

## Legacies of Historical Globalization 10-1 CARC Social Studies

### Enduring Understanding:

In this inquiry activity, students will analyse an historical, imperialistic situation from varying perspectives to determine the extent to which the actions of the imperialistic power were justified.

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

<b>Related Issue 2</b>		
To what extent should contemporary society respond to the legacies of historical globalization?		
<b>General Outcome</b>		
Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples		
<b>Specific Outcomes</b>		
Number	Heading and Outcome (and bullet where applicable)	Criteria
<b>S.1</b> S.1.1	<b>develop skills of critical thinking and creative thinking:</b>	research information
	<ul style="list-style-type: none"> <li>evaluate ideas and information from multiple sources</li> </ul>	
S.7.5	<b>apply the research process:</b>	
	<ul style="list-style-type: none"> <li>consult a wide variety of sources, including oral histories, that reflect varied viewpoints on particular issues</li> </ul>	
2.6	<b>knowledge and understanding:</b>	analyze historical context
	examine impacts of cultural contact between Indigenous and non- Indigenous peoples (exchange of goods and technologies, depopulation, influences on governments and social institutions (TCC, CC, GC)	
2.7	explore the foundations of historical globalization (rise of capitalism, industrialization, imperialism, Eurocentrism) (TCC, ER, PADM)	
2.9	examine multiple perspectives on the political, economic and social impacts of historical globalization and imperialism (I, LPP, PADM)	
2.10	examine imperialist policies and practices that affected Indigenous peoples (British rule in India, British and French rule in Canada, Post-colonial governments in Canada) (TCC, PADM, GC)	
2.13	examine legacies of historical globalization and imperialism that continue to influence globalization (TCC, GC)	
<b>S.2</b> S.2.2	<b>develop skills of historical thinking:</b>	
	<ul style="list-style-type: none"> <li>analyze connections among patterns of historical change by identifying cause and effect relationships</li> </ul>	
<b>S.1</b> S.1.6	<b>develop skills of critical thinking and creative thinking</b>	draw and support conclusion
	<ul style="list-style-type: none"> <li>synthesize information from contemporary and historical issues to develop an informed position</li> </ul>	
<b>S.2</b> S.2.4	<b>develop skills of historical thinking:</b>	
	<ul style="list-style-type: none"> <li>evaluate the impact of significant historical periods and patterns of change in the contemporary world</li> </ul>	
S.2.7	<ul style="list-style-type: none"> <li>develop a reasoned position that is informed by historical and contemporary evidence</li> </ul>	
<b>S.7</b> S.7.1 S.7.3 S.7.6	<b>apply the research process:</b>	
	<ul style="list-style-type: none"> <li>develop, express and defend an informed position on an issue</li> <li>draw pertinent conclusions based on evidence derived from research</li> <li>integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li> </ul>	
<b>S.8</b> S.8.1 S.8.5	<b>demonstrate skills of oral, written and visual literacy</b>	communicate ideas
	<ul style="list-style-type: none"> <li>communicate effectively to express a point of view in a variety of situations</li> <li>use a variety of oral, written and visual sources to present informed positions on issues</li> </ul>	



## **10-1 Social Studies Performance Assessment: Student Task**

### **Legacies of Historical Globalization**

You have just been hired as the new United Nations time travelling ambassador. Your job is to analyze the impact of historical globalization on Indigenous peoples. To show your competence for your new position, you must research and critically analyze an historical event and the effects of that event on Indigenous peoples. You must then present your findings to a United Nations panel. In preparation, complete the following:

- **Gather Information and Analyze the Historical Context:**

Using multiple sources, research information on the historical event of your choice. Include the following information:

- What historical/political events may have caused the contact between Indigenous and non-indigenous populations? (background/historical information)
- What specific examples of the consequences of contact between Indigenous and non-indigenous populations can be found in this event or action? (e.g., Change in technology, disease, changes in society, religion, schooling)
- Provide the reasons given by and policies of the imperial power for the events or actions taken.
- What consequences does this situation have for contemporary society?

- **Draw and Support Conclusions:**

Using the following criteria, decide to what extent the actions or events taken by government/leaders were justified and support your conclusion:

- the immediate impact on all parties involved
- the lasting impact on all parties involved
- the magnitude of the consequences

Be sure to address the consequences of the situation on the contemporary world.

- **Present Your Findings:**

In a presentation of 5 – 7 minutes in length, present your findings. The content requirements of your presentation include:

- An analysis of the historical context
- Your conclusions about the extent to which the events/actions were justified
- Support for your conclusions based on evidence.

The format requirements include:

- A visual of your choice
- An oral or written component
- A bibliography of sources

## Legacies of Historical Globalization Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited*	Insufficient/ Blank*
<b>Researches information</b> (S.1.1, S.7.5)	Provides an <b>in-depth</b> investigation of historical event using multiple sources	Provides a <b>substantial</b> investigation of historical event using multiple sources	Provides a <b>partial</b> investigation of historical event using multiple sources	Provides an <b>incomplete</b> investigation of historical event using multiple sources	No score is awarded: insufficient evidence of student performance based on the requirements the task.
<b>Analyses historical context</b> (2.6, 2.7, 2.8, 2.9, 2.10, 2.13, S.2.2)	Provides a <b>comprehensive</b> examination of the context surrounding the event from various perspectives	Provides a <b>thorough</b> examination of the context surrounding the event from various perspectives	Provides a <b>basic</b> examination of effects of the context surrounding the event from various perspectives	Provides a <b>vague</b> examination of the context surrounding the event from various perspectives	
<b>Draws and supports conclusion</b> (S.1.6, S.2.4, S.2.7, S.7.1, S.7.3, S.7.6)	Synthesizes information to develop a <b>perceptive</b> conclusion based on <b>significant</b> evidence.	Synthesizes information to develop a <b>convincing</b> conclusion based on <b>relevant</b> evidence.	Synthesizes information to develop a <b>simplistic</b> conclusion based on <b>general</b> evidence.	Synthesizes information to develop a <b>vague</b> conclusion based on <b>weak</b> evidence.	
<b>Communicates information</b> (S.8.1, S.8.5)	Communicates key information <b>convincingly</b> throughout the presentation.	Communicates key information <b>effectively</b> throughout the presentation.	Communicates key information <b>predictably</b> throughout the presentation.	Communicates key information <b>ineffectively</b> throughout the presentation.	

\* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

## TEACHER NOTES

To aid students in **researching information** (criterion #1),

- have students brainstorm graphic organizers that would work best for this type of research. Review with students the information they will need to gather to complete a bibliography and the proper format of a bibliography.

To aid students in **analysing historical context** (criterion #2),

- discuss with students the concept of historical context. Ask students what they would need to know if they overhear a piece of a telephone conversation in order to understand the context on the other end of the conversation in which the comment was made. Possibilities include what happened before, political, physical, social and economic environments; consequences; motive of the people involved; etc.

To aid students in **drawing and supporting conclusions** (criterion #3),

- students may use a spreadsheet organizer similar to "Justifying Conclusions" below.

To aid students in **communicating ideas** (criterion #4),

- students can do a practice presentation for a small group of peers. A checklist similar to the "Self-Reflection Checklist" below can be created to aid in feedback.

To aid students in **self-reflection**,

- have them complete the "Self-Reflection Checklist" at the end of completing their task and prior to presentation.

### Justifying Conclusions

<b>Aspects of Event</b>	<b>Immediate Impact</b>	<b>Lasting Impact</b>	<b>Magnitude</b>

**Student Self-Reflection Checklist:  
 Legacies of Historical Globalization**

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Criteria</b>	<b>Yes</b>	<b>Not Yet</b>	<b>Evidence:</b>
<b>1. Research Information</b> The information gathered is comprehensive			
The use of many sources has provided information on several perspectives on the situation(s)			
The bibliography is complete and accurate in format and content			
<b>2. Analyse Historical Events</b> The causes and effects of historical events are explicit.			
Imperialist policies and practices that affected the Indigenous people are clear.			
The legacies that continue to influence globalization are explicit			
<b>3. Draws Conclusions/supports Recommendation</b> The judgment on the justifiability makes sense given the situation.			
The evidence to support my conclusion is comprehensive and appropriate.			
<b>4. Communicates Effectively</b> The conclusion and evidence supporting it is clearly to the audience.			
The visual is appealing and appropriate and will hold the attention of the panel.			