER/GATHERER

FARMER

KINNICH JANAAB PAKAL

Unit 2

MESO/EGYPT/ INDUS VALLEY/KUSH

KING KASHTA

HATSHEPSUT

HARAPPAN ARTISAN

Unit 3 **GREECE/ROME /PERSIA**	ASPASIA	TRAJAN	CYRUS
Unit 4 **CHINA**	CONFUCIUS	EMPRESS WU	ZHENG HE

CHW3M CCA Sample Comparative Paragraphs

Thesis

Martin Luther, known for introducing Protestantism to western Europe had few parallels with Akhenaton, the Egyptian pharaoh who attempted to change Egyptian religion from polytheism to monotheism, and the long-term consequences of their actions were exceedingly different.

Examples and Arguments for Subtopic 1
(basis of comparison = motivations for their actions):

TS: Martin Luther and Akhenaton had different motivations for their religious actions against the status quo.

Martin Luther's reasons for wanting to change the Catholic Church revolved around his profound piety. As a faithful monk, he had visited Rome, the centre of the Roman Catholic world, with great anticipation in 1510 and with hopes for inspiration. While there he was horrified by the amount of money exchanging hands particularly in the buying and selling of indulgences[1]. Indulgences were the Catholic Church's method of raising money to pay for renovations of the Vatican to keep up with Renaissance architectural and artistic trends. By contrast, though Amenhotep IV (as Akhentaon was known before he changed his name for religious reasons) was possibly driven by spiritually pure ideas based on a desire for openness and freedom, he seemed most motivated by a desire to reduce the power of the priests of Amun. They had risen and risen in stature and wealth over the reigns of the previous pharaohs[2]. By the time Akhenaton had changed the focus from Amun, the sun god, to the Aten, the sun disc, they were almost competing with the king for power. It has been speculated that Akhenaton wanted to regain control and thus made himself and his wife the focus of the new religious cult of the Aten[3].

CS: Luther's actions were driven by religious purity while Akhenaton's actions were based on removing power from competing influences.

Examples and Arguments for Subtopic 2
(basis of comparison = actions):

TS: The actions taken by Luther and Akehanton were opposite to each other in severity.

Luther had influence but not power. As a former monk and then professor of theology, Luther's basis for influencing others who might flock to his ideas was his writing. His notoriety began with the writing of his 95 Theses, which he nailed to the door of the Roman Catholic church in Wittenberg. From there, as he began to get into trouble with the Catholic Church for his supposed heretical views, Luther wrote prolifically about the reforms he wished to see in the established faith. Even when he was excommunicated in 1521 he still only used the power of his words. For example, he translated the New Testament into the language of the local people, German, as opposed to the official Latin of the church. Luther's words were used in response to the peasant uprisings that occurred amongst the lower classes fighting to get more freedoms from their traditional lords. Luther criticized their actions as too secular[4]. On the other hand, Akhenaton went beyond words to actions with very harsh effects on the conservative Egyptian religious establishment. He taxed the temples of Amun and disallowed the worship of other gods. He even moved the capital from Thebes to Akhetaten (Amarna), isolated 200 miles out in the desert, in order to escape outside influences[5]. More importantly in the context of Egyptian religion which focused on ma'at - the balance and harmony of the universe - Akhenaton had his workers erase evidence of Amun from religious monuments[6]. Though this was not an unknown action in Egyptian history, it may indicate his desire to concentrate power in his hands.

CS: Luther was a man of words while Akhenaton was a man of harsh actions.

Examples and Arguments for Subtopic 3
(basis of comparison = consequences):

TS: The consequences of Luther and Akhenaton's religious revolutions were very different; northern Europe was profoundly changed, though unintentionally, while Egypt largely reverted back to its pre-Akhenaton status.

Luther's followers and other early Protestants profoundly reshaped the religious map of Europe in his aftermath. Though Luther was not directly responsible for it, many areas of northern Europe became dominantly Protestant due to the influence of the reformed ideas on their religious beliefs. In France and Switzerland the influence of Jean Calvin challenged the Catholic Church[7]. In England, King Henry VIII used Protestant ideas about the lack of power of the pope to justify his divorce from Catherine of Aragon, thus separating his country from the Catholic Church and establishing the Church of England[8]. In Scotland, John Knox helped counter Catholicism and thus began the establishment of the Presbyterian Church[9]. By the 1550s it was generally recognized that the religion of a part of Europe would be that of the ruling monarch[10]. However, the Protestant-Catholic rivalry went on to dominate European and world affairs for centuries as the drive to convert souls led to the wiping out of millions of people in the New World in the name of Catholic monarchs such as Ferdinand and Isabella of Spain. None of these outcomes were Luther's original intention. By contrast, even though Akhenaton desperately tried to change Egypt, the longstanding effect was negligible. The direct descendant of Akhenaton who came to power, his young son Tutankhamon, along with his older advisors returned the old religion in accordance with ma'at. It seemed that the new religion had little sticking power[11]. Once again monuments to rulers out of favour were scratched away[12].

CS: Consequences, albeit unintentional ones, can be powerful as seen through the religious and conflictual legacy of Luther's Protestant Reformation; by contrast, the consequences of Akhenaton's brief moment in the spotlight did not last.

Skills

For me, the CCA is all about the skills we've worked on developing in the course

- HTC analysis
- Paragraph writing
    - Balance of detailed evidence (primary if possible) and well explained arguments
    - Using citations to give credit to others for their research
- Writing in role
    - More persuasive, illustrative writing
    - Necessitates taking on a perspective

Folder Links

I have included all the materials I use during the process:

- Tips, tips, tips
- Rubrics
- Process steps
- Checklists
- Teacher-made exemplars
- Some student work
- Etc., etc.

Pre-Pandemic Culminating CCA

Before the pandemic, I did a very different culminating, one in which the majority of the steps took place during the course, not all toward the end. It was based on each student choosing a civilization that we didn't study together in the course. They would research it and have a choice of final presentation format. It was highly focused on research skills but it also gave a lot of choice (topic and format). My favourite is the children's story book.

- [Link to folder](#)

Grade 12 World History

If you'd like to see all my steps for grade 12 World History culminating project, please go to https://gluskin.ca/.

Select the CHY4U tab and scroll down to see the various steps of the CCA.

This is an intense, research based essay focusing on topics relating to decolonization.

For second semester of this school year, I will be changing the topics but the basic steps will likely remain the same (perhaps reduced in length).