

How does your Western Perspective influence how you see the world?

Looking at the ideas presented over the past two weeks surrounding the development of the “Western European World View” explore – in at least 300 words – how your life that has been heavily influence by Western European concepts of reality. Cite examples given in class, the “Create Your Own Society” Assignment, and your life. (Examples: Education, power structures, relationships, ownership, time, etc.)

Submit your assignment using “The Hub” to Mr. Tidridge by _____.



Marking Rubric

	Below Expectations	Level One	Level Two	Level Three	Level Four
Exploring an example of Western Concepts of reality on our own lives using the Historical Inquiry Process & Historical Thinking concepts.	Student's paragraph is not acceptable.	Student's paragraph does not clearly define how Western European concepts of reality have influenced their life. There is little evidence that ideas discussed in class and the text have influenced the student's approach to the subject of their paragraph.	Student's paragraph does not clearly define how Western European concepts of reality have influenced their life. There is some evidence that ideas discussed in class have influenced the student's approach to the subject of their paragraph.	Student's paragraph successfully outlines how Western European concepts of reality influence their life (whether it be social, political, economic or artistic). The ideas discussed in class and the text have influenced the student's approach to the subject of their paragraph.	Student's paragraph successfully outlines how Western European concepts of reality influence their life (whether it be social, political, economic or artistic). As well as citing concepts outside our discussions, the student has made use of ideas explored in class in their paragraph.
Syntax /5	Syntax is not acceptable.	Syntax is not clear. Many spelling and grammatical errors.	Syntax is somewhat clear. Numerous spelling and grammatical errors.	Syntax is clear. 1-2 spelling and grammatical errors.	Syntax is impeccable.

Curriculum Expectations addressed by this activity:

Strand A

A. Historical Inquiry and Skill Development

Overall Expectations

A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century

A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

C1. Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 (**FOCUS ON:** *Cause and Consequence; Continuity and Change*)

D1. Social, Economic, and Political Context: analyse the impact of key social, economic, and political issues, trends, and/or developments in various regions of the world between 1789 and 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)

E1. Social, Economic, and Political Context: analyse the significance of various social, economic, and political policies, developments, and ideas in various regions of the world since 1900 (**FOCUS ON:** *Historical Significance; Cause and Consequence*)