**Grade 9 Social Studies: Assignment #3 (Week of April 22 - 29)**

**Introduction:**

Hello everyone and welcome to your week three 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 general assignment is for all students to complete. The extension assignment is optional and can be found in a separate section of this document called “Extension/Enrichment Assignments”.

In last week’s assignment, we examined primary and secondary sources through a historical lens and learned about how these sources shape our view of history. Those of you who chose to complete the extension assignment may have found that history is all around us and is a product of our everyday experiences. This week we plan to take that idea one step further.

The study of history connects us to a unique moment in time through the photos we take, the food we eat, the clothes we wear, how we are living inside our homes, and how we choose to interact with one another. We can find history in both the artifacts we think are important and the ones we often overlook. Think of these artifacts as small pieces of a puzzle, that when put together, form a clearer picture of what it is like to live at a specific time. We are continuously creating history in every moment and in every day whether we are aware of it or not. This week you will have an opportunity to contribute your personal experiences as primary sources to a broader secondary source that we will create together as Socials 9 students. In doing so, we will gain a better understanding of what it is like to live in British Columbia, Canada in the year 2020. Your assignment is divided into three parts which includes a *Crash Course History* video, podcast assignment and a primary source portfolio using the tool Padlet.

Your assignment is due **Tuesday, April 28th**and should be sent to your Socials 9 teacher using Office.com. Once again, we’re offering two office hours sessions (details below). 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 crazy situation here so go easy on yourself and reach out for help if anything at all is causing you difficulty.

**Teacher email contacts:**

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**Office Hours: April 22-28 (via ZOOM):**

Office hours are an optional, drop-in session to get help from any one of the above Socials teachers as well as other Humanities teachers who are familiar with the assignments (like Mr. Candelaria, Mr. Carter, or Mr. Prest).

**Friday April 24th: 1:00-2:00pm**

Topic: Socials 9 Office Hours

Time: Apr 24, 2020 01:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/92931110014?pwd=c1kxUHRvRlk3cjZzUTlCT2c1K0V3UT09>

Meeting ID: 929 3111 0014

Password: 5AY26h

**Monday, April 20: 11:00am – 12:00pm**

Topic: Socials 9 Office Hours

Time: Apr 27, 2020 11:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/97531102649?pwd=VlBGTHczYVErWGxZL0tKckpKUXhmdz09>

Meeting ID: 975 3110 2649

Password: 3hHNMX

**Assignment Instructions:**

**Task 1: Crash Course World History (Episode #203: Disease!)**

For this task you will be required to watch and answer some questions on one short episode of Crash Course History titled “Disease!” hosted by the very witty and articulate John Green. We recommend that you copy and paste the following questions into a Word document in Office.com. Save that document as “your name Socials 9 #3”.

**Warning**, he talks quickly. To save time we highly recommend that you:

* **Pre-Read** the questions for each video.
* **Pause** and **Answer** each question as you watch the video.
* Please answer in **complete sentences.**

Like to Crash Course History Video “Disease!” <https://www.youtube.com/watch?v=1PLBmUVYYeg>

**Video Questions:**

1. Why has the study of history not traditionally focused on disease?
2. What kind of “disease problems” were created when humans migrated into river valleys?
3. How did disease benefit Africa until the 19th century?
4. How are war and disease connected?
5. How did the Black Plague spread?
6. What percentage of Europe’s population died as a result of the Black Plague?
7. How did the Black Plague affect the development of Western Europe?
8. How did the spread of disease during the Columbian Exchange impact indigenous communities in the Americas?
9. What are some significant modern advancements in the battle against infectious disease?
10. Despite modern medical advancements, why are humans still worried about disease?

**Task Two: Podcast Assignment**

Did you know there was an event in the year 1518 that is known as the “Dancing Plague”? For a short time, people in Strasbourg, France would have the inexplicable urge to dance, and would do so for days until they died! As crazy as this sounds, this is a well-documented historical event with little explanation. There are multiple sources of information about this “plague”, but we recommend listening to parts 1 and 2 of “The Deadly Dancing Plague of 1518” from the podcast “Unexplained Mysteries” to learn all about it. After you have listened to the podcast, please answer the following questions:

1. What do you believe to be the most plausible explanation for this “plague”?
2. What is your overall response to this incident?
3. Can you find an event that mimics or is similar to the dancing plague that has occurred during our modern medical era? Please describe what happened. In what ways do the two events connect?

If you would like to use alternate sources for your learning, please provide the sources.

**Task 3: Familiarize yourself with Padlet and make a contribution**

You will need to bookmark the following website address into your phone or computer:

**Site:** https://padlet.com/barker\_jp/pandemic2020

**Password:** pan2020

Remember to use the UNDERSCORE in the website address!

Welcome to Padlet! 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.

Using Padlet is easy! All you need to do is click on the big pink button on the bottom right corner of the screen to attach websites, photos or create written work inside a tile. The main thing to remember when posting is to include your name or student number so that teachers know who has posted what. Any nameless tiles will be deleted! Also: include the date in the title so we know when it was posted.

Need help figuring out the Padlet? Come to this week’s office hours and we will do a screen share tutorial with you!

There will be upcoming assignments that respond to the Padlet, so it’s important to participate and contribute meaningful content. Remember that EVERYTHING happening right now is part of the broader story of the Covid-19 pandemic and will help future historians to create a more complete picture of what life was like at this time.

We expect you to make at least one contribution per week, and to take a look at what others are posting so you can get a sense of what your peers are doing and thinking. Posts can be in French, English, or both!

Students of English 9 are also welcome to use their journal entries as weekly Padlet contributions. Simply copy and paste, or take a photo of your written work, and publish it into a tile.

**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!

NOT ALL CONTRIBUTIONS WILL BE PRIMARY SOURCES! Some will be secondary. Can you identify which is which?

All contributions will be monitored by teachers before they are allowed to be permanently posted to the Padlet. Please keep content respectful and appropriate for school. Again, all contributions might be read by future students so please consider your content before posting! (“Do I really want this selfie seen by future Quamichan students?”)

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.

**Assessment:**

At the end of your completed assignment, please complete the following self-assessment by answering the following questions:

1. What do you think you did well in this assignment? Was it answering the questions from the video correctly and thoroughly, was it figuring out how to send it using Office.com, was it sharing your own primary or secondary source?
2. What do you think you could do next time or to make this assignment even better?
3. Indicate how long this assignment took you to complete.
4. Add your own comments. For example, what did you find interesting, easy, difficult, surprising about the assignment? What did you learn?
5. Below is the rubric your teachers are going to use to assess your work, review the rubric and indicate where you feel your work should be.

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| **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. |

**Teacher Comments:**

**Extension Assignment (optional):**

1) Sign up for a student account on [www.bighistoryproject.com](http://www.bighistoryproject.com)

2) Read blog article: <https://blog.bighistoryproject.com/2020/03/19/a-history-of-school-closings/>

3) What do you think? Post your response to this article and its link to the Padlet!