**Social Studies 9: Assignment 4 (Week of April 28 – May 5)**

**Introduction:**

Hello everyone and welcome to your week four assignment for Socials 9. By now, most of us are probably familiar with the overall format of these assignments but just a reminder that each week you will receive a general assignment, as well as an extension assignment. The extension assignment is **optional** and can be found in a separate section of this document called **“Extension/Enrichment Assignments.”**

Your assignment is due **Tuesday, May 5th** and should be sent to your Socials 9 teacher using ***Teams*** in **Office.com**. To get help with your assignment you can show up to the **Office Hours** to ask a question or you can simply email your teacher. Good luck and remember, we’re trying to make the best of a difficult situation here, so go easy on yourself and reach out for help if you need help!

**Teacher email contacts:**

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**Office Hours:**

Office hours are an **optional**, drop-in session to get help from Teachers. Access Zoom at https://zoom.us/join.

**Time:** Monday, May 4, 2020 01:00 PM -2:00 PM

https://us02web.zoom.us/j/86939213087?pwd=OU40VWg2TGtpUWhBSWhhU2h1TWk3UT09

**Meeting ID:** 869 3921 3087

**Password**: 2nyBCA

**Artifact Research Assignment:**

**Learning Intentions**:

-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

-Investigate sources and evidence

**Assignment Instructions:**

This assignment is based on artifact research.

Use the links listed under ***Artifact Databases*** below to find an artifact to use for this assignment. You will then create a detailed ***Artifact Analysis*** based on the artifact you have chosen.Assessment is based on student’s ability to provide detailed analyses of their artifact.

**Artifact Databases:**

<https://www.metmuseum.org/toah/works/>

<https://www.warmuseum.ca/firstworldwar/objects-and-photos/>

**Artifact Analysis:**

**\*Include the link to your artifact**:

1. ***Observe its parts:***

What material is this made of?

What does the artifact look like? What is the approximate size and weight?

Is there any writing on it?

What colour/colours is it?

What material/materials is it made of? How would it feel? What texture is it?

What condition is it in?

How easy would it be to break this artifact?

How easy would it be to repair?

Has it been altered since its creation?

What would happen if you got this artifact wet?

What would happen if you put this artifact in an oven?

1. **Try to make sense of it:**

How old is the artifact?

Where is it from?

Who do you think made it?

How was it constructed?

How long might it take to make this?

Can any of its parts be replaced? Are all of its parts necessary?

Who might have used it? What was it used for? Where would someone use this?

Is this artifact dependent on other artifacts to function? Is it a fragment?

1. ***Use it as historical evidence:***

What does it tell us about the people who would have used it or who may have been affected by it?

What can we learn about technology or techniques at the time it was made?

Can you think of a similar artifact that is used today for the same purpose?

What did you find out from this artifact that you might not learn anywhere else?

What other documents or historical evidence might you use to help you understand the event or time in which this artifact was used?

Does this artifact have any functionality that may not have been intended by its designer?

How valuable is this artifact, and to whom?

Could this artifact have inspired anything in contemporary culture?

Could you imagine a world in which this type of artifact never existed?

If you could talk to the person who made or owned this artifact, what questions would you ask?

**\*Extension/Enrichment Assignments**

1. Write a story about the person who may have owned the artifact. Incorporate information you have gathered through your close analysis of the artifact and your additional research.
2. Choose an artifact from home. Consider what someone 90 years from now could learn from the artifact. Would they know what it was for? What would they be able to tell about its owner?
3. What genre of music best suits the artifact? Write a song about it.
4. How does this artifact make you feel? Write a poem or draw a picture based on the artifact.

**\*Padlet Pandemic Primary Source**

Please continue posting to the Padlet: <https://padlet.com/barker_jp/pandemic2020>

**Password:** pan2020

This is where we are going to create our own collection of materials that describes what is happening throughout the Covid-19 pandemic. This will be a collection of digital materials including both primary and secondary sources, contributed by socials 9 students over the course of the pandemic, and in its whole will act as a type of historical primary source that shows what we are thinking, feeling and doing during this time.

**Ideas for Padlet posts:**

* A photo of something you cooked or baked, or of something you ate
* Music you are listening to
* A short description of what you did on a weekend
* Selfies (remember that future students may see these so be sure it’s something you’re comfortable sharing)
* Reflections on what life was like before school suddenly stopped
* Newspaper articles to do with the pandemic or anything else that you find interesting right now
* Screen shots of the pandemic statistics
* Who you chatted with that day
* Books you are reading
* Your outfit of the day
* Shows you are watching/binging
* Memes, especially to do with the pandemic
* Funny articles. Humour is important!
* Photos/descriptions of nature or other changes in your environment
* Descriptions of meaningful personal or family events (birthdays, family outings, etc.)
* Anything else you can think of!

We expect to see at least **ONE** contribution this week, but you are allowed to post as many items as you like! Teachers might not accept every contribution if it is not school appropriate, if there is no name attached, or if the amount of contributions being made by one person are deemed too many.

**Evaluation:**

**Assessment Criteria / Rubric:**

This assignment will be assessed by your teacher using the rubric below. In addition, you will use the rubric to self-evaluate by highlighting the rubric **on your question sheet** **(not here)** where you think you’re at with this assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competencies** | **Emerging** | **Developing** | **Proficient** | **Extending** |
| **Reading Comprehension and Clarity** | Answers reflect **minima**l understanding of material.  Work is very difficult to follow and incomplete. | Answers reflect **some** understanding of the material.    Work is unclear and partially complete. | Answers reflect a **strong** understanding of the material.    Work is clear and fully complete. | Answers reflect a **sophisticated** interpretation of the material.  Work is robust, detailed and thorough. |
| **Creative and /or Critical Thinking** | Answers reflect zero creative or critical thinking | Answers reflect some creative or critical thinking | Answers reflect quality creative or critical thinking | Answers reflect exceptional creative or critical thinking. |

Student Comments:

Teacher Comments: