

HISTORY WITH HANDS AND FEET: USING NARRATIVE AS A FRAMEWORK TO EXPLORE THE WORLD

Overview:

Throughout this course, you will not only explore the history through lectures, primary source evidence, inquiry activities, class discussion, and other means, but you can also deepen that understanding **by examining the history through the eyes of a structure, state or object**. The history that we explore in class, then, can be in many ways be just a jumping off point, a place to start the learning, rather than being where the learning ends.

Your task will be to select structure, state or object the will see and experience the world around them. After selecting a structure, state or object you will then recount memorable moments in its life, tied to the history that we are learning in class and beyond. **You may write about your object as if it is sentient and has an internal dialogue, recording its observations of the history that has enfolded around it.** While you are creating historical fiction, everything must be rooted in non-fictional, historical facts, attitudes, beliefs, values, people, events and so forth.

Through observations, conversations and products, this process will be assessed and evaluated throughout the course, allowing students to demonstrate their understanding of significant transferable skills related to the study of history and beyond.

Overall Curriculum Expectations engaged by this assignment:

- *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, C1, D1 & E1: 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 present day (FOCUS ON: Cause and Consequence; Continuity and Change)
- *B2, C2, D2 & E2: Communities, Conflict, and Cooperation*: analyse interactions between different groups in various regions of the world from 1650 to present day and how various forces/factors affected those interactions (FOCUS ON: Cause and Consequence; Historical Perspective)
- *B3, C3, D3 & E3: Identity, Citizenship, and Heritage*: analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and present day contributed to the development of identity, citizenship, and/or heritage (FOCUS ON: Historical Significance; Historical Perspective)

Of Importance:

- Your structure, state or object narrative/experiences will be important because:
 - it is a vehicle for demonstrating your understanding of the curriculum in a way that can be evaluated as evidence of your learning
 - it will shape the way that you learn the curriculum
 - it provides a way for teacher and student to have a constant dialogue about your learning

- it allows you to consider not just the perspective of your structure, state or object, but the perspective of others who will interact with it
- it should necessarily increase your understanding of the histories we explore both in terms of breadth and depth
- While we will learn about World history together as a group through lessons and slideshows and discussions and other means, it will be just a beginning point, giving you an opportunity to learn even more history as an individual, differentiated according to your own interests and the interests of your character – take advantage of this and make this course into something you truly enjoy
- Observations, conversations and products are the means by which you will demonstrate your learning in this course, so use your time in class for class work – please use it wisely.

Expectations for your final submission:

- ✓ At least 1500-2000 words
- ✓ Pictures are welcome
- ✓ Double-spaced, typed 12-point, Times New Roman font OR Arial font
- ✓ Use properly formatted FOOTNOTES (Chicago Style)
- ✓ Have a bibliography in Chicago style that cites at least four academic books and only academic websites (NOT Wikipedia!!).

- ✓ You may write in first person (as the structure, state or object)
- ✓ DUE: **January 13th, 2023**



A football (soccer ball) lodged in the rafters of the Queen's Chamber in Stirling Castle during James V's reconstruction of the castle (1537-1542).



Bhutan's Raven Crown



Paris' Notre Dame Cathedral



The City of Kingston, Jamaica

Rubric for this Assignment:

Overall Expectations	Level 4: Exceeded Expectations	Level 3: Met Expectations	Level 2 – 0: Below Expectations
<p>A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century.</p>		<p>Selected and organized relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources with considerable effectiveness</p> <p>Evaluated and synthesized their findings to formulate conclusions and/or make informed judgments or predictions about the issues, events, and/or developments they investigated with considerable effectiveness</p> <p>Communicated their ideas, arguments, and conclusions using a format and style appropriate for the audience and purpose with considerable effectiveness</p> <p>Used accepted forms of documentation to acknowledge different types of sources with considerable effectiveness</p>	
<p>A2. Develop Transferable Skills: apply in everyday contexts skills developed through historical investigation</p>		<p>Applied in everyday contexts skills and work habits developed through historical investigation with considerable effectiveness [<i>ie. (1) understood and appreciated multiple perspectives; (2) engaged in informed discussions; (3) understood historical context; (4) applied work habits such as collaborating with peers and taking initiative</i>]</p>	
<p>B1/C1/D1/E1. Social, Economic, and Political Context: describe and analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and present day.</p>		<p>Described some key social, economic, and political trends, events, and developments in the World with considerable effectiveness</p> <p>Analyse how the key social, economic, and political trends, events, and developments in the world were significant with considerable effectiveness</p>	
<p>B2/C2/D2/E2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to present day and how various forces/factors affected those interactions.</p>		<p>Analysed some significant interactions within and between various communities in the World, and how key issues and developments have affected those interactions with considerable effectiveness</p>	
<p>B3/C3/D3/E3. Identity, Citizenship, and Heritage: analyse how political, social, economic, religious, and cultural ideas and practices in various regions of the world between 1650 and present day contributed to the development of identity, citizenship, and/or heritage.</p>		<p>Explained how various significant individuals, organizations, and specific social changes contributed to the development of an area's identity, citizenship, and heritage with considerable effectiveness</p>	