

CHW3M Unit 1 Culminating Activity: "How to History" Paragraph



In this first assignment, you will identify and explain three of the most important skills needed for studying history from an inquiry and HTC perspective. You'll gather the information (examples) you'll need to support your ideas from the topics we have studied so far (Maya Inquiry, Paleolithic and Neolithic societies). You then choose three pieces of evidence to support your argument. You will write in the format of a formal, academic paragraph. The teacher will introduce you to all the required steps in academic research and writing.

Questions to Prompt Your Thoughts:

1. What are key words/ideas/processes that have been repeated and emphasized in class so far?
2. What would younger students need to know if they were learning how to study history?
3. What stands out for you / resonates with you about the WAY we have studied history so far?
4. What is new to you in the approach to grade 11 history?

How to Support Your Answer:

Use evidence (real-life art and material (physical) objects from the places/topics we studied) as examples to prove your argument. For example, if you said that making inferences was a key tool for inquiry learning, you'd want to give an example of an inference you made from specific evidence from the unit (such as the carved reindeer, a specific painting from the Lascaux cave or a Maya object).

Writing Style:

- Formal academic
 - o Write in third person (no "I", "you", "we.") – "students should... it would be wise to..."
 - o Use transition words (for example, to illustrate, ...) where appropriate but don't be repetitive. All transitions at the beginning of a sentence are followed by a comma.
 - o You may write in present tense. Always keep your audience in mind - the teacher!

Structure:

- Basic Hamburger-style paragraph - TS, 3PEA, CS
- See outline template

Note-Taking Requirement:

- Use the note-taking template
- Include full bibliographic information for all your sources in Chicago style

Citations:

- Include in-text citations for websites (name of website in parentheses)

Length:

- One page and a half, double-spaced, typed. Max two full pages.

CHW 3M Rubric for Unit 1 CA: “How to History” Paragraph

| Levels of Achievement | Level 4 | Level 3 | Level 2 | Level 1 | Score |
|---|---|---|--|---|-------|
| Knowledge = Understanding Process, Procedure and Methodology of History Understanding of procedures, processes, and methodologies of studying history from an inquiry and HTC perspective | Three lessons for studying history are wisely selected and accurately expressed with appropriately chosen pedagogical (teaching) terminology | Three lessons are mostly well selected and use relevant terminology | Three lessons are somewhat well selected and use some relevant terminology (may not be the most important lessons) | Three lessons are a limited focus of the paragraph (may be repetitive or a bit too simple) | |
| Thinking = Evidence Detailed examples include material objects or art Details answer all “w” questions | Has 3 fully described material objects as examples - All relevant “w” questions answered in detail | Has 3 examples, most details | Has some specific examples, some details | Points lack specific examples, little detail, list-y (few if any material objects, poorly described) | |
| Application = Argument Clear explanations of lessons (“how to” history) | Clear, precise argument consistently made after each example: Directly and clearly explains how the evidence proves the argument made in the topic sentence | Argument made throughout paragraph: Generally explains how the evidence proves the TS (could be a bit more direct or thorough) | Argument is suggested but not strongly: Somewhat connects evidence to TS (explanations could be more precise and thorough) | Little or no argument (just points /examples with no direction = <1: Insufficiently connected to TS/ doesn’t explain how evidence connects to TS Stated rather than argued | |
| Communication = Expression and Organization of Ideas and Different Audiences and Purposes Correct spelling and grammar and academic style Clear topic and concluding sentences Intended audience is kept in mind with the focus on three lessons for how to study history | Correct grammar and spelling used with accuracy and effectiveness almost all of the time, proper academic style throughout (0-3 errors) Organizes ideas clearly: TS and CS bookmark the paragraph effectively Three lessons for studying history are the clear focus of the paragraph through language directly geared to correct intended audience | Grammar and spelling used with considerable accuracy and effectiveness, mostly academic style (4-6 errors) Organizes ideas well: TS and CS contribute the argument (could be worded more precisely) Three lessons are mostly the focus of the paragraph thus intended audience is known | Grammar and spelling used with some accuracy and effectiveness; errors may begin to interfere with meaning (7-10 errors) Organizes ideas with some effectiveness: TS and CS contain some of the required elements Three lessons are some of the focus of the paragraph thus intended audience is somewhat emphasized | Grammar and spelling used with limited accuracy and effectiveness; errors interfere with meaning (11+ errors) Organizes ideas with limited effectiveness: Begins and/or ends with content rather than TS/CS Three lessons are a limited focus of the paragraph (audience not clear thus not clear how they would study history) | |
| 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 1 (49%-0) | | | | |

Curriculum Expectations: students will...

B1. Early Societies: analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development; A1.2 select and organize relevant evidence and information on aspects of world history to 1500 from a variety of primary and secondary sources (*e.g.*, primary: archaeological evidence; secondary: articles, websites); A1.5 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 to 1500; A1.6 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; A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose; A1.8 use accepted forms of documentation (*e.g.*, *author/date citations*) to reference different types of sources (*e.g.*, *websites*)