**Social Studies & Careers 9: Persevering Through Time**

**Teacher Guide**

**Ideas for implementation:** This project is designed to fit inside the Social Studies 9 curriculum. Expectations are meant to be adjusted to fit into your class. This could be a major research project in which students are expected to use a variety of sources and provide great biographical detail or a shorter 1-2 day activity to round out a unit. The “Big Idea” is to look at how effort and perseverance has contributed to success throughout history.

**Ideas for Introducing Project to Students:**

**Brainstorm** ways that historical figures have undergone great efforts or persevered through difficult situations to succeed. Design a list of examples that students could select topics from.

**Watch:**  Abraham Lincoln – Mini Biography (https://www.youtube.com/watch?v=L80\_q2tPveo)

**Discuss:** Adversity that Lincoln had to overcome as described in the video.

* Mother’s death at age 8
* Poor relationship with father
* Father thought to be “unambitious, lazy, anti-intellectual”
* Love of knowledge allowed him to flourish (self-educated lawyer)
* Lost 1858 election (had already lost 7 previously)
* Gave the ultimate sacrifice after doing what he believed was right.

**Model** a slide based on a modern day example of a person who has put in great effort and perseverance to reach their goals. (I.e., Bill Gates, Terry Fox, Chris Hadfield, Elon Musk)

**Sample Topics:**

**Napoleon Bonaparte**: Limited family money, moved from Corsica with different accent, few friends at school, rose through military ranks to become European Emperor.

**Abraham Lincoln:** Grew up in poor family, mother died young, family was displaced, illiterate parents, formal education only in adulthood, lost 8 elections before becoming president.

**Louis Riel:** Moved to Quebec for school, studied hard, became engaged to a women whose parents refused to allow her to marry a Metis man. Fought the government in the name of the Metis people at huge cost to himself and his family. Eventually was killed for this cause.

**Benjamin Franklin:** 15th of 15 children to an English soap/candle maker. Dropped out of school at 10 to help parents pay the bills, fled from abusive brother, moved to Philadelphia and then London where he opened his print shop.

**Socials 9/Careers 9: Cross-curricular Activity**

**Persevering Through History**

Throughout Social Studies 9 you have learned about people who have worked hard and persevered to cement their place in the history books. In this activity, you will research one person who lived through the years 1750-1919 and explain how their hard work and perseverance brought them to a position of prominence in history.

**Your task** is to use Google Slides, Microsoft PowerPoint or a similar program to create a presentation about your chosen historical figure. You will include text, pictures, audio media, video, or any other resources that you see fit to demonstrate your understanding of the topic. Below is a sample of how you may choose to organize your project:

1.     **Introduction:** *Describe your chosen person*

-    Who have you selected?

-    What makes them a fit for this assignment?

2.     **Circumstances:** *What was going against this person? What was going for them?*

-     Economics (i.e. difficulty finding jobs, business failures, success?)

-     Family (i.e. poor/rich, education available, marriage?)

- Culture (i.e. how did culture help/hinder their success? )

3.     **How they worked:** *What did they actually do that showed hard work and perseverance?*

-    How they worked, studied, and made a difference to the world

-    Chances/Risks they took

-    Failures overcome on the way to success

4.     **What they ultimately accomplished:​** *Why do we know about this person today?*

a. Notable accomplishments

b. How they changed history

c. Role of hard work and perseverance in their success

Requirements: - At least 9 slides with text and 9 photos, graphics, or videos.

* Completed reflection assignment
* 3 sources cited

***You may use any of the figures brainstormed in class or come up with your own. Choose someone you are interested in and hopefully someone you admire as well.***

**Reflection**

1. How do you relate to the person that you chose?
2. What do you think drove them to work so hard or to persevere through challenges?
3. What area of your life do you work hardest in? (School, music, sports, volunteering etc.)
4. What area of your life do you want to improve in?

**Sample Rubric:**

|  |  |  |
| --- | --- | --- |
| **Excellent** | **Meets Expectations** | **Not There Yet** |
| -Exploration of the topic is  insightful and imaginative.  --There are precise and original supporting details.  -The subject is fully explored and described in detail. | -The student’s exploration of  the topic is adept and/or plausible.  -The ideas presented are thoughtful or original.  -The subject is covered and explored on the surface level. | -The student’s exploration of  the topic is tenuous or simplistic.  -The ideas do not or only vaguely refer to the subject. |
| -The information presented is fluid, focused and clear.  -Events and details are accurately depicted and teach the reader deeply. | - The information presented is appropriate and focused.  -Events and details are accurately depicted. | -The information presented is unclear, lacks focus or is not applicable.  -Events and details are inaccurate or missing. |
| -Visual/audio media enhances presentation and deepens understanding.  -Presentation is visually interesting, drawing the reader in.  - Presentation is an appropriate length to describe the topic in depth. | -Visual/audio media is adequate for presentation.  -Presentation is visually interesting and simple to read/follow.  - Presentation is appropriate length to describe the topic. | -Visual/audio media inappropriate for topic or not presented.  -Presentation is distracting, making understanding difficult.  - Presentation is far too short to address topic. |
| -The quality of writing is  mostly error free.  -Any errors present do not detract or interrupt the flow of the presentation. | -Quality of writing is  sustained .  -Errors present occasionally reduce clarity or sometimes detract from meaning. | -The quality of writing is  impaired by consistent grammatical errors.  - Errors interrupt flow of presentation. |