

CHW3M Unit 1 Culminating Activity: Importance of Primary Sources in History



Format:

In this first assignment, you will do an in-class personal reflection on the importance of primary sources in history. It will be like giving advice to future history students about primary sources. It might even be a caution for preserving historical evidence for future generations.

Steps:

1. Look over all the topics we have studied so far in unit one.
2. Come up with a main argument (your answer to the question: what is the importance of primary sources for the study of history?).
3. Choose a format: paragraph, advice guide, future warning (or your own choice).
4. Choose three pieces of primary source evidence to support/prove your argument.
5. As you write, demonstrate your knowledge and understanding of the topics we've studied by weaving in dates, facts, details about the places/objects, interpretations, HTC and inquiry terminology, terminology of probability, etc.
6. Explain your reasons for your main argument; don't just state them.

Evidence:

Evidence = real-life art, places, and physical objects from the places/topics we studied

Writing Style:

- Personal
 - o Write in first person ("I", "we")
 - o You may write in the present tense
 - o Always keep your audience in mind - the teacher AND the students and/or future generations who will receive your advice
 - o Check spelling and grammar as you go (for clarity)
 - o Refer to primary sources (the objects) by name and identify the source of information

Structure:

- Basic Hamburger-style paragraph - TS, 3PEA, CS
 - o See outline template
- You may use another format if it gets the information across in a meaningful way that centres the argument

Citations:

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

Length:

- Minimum: two pages, double-spaced, hand-written; Maximum: four full pages, double-spaced, hand-written.

CHW 3M Rubric for Unit 1 Culminating Activity

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 via use of primary sources	Clearly demonstrates an understanding of how primary sources are used in the study of history - by use of carefully chosen terminology, HTCs, language of inquiry, language of probability, etc.	Generally demonstrates an understanding of how primary sources are used in the study of history	Somewhat demonstrates an understanding of how primary sources are used in the study of history	Shows limited understanding of how primary sources are used in the study of history	
Application = Argument Clear explanations of reasons	Clear, precise argument consistently made throughout: Directly and clearly explains how the detailed evidence supports the main argument	Argument made throughout: Generally explains how the evidence supports the main argument - could be a bit more direct or thorough	Argument is suggested but not strongly: Somewhat connects the evidence to the argument - explanations could be more precise and thorough	Argument is present but insufficient: Connects evidence to the argument only very vaguely; connections are stated rather than explained and evidence itself is very general	
Communication = Expression and Organization of Ideas and Different Audiences and Purposes Correct spelling and grammar and academic style Clear and easy to follow structure Intended audience is kept in mind	Correct grammar and spelling used with accuracy and effectiveness almost all of the time (approx. 0-3 errors) Organizes ideas clearly: argument is central; flow is smooth and logical Importance of PS for studying history is the clear focus through language directly geared to correct intended audience	Grammar and spelling used with considerable accuracy and effectiveness, mostly academic style (approx. 4-6 errors) Organizes ideas well: argument is present and generally emphasized and structure has a general flow Importance of PS is mostly the focus; intended audience is known	Grammar and spelling used with some accuracy and effectiveness; errors may begin to interfere with meaning (approx. 7-10 errors) Organizes ideas with some effectiveness: argument is emphasized with some effectiveness and flow has some bumps Importance of PS makes up some of the focus; intended audience is somewhat emphasized	Grammar and spelling used with limited accuracy and effectiveness; errors interfere with meaning (approx. 11+ errors) Organizes ideas with limited effectiveness: argument is minimal and flow is choppy Importance of PS is a limited focus of the paragraph; there is a hint of an audience but it's not clear or emphasized enough	
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. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking (primary source evidence) when investigating aspects of world history since the fifteenth century; 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*); A1.10 use appropriate terminology when communicating the results of their investigations (*e.g.*, vocabulary specific to their inquiry topics; terminology related to history, historiography, and the concepts of historical thinking)

Comments: