

# Honors 10 World History and Literature

## Integrated Assessment Opportunities

Each quarter students will demonstrate an understanding of concepts and research skills through product, performance or demonstration.

Written examples include but are not limited to writing a persuasive essay, keeping a historical journal, writing a memoir or narrative, or presenting a shift in point of view.

Performance examples include role-plays, skits, short plays, debates, speeches, multi-media productions, or panel discussions.

Demonstration examples include exhibits, constructions, video interviews of oral history, or website contributions.

Rubrics or performance checklists should be used to assist students in understanding the criteria upon which they will be judged and to assist them in self-assessment.

The following table outlines integrated assessment opportunities, using processes and skills from two curriculums, to integrate content. Suggested distribution throughout the four quarters is noted.

Assessment	Primary Standards	Examples/Resources
<b>Key</b>		
<b>Suggested Distribution over Quarters</b>	<b>ELA Standards = Blue</b> <b>SS Standards = Green</b>	
Written compositions ( <b>three compositions per quarter, 2 ELA and 1 SS</b> )	<b>Written product, E2</b> <b>Responds to literature, E5</b> <b>Primary/secondary sources, SK1f</b> <b>Research and analyze, SK1g</b> <b>Evaluate resources, SK1e</b>	Position paper, narrative, allegory, report of information, persuasive or reflective essay “Dummies” format... “New World for Dummies...”
Speeches summarizing informational materials read that connect and extend ideas. ( <b>1 speech per quarter, alternate ELA and SS</b> )	<b>Reading for information, E1</b> <b>Speaking, Listening, E3</b> <b>Primary/secondary sources, SK1f</b> <b>Research and analyze, SK1g</b>	Explain how the various philosophies of the Age of Reason/Age of Enlightenment were reflected in the French Revolution (second quarter)

Assessment	Primary Standards	Examples/Resources
<p>Literary analysis essay (1 per quarter, ELA)</p> <p>Literary response to poetry (1 per quarter, ELA)</p> <p>Thematic connections between literary works and history (2 per quarter, 1 ELA and 1 SS)</p> <p>Analyze and interpret a scene in response to historical drama (3 total, SS)</p> <p>Perform a scene in response to a play (3 total, ELA/SS)</p> <p>Write a character sketch in response to an autobiography (1 total, ELA or SS)</p>	<p><b>Written response to literature, E2</b>  <b>Responds to literature, E5</b></p> <p><b>Identify philosophies, SS1a</b>  <b>Language, literature, the arts, and artifacts, SS2e</b></p> <p><b>Written response to literature, E2</b>  <b>Responds to literature, E5</b>  <b>Speaking, E3</b>  <b>Standards of citizenship, SS1d</b>  <b>Time affects culture and society, SS3b</b>  <b>Personal beliefs reflected in government, SS5a</b>  <b>Development of individual freedoms, SS1c</b></p>	<p>Shakespeare's sonnets (first quarter)</p> <p>Panel discussion</p> <p><i>Tartuffe</i> (first quarter)</p> <p><i>Ring of General Macias</i> (third quarter)</p> <p><i>Red Scarf Girl: A Memoir of the Cultural Revolution</i> (fourth quarter)</p> <p>Enact a political trial. Defend positions orally and in writing.</p>
<p>Multi-media presentations (1 per quarter, alternate ELA and SS)</p>	<p><b>Writing, E2</b>  <b>Speaking, Listening, Viewing, E3</b>  <b>Infer information, SK1d</b>  <b>Appropriateness of resources, SK1e</b>  <b>Research using text-based databases and communications networks, SK1g</b>  <b>PowerPoint presentations, SK1h</b></p>	<p>Present multi-dimensional PowerPoint or other graphic design display using text, color, graphics, special effects, animation</p> <p>Create a Web Quest or Web Site that analyzes and evaluates a historical event.</p>
<p>Revise and edit primary source documents. Analyze grammatical structure of documents and rewrite in the language of today. (1 per quarter, alternate ELA and SS)</p>	<p><b>Reading for information, E1</b>  <b>Conventions, Grammar and Usage E4</b>  <b>Infer information from cartoons, photographs, and newspapers, SK1d</b></p>	<p>Compare and contrast past and present grammatical form.</p>

Assessment	Primary Standards	Examples/Resources
<p>Read, analyze, and interpret primary and secondary sources. Evaluate, use, and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing. <b>(On-going)</b></p> <p>Critically evaluate a minimum of five political speeches, editorial essays, or other public documents. Analyze speeches for rhetorical technique and propaganda. Create a Public Document. <b>(2 total, 1 ELA and 1 SS)</b></p> <p>Critiques functional documents. Creates a functional document using information from databases and including charts, graphs, diagrams, maps, and/or graphic organizers. <b>(1 total, a joint effort of ELA and SS)</b></p> <p>Produces a work that follows the convention of one of the genres <b>(1 per quarter, ELA)</b></p>	<p><b>Reading , E1</b>  <b>Public Documents, E6</b>  <b>Evaluate resources, SK1e</b>  <b>Use and cite sources, SK1f</b></p> <p><b>Public Documents, E6</b>  <b>Speaking, Listening, E3</b>  <b>Evaluate resources, SK1e</b>  <b>Use and cite sources, SK1f</b></p> <p><b>Interpret maps, SK1a</b>  <b>Analyze information, SK1b</b>  <b>Interpret and design, SK1c</b>  <b>Research and analyze, SK1g</b>  <b>Functional Documents, E7</b></p> <p><b>Literature, E5b</b></p>	<p>Socratic Seminar (Sample Rubric, Tab 6)  Philosophic Chair  Debate</p> <p>Reflective, memoir, short story, play, poem, advertisement, or vignette</p>

# **Honors 10 World History and Literature**

## **Original Production: The Power of One**

### **Overview of the Game Plan**

With guidance from the instructors students will select, before the end of the first quarter, a literary or historical figure as the subject of their research. Both ELA and SS classes will address annotation and research techniques during the first and second quarters. Students will begin their research of the individual they choose during the second quarter and research presentations will be scheduled during the third and early fourth quarters. Advantages of this procedure are:

- Students are able to complete their project at a time during the second semester that best fits their personal schedule.
- Numerous presentations would not fall within a two-week period near the end of school.
- Teachers could dedicate part of a class period on designated days for presentations throughout the second semester thus avoiding back-to-back presentations within a short time frame.
- Students could volunteer to present following a personal time-management activity or according to the time period of the subject of their research.

Performance: The Power of One	Social Studies/ELA Standards
<p><b>The Task:</b>  The task has both individual and group components. Students are to select a literary or historical figure whose influence or impact has been felt worldwide.  Students must show how the individual’s life and work influenced his/her own culture. They must also demonstrate how the individual’s philosophy, ideas, and/or accomplishments dispersed throughout the world to influence global...</p> <ul style="list-style-type: none"> <li>• Economics</li> <li>• Governments</li> <li>• Cultures</li> <li>• Technologies</li> </ul> <p><b>The Content:</b>  The Task falls under the umbrella of the ideology of the historical figure. The project should address:</p> <ul style="list-style-type: none"> <li>• The cultural environment in which the individual developed his/her ideology</li> <li>• The ideology of the individual</li> <li>• How the individual influenced his/her own culture</li> <li>• How the individual’s ideas were dispersed throughout the globe</li> </ul> <p><b>The Components:</b>  The theme of the task is “The Power of One.”</p>	<p><b>SK1b analyze information from charts, graphics</b>  <b>SK1f use and cite sources to defend positions</b>  <b>SK1g research and analyze information</b>  <b>SS2c strife between science and religion in cultures</b>  <b>SS3b perception of time affects culture and society</b>  <b>SS5a beliefs reflected in attitudes toward government</b>  <b>SS6a changes in beliefs systems over time</b>  <b>SS7c causes and effects of a world financial crisis</b>  <b>SS8c appraise effects of philosophies on governments</b>  <b>SS9a beliefs, values, and attitudes shape change</b>  <u><b>SS10 study of global connections and interdependence</b></u>  <b>SS10a affects of oppression and displacement</b></p> <p><u><b>E1c comprehends informational materials</b></u>  <b>E1c1 restates and summarizes information</b>  <b>E1c2 relate new to prior knowledge</b>  <b>E1c3 extends ideas</b>  <b>E1c4 makes connections to related topics or information</b>  <u><b>E2a produce report</b></u>  <b>E2a1 establish context, create persona, develop reader interest</b>  <b>E2a2 controlling idea that conveys perspective</b>  <b>E2a3 create organizing structure</b></p>

<b>Performance: The Power of One</b>	<b>Social Studies/ELA Standards</b>
<p>The original production of the student must include:</p> <ul style="list-style-type: none"> <li>• A written product that illustrates the student’s research and knowledge of annotation and conventional forms.</li> <li>• A presentation of the student’s research and insights.</li> <li>• Evidence of participation in follow-up and debriefing activities (as follows).</li> </ul> <p><b>On-going Responsibility: Journal</b></p> <p>As presentations are given throughout the semester, each student will keep a journal, recording key information about the individuals and their ideologies. Each student will note the role of his/her own individual’s accomplishments, both positive and negative, in light of those of other individuals within the global society. Students will make connections between and among individuals and their ideologies noting both likenesses and differences.</p> <p><b>The Follow-up Activity:</b></p> <p>After all presentations have been given, the students will become delegates to the annual conference of World Shakers and Movers. Conference delegates have come together to investigate the concept of “greatness”. Examples of questions to be addressed include but are not limited to:</p> <ul style="list-style-type: none"> <li>• What is “greatness”?</li> <li>• Which individuals are considered to be “great” men or women?</li> <li>• Is “greatness” defined by perspective?</li> <li>• What makes a person “great” in a certain culture, in a time period?</li> </ul>	<p><b>E2a4 facts and details</b></p> <p><b>E2a5 excludes inappropriate and extraneous information</b></p> <p><b>E2a7 provides sense of closure</b></p> <p><b>E3c prepares and delivers individual presentation</b></p> <p><b>E3c1 shapes information to achieve purpose and appeal to all</b></p> <p><b>E3c2 shapes content and organization for impact</b></p> <p><b>E3c4 main points relate to single thesis</b></p> <p><b>E3c5 verbal cues and eye contact</b></p> <p><b>E3e listens to and analyzes public speaking</b></p> <p><b>E3e3 summarizes essence of speaker’s remarks</b></p> <p><b>Related Standards:</b></p> <p><b>SS2e transmission of culture through language, literature, arts</b></p> <p><b>SS6c change in status of social classes</b></p> <p><b>SS7d advantages/disadvantages of economic philosophies</b></p> <p><b>SS8d methods governments use to control citizens</b></p> <p><b>SS9c effects of science and technology on specific historical period</b></p> <p><b>E2a6 range of strategies</b></p> <p><b>E3c3 uses notes or memory aids</b></p> <p><b>E3e1 takes notes</b></p> <p><b>E3e2 types of arguments</b></p> <p><b>E4a rules of English language in written and oral work</b></p> <p><b>E4a1 grammar</b></p>

<b>Performance: The Power of One</b>	<b>Social Studies/ELA Standards</b>
<p>As the “biographers/researchers”, students will reflect upon the changes in their own perspectives from the beginning of their research to looking at their individual through the lens of other individuals presented. The reflections will include how other cultures view the subject of their research. They will also include thoughts about how the individual they researched is regarded in different time periods.</p> <p>These reflections will be shared at the World Shakers and Movers Conference. Conference sessions include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Role plays (student takes on the persona of the subject of his/her research)</li> <li>• Panel discussion (small group)</li> <li>• A reflective essay presented to fellow delegates (perhaps written under the same time constraints as the AP essay, individual product)</li> <li>• Two students compare and contrast life and works of their research subjects</li> </ul> <p>Students choose how they will participate in the conference.</p> <p><i>Note to Teacher: If time is an issue, hold several small conferences with 4 or 5 delegates at each rather than one large class conference. Or, hold two conferences, one in SS and one in ELA with half the class presenting at each.</i></p>	<p><b>E4a2 paragraph structure</b>  <b>E4a3 punctuation</b>  <b>E4a4 sentence construction</b>  <b>E4a5 spelling</b>  <b>E4a6 usage</b></p> <p><b>Criteria for Success:</b>  The written products...</p> <ul style="list-style-type: none"> <li>• include a discussion of economics, government, culture, and technology.</li> <li>• summarize information and relate new to prior knowledge as well as extend ideas regarding influence and dispersion of ideology of subject of research.</li> <li>• show evidence of analyzing research and cite sources.</li> <li>• address changes wrought by subject of research.</li> <li>• are organized and use perspective and details to hold student interest</li> </ul> <p>The presentations...</p> <ul style="list-style-type: none"> <li>• address concepts of ideology, influence, dispersion, and greatness in organized and focused manner</li> <li>• articulate main points, maintain audience interest, and demonstrate poise and confidence on the part of the speaker.</li> </ul>

# Honors 10 World History and Literature

## Original Production: Around the World in 180 Days

### Social Studies and English Language Arts Standards:

- **SK1f** use and cite sources to formulate and defend positions orally and in writing
- **SK1g** research and analyze information using text based databases and communication networks
- **SK1h** create PowerPoint presentation
- **SS1a** new social and political philosophies that expand concept of democratic government
- **SS1e** responsibilities of global citizen
- **SS2e** how language, literature, the arts, and artifacts demonstrate beliefs and transmit culture
- **SS3b** perception of time affects culture and society
- **SS4a** compare urban and rural physical structures and use of space
- **SS4b** effect of geography on creation of a nation state
- **SS6a** changes in belief systems over time
- **SS7c** causes and effects of a world financial crisis
- **SS9a** how core values, beliefs, and attitudes shape scientific and technological change
- **SS9c** effects of scientific and technological discoveries for a specific historical period
- **SS10a** how oppression and displacement affect community of nations
- **SS10b** impact of global market on cultures
- **E1c** comprehends informational materials
- **E1c1** restates and summarizes information
- **E1c2** relate new to prior knowledge
- **E1c3** extends ideas
- **E1c4** makes connections to related topics or information
- **E2a** produce report

- **E2a1** establish context create persona, develop reader interest
- **E2a2** controlling idea that conveys perspective
- **E2a3** create organizing structure
- **E2a4** facts and details
- **E2a5** excludes inappropriate and extraneous info.
- **E2a7** provides sense of closure
- **E3a** participates in one-on-one conferences with adults
- **E3c** prepares and delivers individual presentation
- **E3c1** shapes information to achieve purpose and appeal to all
- **E3c2** shapes content and organization for impact
- **E3c4** several main points relate to single thesis
- **E3c5** verbal cues and eye contact
- **E3e** listens to and analyzes public speaking
- **E3e3** summarizes essence of speaker's remarks

### **Related Standards:**

- **E2a6** range of strategies
- **E3c3** uses notes or memory aids
- **E3e1** takes notes
- **E3e2** types of arguments
- **E4a** rules of English language in written and oral work
- **E4a1** grammar
- **E4a2** paragraph structure
- **E4a3** punctuation
- **E4a4** sentence construction
- **E4a5** spelling

- **E4a6** usage
- **E6b** produces public document
- **E6b1** word choice
- **E6b2** arguments and emotional appeal
- **E6b3** audience appropriate
- **E6b4** range of strategies

## Materials and Overview of the Game Plan:

A wall map of the world is cut into various sections that encompass many cultures, geographical features, and political boundaries. Throughout the course, students monitor the changes that occur in their assigned section discussing, analyzing, and evaluating how the changes affect every aspect of the cultural, political, and economic lives of the population including changes in science and technology. Students also project problems that their area will face in the future and propose solutions.

## Specific Instructions:

Each student will be given a piece of the world, delineated by grid coordinates. He/she will own, monitor, shepherd that piece of land from the Renaissance through present times. As an indigenous inhabitant of his/her delineated section, each student will explore factors of culture, government, economics, and science and technology over the course of time.

Students will conduct individual research on a variety of topics. They will compile a “scrapbook” of newsworthy information for their assigned area of the world. They will analyze and synthesize this information over the course of the school year in a written paper that includes a controlling thesis, which conveys a perspective on the subject.

Topics for exploration may include, but are not limited to:

Education/Literacy

Ruling Powers

Family

Environment

Conflict/Peace

Scientific Breakthroughs

Shifts in Values

Oppression/Revolution

Urbanization

Diffusion/Censorship of Information

Interactions/Influence of Subgroups

Impact of Natural Resources

Equity

Changing Roles of the Individual, of Women, of Minorities

Students will participate in one-on-one quarterly conferences with a teacher or adult mentor to assess progress and determine next steps.

Small group forums will convene near the end of each of the first three quarters. Students will report to assigned forums on the status of their “corner” of the world.

During the fourth quarter, a World Summit will be held. The goal of the summit is to solve world problems. Each student will address the summit. Presentations will include forecasts of future problems that might occur in each area of the world, and possible solutions. Each summit member will prepare a news release or charter for public display explaining how his/her area of the world is committed to work together as a global society to solve world problems.

*Note to Teacher: If time is an issue, hold several small summits with 4 or 5 delegates at each rather than one large class summit. Or, hold two summits, one in SS and one in ELA with half the class presenting at each.*

### **Criteria for Success:**

The student...

- demonstrates clarity of ideas in oral and written expression.
- incorporates information from a variety of sources and integrates various media forms to communicate the developing role of his/her area over time.
- demonstrates mastery of basic and sophisticated conventions of written and spoken language.
- cites multiple primary and secondary resources in written and oral expression.
- actively participates in quarterly forum presentations, to include demonstrating evidence of preparation and appropriate responses to other forum members.
- analyzes and synthesizes information about his/her assigned area over the course of the year in a written paper that includes a controlling thesis which conveys a perspective on the subject.
- logically expresses pros and cons based on factual research and research into diverse, existing perspectives.
- creates PowerPoint presentation(s) using text, color, imported graphics, sound, special effects, and/or animation.
- participates in one-on-one quarterly conferences with a teacher or adult mentor; asks and responds to questions, initiates and paraphrases suggestions.