



CHY4U Abolitionism Museum Discussion

A competition is being held to select the best museum display on the abolition of slavery in the British Empire. You will compete for the best display.

Materials:

- Worksheet in unit 2 handouts – Timeline of Abolition and Emancipation in the British Empire
- Textbook – 111-112 (abolitionism), 103-111 (slavery, slave trade, slave resistance)
- Objects from Discovering Bristol [Port Cities Bristol (<http://www.discoveringbristol.org.uk/>)]

Purposes:

- To identify 8-10 artifacts (objects or documents) that you would put into a museum display on your interpretation of the story of abolition of slavery in the British Empire.
- To express a rationale for including your chosen artifacts and the order of them.
- To reflect on the historical thinking concepts that relate to the activity.
- To justify/defend your choices to the museum director and other competitors.

Museum Display Instructions:

1. Break into teacher-made groups of four or five people. The group will prepare a display of 10 artifacts. Use only the artifacts chosen by the teacher from Port Cities Bristol (cards).
2. From the options given to you, pick artifacts to include in your group's museum display:
 - Make sure your message about each artifact is explicit (up front) rather than implicit (suggested but not directly stated).
 - As a group, discuss and think very carefully about the selection of artifacts and how they relate to each other in terms of order (chronological, cause and effect, continuity and change, thematic, whose point of view, etc.) and in terms of purpose (the role each plays in the story of abolition).
3. Prepare to defend your choice and order of artifacts to the museum director and your fellow competitors.
4. During the process the teacher will be listening during the discussion and will be filling out a checklist (based on the rubric) that will count toward your marks. This is just in case we run out of time on the actual discussion day.

Curriculum Expectations:

D2.3: assess the impact of reform movements in various countries or regions during this period (e.g., abolitionist); A1.2 select and organize relevant evidence and information on aspect of world history from a variety of primary and secondary sources; A1.6 use the concepts of historical thinking when analyzing, evaluating evidence, about and formulating conclusions and/or judgments regarding historical issues, events and/or developments in world history; A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose; A1.10 use appropriate terminology when communicating the results of their investigations.

Discussion:

Half of each group will defend their proposed display at a time. The other half will sit and listen to the justifications. There will be opportunity for discussion. Then the rotators and presenters will flip. Meanwhile, the teacher will be listening and filling out a checklist that is based on the rubric.

Reflection Instructions:

After the display has been defended you have the chance to write an individual reflection of a minimum of one and a half pages in length, double-spaced. In it you should elaborate on things you said orally or on things you didn't say but wanted to.

You may write in first person. However, use proper academic conventions of writing.

Write in HTC journal, by hand.

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CHY 4U Abolition Museum Discussion – In-class Component

During your group's discussion and defense of your museum display, the teacher will be listening and recording.

Instructions for the Preparation Days.

- ◉ Sit and work together as a group.
- ◉ Everything you do, write and say can be used as part of your mark.
- ◉ If you do not contribute/participate you can't earn many marks (the reflection at the end cannot be the sole basis of your marks).

Instructions for the Defense Day

- ◉ Half of your group will defend your display while the other half visits the others.
- ◉ After, you will flip roles and the other half will defend the display.
- ◉ You are expected to be able to ask/answer questions.

Instructions for your Written Reflection (optional).

- ◉ Use the prompting questions (attached) to help you analyze and use deep, critical thinking.

PARTICIPATE, ANALYZE, THINK!

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CHY 4U Rubric for Abolitionism Museum Discussion - Sem.2, 2015-2016 by Risa Gluskin

Criteria	Levels of Achievement				
	Level 4	Level 3	Level 2	Level 1	SCORE
(T) Thinking: Planning, processing and critical thinking (oral – may be supplemented by written reflection)	Plan/order/sequence of artifacts is justified precisely, explicitly and deeply.	Plan/order/sequence of artifacts is justified.	Plan/order/sequence of artifacts is justified with some effectiveness.	Plan/order/sequence of artifacts is not effectively justified (may be random, awkward or incoherent).	
(A) Application: Applies both C&Cs effectively: - explicitly - deeply - clearly (oral – may be supplemented by written reflection)	Continuity and change <u>and</u> causes and consequences are key parts of the justification.	Continuity and change and/or causes and consequences are part of the justification.	Continuity and change and/or causes and consequences are a bit of the justification.	Continuity and change and/or causes and consequences may hardly be included.	
(C) Communication: Uses HTC guideposts: - precisely - analytically - accurately (oral – may be supplemented by written reflection)	-Uses HTC guideposts to help deepen analysis.	-Generally uses appropriate HTC language.	-HTC language is basic, expected.	-Little HTC language.	
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) Assignments handed in without this rubric will not be marked.				

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