

CHY4U – Final Culminating Activity (10%)

Due Wednesday June 24

Mark Breakdown

Knowledge	/12
Thinking	/18
Communication	/10
Application	/20
Total Marks	/60

Part A: Historical Significance [approx. 30 min] (4 marks each) /12 Knowledge

You must choose **THREE** of the eight historical figures or events listed below. You must explain the historical significance of each event or person. You must also identify who or what they were, their contributions to society and both short and long-term effects.

- William Harvey
- John Calvin
- Louis XVI
- The Boston Tea Party
- Declaration of the Rights of Man
- Leonardo Da Vinci
- Assassination of Franz Ferdinand
- League of Nations

Part B: Short Answer [approx. 20 min] (6 marks each) _____ /18 Thinking

Choose **THREE** of the five questions to answer using full sentences

- 1) Describe one paradigm shift that happened as a result of the French Revolution and the reason(s) behind it.
- 2) Western civilization saw the development of many '*isms*'. Use TWO to evaluate their impact on Western society.
- 3) Discuss the issues surrounding the United States' decision to use the atomic bombs against Japan. What motives were behind this action and what arguments have been made against it?
- 4) How did the leadership of Otto von Bismarck shape the future of Germany to 1914? Explain using specific examples.
- 5) It is often said that the alliance system made a major war inevitable. Did alliances alone compel European nations to war after June 1914 – or were other factors involved? Explain.

Read each source carefully and answer the following questions. Each question is worth up to 5 marks.
Write your answers in paragraph format.

Source A

Britain, Austria, and Prussia then formed an alliance with Russia against Napoleon. Although Napoleon rebuilt his armies and won several minor victories over the Allies, he was soundly defeated in a three-day battle at Leipzig. On March 30, 1814, Paris was captured by the Allies. Napoleon then lost the support of most of his generals and was forced to abdicate on April 6, 1814. In the courtyard at Fontainebleau, Napoleon then bid farewell to the remaining faithful officers of the Old Guard...

Soldiers of my Old Guard: I bid you farewell. For twenty years I have constantly accompanied you on the road to honor and glory. In these latter times, as in the days of our prosperity, you have invariably been models of courage and fidelity. With men such as you our cause could not be lost; but the war would have been interminable; it would have been civil war, and that would have entailed deeper misfortunes on France. I have sacrificed all of my interests to those of the country. I go, but you, my friends, will continue to serve France. Her happiness was my only thought. It will still be the object of my wishes. Do not regret my fate; if I have consented to survive, it is to serve your glory. I intend to write the history of the great achievements we have performed together. Adieu, my friends. Would I could press you all to my heart.

Napoleon Bonaparte - April 20, 1814

1. According to this document, what relationship does Napoleon have with his soldiers? Do you believe that Napoleon's speech concerning the well being of France is genuine? Finally, do you believe Napoleon was a good commander? Explain. (5 marks)

Source B



Discussing the Illustration: “School of Athens” – Raphael

2. Describe how the Renaissance period was considered the rebirth of science and culture *and* explain how the “School of Athens” embodies the Renaissance period (5 marks)

Part D: Long Answer**/20 Application**

Select one question from the options below. Using your knowledge from the units in the course, write a balanced 150-250 word response that answers the question. You must include an introduction, body paragraphs and a conclusion

- 1) “Revolution is not something fixed in ideology, nor is it something fashioned to a particular decade. It is a perpetual process embedded in the human spirit” - Abbe Hoffman (author, social political activist). We have explored “Revolutions” in this course, from the scientific to the French. With reference to at least two of the revolutions studied in this course, argue for the greatest impact and significance of one over all the others.
- 2) The “philosophes” of the 18th century believed in the great potential and inherent goodness of man. Use specific references to the French Revolution and developments in the 20th century such as World War Two to determine whether they were naive in this assessment of human nature.
- 3) “Shallow men believe in luck. Strong men believe in cause and effect” - Ralph Waldo Emerson (poet, lecturer). With reference to three specific examples from three different eras or topics in our course, discuss the importance of understanding cause-effect relationships in history.

Marking Criteria

- ☐ Ideas are organized into paragraphs, with one example /evidence in each paragraph
- ☐ Ideas are clear, well explained, and easy to understand
- ☐ Spelling and grammatical errors are minimal
- ☐ Essay addresses at least one counterpoint or an example of an idea/thesis that may be different from your own
- ☐ Historical facts are accurate and specific
- ☐ You include in-text citations and a work cited page

Rubric:

Strand:	Level 4	Level 3	Level 2	Level 1
Application	Information/evidence used has little relevance to thesis	Information/evidence used has some relevance to thesis	Information/evidence used has relevance to thesis	Information/evidence used is extremely relevant to thesis

Integration of evidence to support thesis	Frequent and effective reference to course concepts	References to course concepts are effective	References to course concepts are occasional and sometimes effective	References to course concepts are seldom effective
Explanations using course concepts and terminology	Work is not properly cited – more than 4 errors	Work is sometimes properly cited and occasionally in MLA format – 3-4 errors	Work is properly cited and mostly in MLA format – 1-2 errors	Work is properly cited and in MLA format – no errors