

## Honors 9 Integrated World History and Literature Performance Assessment



### Original Production: Mirror, Mirror...

#### Overview

Students will engage in an on-going analysis of the growth and development and impact of past civilizations on the modern world. Throughout the course, students will create and maintain an **evolving timeline** as part of an **\*electronic portfolio** of research and assignments. They will also become members of an expert group which will conduct an in-depth standards-based study of **a particular civilization**. The culminating performance-based project will assess student growth and knowledge over the course of the year.

**\*Note:** Student will need to provide a disc or memory stick to “house” his/her electronic portfolio.

#### Social Studies Standards

Upon successful completion of this production, students will meet the following Social Studies Standards:

- 10SS1a** identify new social and political philosophies across history that have expanded the concept of democratic government
- 9SS2b** analyze and describe how language, literature, the arts and artifacts demonstrate beliefs and values and contribute to the transmission of culture
- 6SS8c** analyze the political, economic, religious and social structures of the civilizations
- 9SS3c** describe the historical development of culture in a specific region
- 6SS4b** describe how geographic factors have influenced historical events, patterns of change and daily life
- 9SS4c** differentiate ways that humans shape and adapt the environment to

- meet their needs
- 10SS5a** explain how science and technology have transformed the physical world and have influenced economic and political institutions
- 9SS9b** evaluate the effects of technology on cultural values and the physical environment

### **Related Social Studies Standards**

- 9SK1a** interpret world maps
- 10SK1f** use and cite a variety of primary and secondary sources to formulate and defend positions on issues both orally and in writing
- 10SK1g** research and analyze information using text-based data bases and communication networks
- 6SS1b** identify roles and responsibilities of citizens throughout history
- 6SS2a** identify the cultural contributions of individuals, groups and societies
- 9SS2a** compare and contrast cultures
- 9SS2c** analyze changes in traditional cultures
- 10SS5a** articulate how personal beliefs are reflected in attitudes toward government
- 9SS6c** explain how groups and institutions influence and perpetuate people’s values, beliefs, attitudes, events and culture
- 10SS6a** describe changes in belief systems over time
- 9SS4b** explain how topography, climate, vegetation, population, distribution and resources impact a region or country
- 9SS10c** analyze how language, art, music, literature, belief systems and other cultural elements can either connect people or cause misunderstandings

### **English Language Arts Standards**

Upon successful completion of this production, students may meet the following English Language Arts Standards:

- E1c The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:**
  - E1c1** restates or summarizes information
  - E1c2** relates new information to prior knowledge or experience
  - E1c4** makes a connection to related topics or information
- E2a The student produces a report that:**
  - E2a2** develops a controlling idea that conveys a perspective on the subject
  - E2a4** includes appropriate facts and details
- E2e The student produces a persuasive essay that:**
  - E2e2** develops a controlling idea that makes a clear and knowledgeable judgment
  - E2e4** includes appropriate information and arguments
  - E2e7** supports arguments with detailed evidence, citing sources of information as appropriate

**E2e8** uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence and anecdotes

**E3a The student participates in one-to-one conferences with a teacher or another adult in which the student:**

**E3a2** asks relevant questions

**E3a3** responds to questions with appropriate elaboration

**E3a5** confirms understanding by paraphrasing the adult's directions or suggestions

**E3c The student prepares and delivers an individual presentation in which the student:**

**E3c3** uses notes or other memory aids to structure the presentation

**E3c4** develops several main points relating to a single thesis

**E4 The student demonstrates control of:**

**E4a1** grammar;

**E4a2** paragraph structure

**E4a3** punctuation

**E4a4** sentence construction

**E4a5** spelling

**E4a6** usage

**E4b The student analyzes and revises work by using strategies to include:**

**E4b1** adding or deleting details

**E4b4** rearranging words, sentences and paragraphs to improve or clarify meaning

**E4b6** reconsidering the organizational structure

**E5 The student responds to non-fiction, fiction, poetry and drama using interpretive, critical and evaluative processes, such as:**

**E5a11** demonstrates how literary works reflect the culture that shaped them

## Specific Instructions

### Quarter One

#### Essential Understandings:

- **Space and Place #2:** Forces of nature create economic and cultural changes in a civilization.
- **Culture #8:** Civilizations share common characteristics.
- **Time, Continuity and Change #10:** The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.
- **Communication #16:** Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

Students will individually create an on-going timeline, as a part of their electronic portfolios, that will show significant people, places, events and consequences thereof, ideas, and inventions grouped together by the following themes:

- Space and Place (Geography)
- Culture
- Science and Technology
- Time, Continuity, and Change (History)

These themes will form the basis of student investigations during the first quarter and throughout the school year. Students will also analyze elements of civilizations for endurance.

Products for the first quarter are:

### Timeline

Students will begin to develop an evolving timeline using *Timeliner* software if available. If this software is not available, any method of development is appropriate. The timeline will be color-coded by the four themes as stated above. Visuals/graphics or words may be used to depict the required elements...significant people, places, events and consequences thereof, ideas, and inventions. The timeline is a part of each student's electronic portfolio.

ELA classrooms will also create a literary timeline.

### Endurance Discussion and Summaries

Students will select **four timeline elements**, one from geography, one from culture, one from science and technology and one from time, continuity and change to analyze for *endurance*. The four elements collectively must include at least three of the following: person, place, event and consequence, idea or invention. Students will relate these historical elements to their own modern cultures.

Students must answer the following questions:

- Why has this element endured?
- What aspects of this element have endured?
- What changes have occurred over time?
- What caused the changes over time?

For example, one of the elements selected may be Egyptian funeral rituals. Using what he/she has learned and from research completed about these rituals, a student will determine which component(s) of the rituals have prevailed by comparing them to current funeral practices. Students will discuss Egyptian rituals in groups of four or five. Each will then write individual summaries using the focus questions as a framework. The four summaries are a part of each student's electronic portfolio as well as an interim assessment item. Other possible elements might include domestication of animals, weaving cloth, cooking utensils, weaponry.

Students will document research and include a works cited page.

## Quarter Two

### Essential Understandings:

- **Culture #8:** Civilizations share common characteristics.
- **Time, Continuity and Change #10:** The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.
- **Communication #13:** Communication includes all human attempts to convey a message.
- **Communication #15:** Communicators reflect the bias of their time.
- **Communication #16:** Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

Students will update and add to their Timelines, as well as analyze for endurance four elements from this time period. They will also engage in a forum to determine the *Best and Worst* for this time period.

Products for the second quarter are:

### Timeline Update

#### Endurance Discussion and Summaries

Students will select four different elements, one from each of the themes, to analyze for endurance. Elements will be selected from the timeline for this time period. The following questions will serve as a framework for the written summaries.

Students must answer the following questions:

- Why has this element endured?
- What aspects of this element have endured?
- What changes have occurred over time?
- What caused the changes over time?

Students will document research and include a works cited page.

### Best and Worst Forum

Students will select one of the following individual or group formats to advocate for their choices for **\*one Best and one Worst** person, place, event and consequence, idea, and/or invention from this time period.

- persuasive speech
- trial by jury (group)
- mock demonstration/soap box speech
- “political” campaign speech
- panel discussion (group)

It is important to “match” the format with the elements chosen. For example, a persuasive speech would lend itself to a place and a trial to a person. A mock demonstration/soap box speech would lend itself to an event and a political campaign

speech to an idea. To advocate for an invention, a small group might choose a panel discussion.

\*Note to Teacher: Encourage a variety of best/worst choices and presentation formats by individuals or small groups.

Each student will participate in one of the above, then complete a paper that prioritizes **with rationale** which people, places, events with consequences, ideas, or inventions have had the *Best and Worst* effect of the time period. Each paper will contain a minimum of four “Best” and four “Worst” and include the rationale and thinking involved in the decision-making.

Students will document research and include a works cited page.

## Quarter 3

### Essential Understandings:

- Space and Place #1: Geography influences the development of a civilization.
- Space and Place #3: Humans shape and adapt to their environment.
- Space and Place #4: A civilization’s geographical location affects its global interaction and economic and political power.
- Culture #5: Movement of goods, people, and ideas are conduits for cultural change.
- Culture #6: Language, literature, and the arts reflect the values and beliefs of a civilization and transmit culture.
- Culture #7: Culture disperses through assimilation or domination.
- Culture #8: Civilizations share common characteristics.
- Time, Continuity and Change #9: Power and authority shape the rights and responsibilities of individuals and societies; individuals assume and shape power and authority.
- Time, Continuity and Change #10: The chronology of global events and patterns of historical change contribute to the rise and fall of civilizations.
- Science, Technology and Society #11: Science and technology affect and are affected by political, economic, and societal changes.
- Science, Technology and Society #12: Scientific and technological discoveries challenge existing cultural norms and change global perspectives.
- Communication #13: Communication includes all human attempts to convey a message.
- Communication #14: The ideas of effective communicators influence and are influenced by their society.
- Communication #15: Communicators reflect the bias of their time.
- Communication #16: Informed readers, listeners, and viewers construct meaning through the lens of personal knowledge and experience.

Students have spent the first semester looking at different civilizations and examining geography, culture, science and technology, and time, continuity, and change.

During this quarter students will begin focusing on specific civilizations, monitoring closely that civilization over time in terms of Space and Place, (Geography), Culture, Science and Technology, Time, Continuity, and Change (History).

Students will choose as their focus one of the following civilizations from this list (or teacher may assign):

- ✓ Greece
- ✓ Rome
- ✓ Persia/Macedonia (Alexander's Empire)
- ✓ Imperial China
- ✓ Feudal Japan
- ✓ Gupta Empire of India

**Note to Teacher: Equal or near equal distribution of the civilizations is desirable. You may want to limit the number of students who may choose any given civilization from the list. Also, students will meet with their teacher or another adult mentor at least twice during the third quarter to use feedback to improve their productions.**

Students who have chosen the same civilization will form expert groups. These groups will use the themes to examine their civilizations over time, in terms of:

- forms of power
- philosophy and beliefs
- scientific advancement
- technological change
- cultural diffusion
- arts and architecture
- literature and the humanities
- significant personalities

In these groups, students will become the resident experts for their chosen civilization. They will share their research with other groups. Each group will present the good, the bad, and the ugly of its civilization to the entire class.

Products for the third quarter are:

### Timeline Update

### Map of Civilization

Each student will create a map of his/her civilization using any material/format readily available. (Students might wish to begin with an outline map of the world.) This map will be displayed in the Hall of Mirrors (Quarter 4) along with the student's timeline. An "electronic" map is required and will become a part of each student's portfolio, but students also may wish to create one in another format. The map must include the expansion of territory with dates as well as the loss of territory with dates.

Students will document research and include a works cited page.

### Propaganda Portfolio

Students will produce and share a minimum of three items of propaganda, each using a different propaganda technique(s), in support of their civilization in its heyday. Propaganda items may include:

- a video journal
- a graphic
- a persuasive essay
- a bulletin board
- a series of postcards
- a book or diary

Students will then analyze and evaluate in writing three items of propaganda, which are not their own, for fallacious argument. For each of the three items they will identify the propaganda technique (Attachment 1), analyze the intent of the message, and evaluate the item's effectiveness as a propaganda tool.

Students will document research and include a works cited page.

### Mirror and Reflect

Students will make connections with the civilizations they studied in Quarters 1 and 2 by answering the question, "What impact did two other civilizations examined in Quarters 1 and 2 have on the civilization you chose as a focus of study in Quarter 3?" **or** if they cannot find connections, they must use the four themes to explain why they can't. Students may choose one of the following to complete this assignment:

- ✓ an oral presentation
- ✓ a compare/contrast essay
- ✓ a cause/effect essay
- ✓ an artistic interpretation
- ✓ a matrix

Students will document research and include a works cited page.

Note to Teacher: Remind students to include copies of or descriptions (plans) for all assignments in their electronic portfolios.

## **Quarter 4**

Products for the fourth quarter are:

### Timeline Update

Students will continue to expand and update their timelines. (Display at the Hall of Mirrors.)

### Map of Civilization Update

Each student will continue to expand and update the map for the specific civilization for which he/she is becoming an “expert.” (Display at the Hall of Mirrors.)

## **Culminating Project**

*“Those who control the past control the future; those who control the future control the present; those who control the present control the past.”*

--George Orwell, 1984

### Greatest Contribution

Students will use the insights and information gained through research and expert group discussions to determine the greatest contribution their chosen civilizations made to the world. They will write this contribution, **with justification**, to share at the *Hall of Mirrors* or at another designated time if this is not feasible.

Students will document research and include a works cited page.

### Hall of Mirrors



The quotation above will serve as inspiration for students to display their knowledge in the form of a presentation in the Hall of Mirrors, a living history museum. As part of their presentations in the Hall of Mirrors, students will exhibit one or more mirror(s), either handmade or real, that, based upon their research, reflects their civilization as a metaphor or simile. Examples of various mirrors include:

vanity	compact
distorted	shattered
cracked	smoky
two-way	rear-view
antique	magnifying
full-length	

The mirror(s) may reflect a developmental progression with dates **or** one point in time (with date) in the civilization’s history.

### Presentation for Patrons of the Hall of Mirrors

Students may choose to present at the Hall of Mirrors using any of the following individual formats.

- a poster or series of posters
- his/her individual portfolio
- a video documentary
- an exhibit
- a dramatization
- a PowerPoint presentation

During this quarter, students will work individually. **They will have at least two conferences with a teacher or other adult mentor over the course of the fourth quarter and use feedback to improve their productions.**

Honors 10 students will be invited as “VIP” guests to the Hall of Mirrors. Honors 9 students will “unveil” the contents of their time capsules for Honors 10. Honors 10 students will “advise” them as to the validity of their assertions based upon the advancement of civilizations after 1500.

Note to Teacher: If Honors 10 students are not available, perhaps AP World History students could substitute. Or perhaps parents, the community, or faculty and staff might pinch hit.

### **Criteria for Success**

- uses examples in oral and written expression
- demonstrates mastery of basic and sophisticated conventions of written and spoken language
- cites multiple primary and secondary resources in written and oral expression
- differentiates ways that humans adapt and shape the environment to meet their needs
- incorporates technology in creating and using timelines and maps
- incorporates information from a variety of sources and integrates various media forms to communicate the element of endurance of ideas for his/her civilization over time
- analyzes values, attitudes and behaviors of people in different historical context
- analyzes the roles of art, music, literature and folklore in historical development
- provides evidence of the impact and/or effects of all four themes on civilization over time
- actively participates in quarterly discussions to include demonstrating evidence of analysis and connectivity of ideas
- participates in one-on-one conferences with a teacher or adult mentor; asks and responds to questions, initiates and paraphrases suggestions

## Propaganda Analysis



The Institute for Propaganda Analysis (1937-42) identified the following seven types of propaganda which were in widespread use:

### 1. Name Calling

Part of an “ad hominem” (to the person) argument, in which a person in opposition is attacked and called names (“wild-eyed liberal,” “girlie-man,” “rabid right wing politician” or even “terrorist”) rather than a substantial issue being addressed.

### 2. Generality

A related fallacy is the “ad populum” (to the people) argument, in which abstract terms (such as “patriotism,” “public-spirited,” “communism” “family values”) are used to manipulate an audience. This fallacy is also called “glittering generalities,” though generalities often do not glitter but are dull.

### 3. Transfer

The use of beliefs or thoughts of a venerable or symbolic person(s) to bolster one’s weak argument defines transfer. For example, “the founding fathers” is a beginning phrase that often sets forth what is imagined to be their beliefs and may be an indication of this sort of fallacy.

### 4. Testimonial

Some respected or idolized person praises a product or an idea, even though the person has no knowledge or expertise in the area. Testimonials may be advertisements such as “infomercials” on television, and are also used to “sell” reprehensible ideas.

### 5. Card Stacking

Card stacking is often a fallacy of omission—a deliberate failure to present evidence that is contrary to one’s argument. It may also be overstatement or understatement and the use of half-truth to avoid looking at facts or other evidence completely.

## **6. Bandwagon**

The bandwagon fallacy encourages everyone to join in, to be part of the group. If everyone does it or thinks it, it must be so. The bandwagon argument implies that something is wrong with anyone who acts or thinks differently.

## **7. Plain Folks**

This fallacy is pretending to be like everyone else—the ordinary people—in order to get their confidence and thus their support. If the person using this fallacy can get others to think he or she is just like them, then it's easier to sell them a product or an idea.

Since 1942, other observers have added a few to the fallacies above and suggested that they are also common in propaganda.

## **8. Either/Or**

This is a fallacy in which a complex issue is reduced to two (only two) alternatives.

## **9. Post hoc, ergo propter hoc**

A cause and effect fallacy that assumes because one thing follows another in time, the second has been caused by the first, characterizes this technique.

## **10. Hasty Generalization**

This fallacy is defined as jumping to a conclusion decided on insufficient evidence.

## **11. Begging the Question**

In this technique, something is taken for granted that needs to be established by proof or evidence.

## **12. False Analogy**

All analogies compare two different things and say they are the same—thus they are logically false.

## **13. Appeal to Pity**

This technique appeals to pity (rather than reason) to make the argument.

Advertising and propaganda use the same techniques; one attempts to convince people to buy a product and the other attempts to convince people to give political power.