

HISTORY 151: WORLD HISTORY TO 1500

3 credits

Hybrid Class Meeting on Mondays: 11:30—12:45pm (CRN 63076)

Palanakila 214

INSTRUCTOR:

Malia Lau Kong

OFFICE:

Palanakila 136

OFFICE HOURS:

MW: 8:55—9:55am; 12:50—1:50pm

Also by appointment

EMAIL:

maliakon@hawaii.edu

PHONE NUMBER:

236-9132

EFFECTIVE DATE:

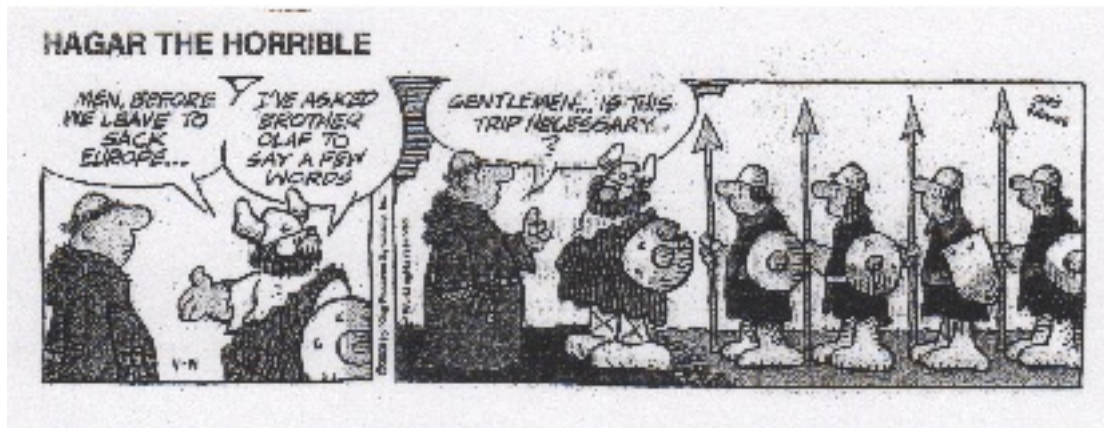
Spring 2015

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. (3 hours lecture)
WCC: FG



FOUNDATION REQUIREMENT AND HALLMARKS

HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

1. provide students with a large-scale analysis of human development and change over time.
2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania.)
3. offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through

time while recognizing diversity.

5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) for the course are:

1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Arrange, in chronological order, significant events in world history.
3. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
4. Explain cause and effect relationships in history.
5. Compare and contrast historical experiences across cultures and time.
6. Relate historical events to contemporary issues and events.



METHOD OF INSTRUCTION: HYBRID

Ask yourself if hybrid is the right method of instruction for you. If you are very independent, organized, focused, tech-savvy, enjoy working in groups and participating in discussions, you should do fine in a hybrid course. On the other hand, if these traits do not describe you, please seriously consider taking a traditional class.

- ❖ This course will expect that you are able to independently read, comprehend the “facts” on your own, complete the assignments, and navigate through Lualima with little guidance.
- ❖ Keeping on track is a must in this class. Always refer to the Class Schedule in this syllabus. It is very easy to fall behind in this class. Please don’t let this happen to you! You are about to learn the material at a relatively fast pace. ***This means that every week, on your own, you will be expected to read 1–2 chapters in the textbook & any assigned readings in the Course Reader, and complete the corresponding assignments (Video Exploration Assignments, Quizzes & Exams, Real World Assignment, HCAPs, &/or Discussion Posts).*** If this sounds overwhelming, then please drop the class.
- ❖ Check **ANNOUNCEMENTS** on the Main Page in Lualima for any announcements pertaining to our class. **Every Monday, I will post an Announcement to introduce the Week’s topics & assignments.** Furthermore, you should check your UH email account frequently (you are required to use your UH hawaii.edu email account; however, you can have your mail from this account forwarded to an email account that you more frequently use).
- ❖ Our class meets once a week (unless otherwise noted on the Class Schedule). In order to prepare you for class, you will read the assigned readings, watch the assigned documentaries, and complete the required assignments **BEFORE** class (see the Class Schedule for reference). Class will then be devoted to **applying,**

analyzing, evaluating & synthesizing what you learned about at home in a variety of student-centered activities (individual & group). In general class will usually follow this format: 1) Focusing Assignment & Questions from Readings/Assignments (15 minutes); 2) Activity or Activities (55 minutes); 3) Introduction of Next Topic (5 minutes).

- ❖ Make sure you adhere to the due dates to avoid the late penalty that is assessed for all late work. Note that you will have assignments that are either due online in Lulima OR in-class (see Class Schedule for reference). Furthermore, the Exam #1 and Exam #2 **MUST** be taken during their scheduled times, unless you made prior arrangements with me or had a valid emergency and contacted me in a timely manner.

COURSE TASKS

Welcome to the wonderful world of history—where we will make the past come to life as we explore the histories of the various peoples of the world in order to become better informed citizens and make our modern, global world more meaningful! As we look into the past, it may be helpful to view history as a movie—full of characters, with some playing significant roles and others playing supporting ones, drama, and significant events. Together, then, we will analyze this movie called history, highlighting the important individuals, concepts/ideas, places, societies, events, and all the drama that went along with this. As we explore the drama of the past, the class will focus on the **development of diverse cultures, similarities & differences** between these cultures, and the **connections & conflicts** that have arisen between these cultures.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- ✓ Take **2** Exams. Each Exam is worth 100 points total. The purpose of these exams is to assess both your critical thinking and writing skills regarding the material covered in class up to the moment of the exam. Each exam consists of **TWO PARTS: Part One** which consists of the writing of 1 **typed, double-spaced** essay worth 50 points **and Part Two** which consists of multiple choice questions & written explanation questions (10 points each). **Exam #1 Part One & Exam #2 Part One** are completed AT-HOME and is submitted in the “Exams” icon in our class Lulima site by the designated due date. **Exam #1 Part Two** is completed IN-CLASS on the designated date while **Exam #2 Part Two** is completed AT-HOME. **Part One of Exams #1 & #2 emphasizes THINKING, READING, & WRITING** and that is why you are allowed to complete this part at home. **Part Two of Exam #1 emphasizes RESOURCEFULNESS** and thus you will be allowed a 4” x 6” notecard, double-sided, typed or printed for use when completing this exam. **Part Two of Exam #2 also emphasizes RESOURCEFULNESS**, will have a time limit of 75 minutes, and will be completed at-home to be submitted in the “Exams” icon in our class Lulima site.
 - **Exams are to be taken when scheduled.** Make-up exams will only be given in cases of illness (with a doctor’s note) or valid emergency. If you are unable to take the scheduled exam, I expect you or a family member to **immediately** contact me before or on the day of the scheduled exam. **No make-up exam will be scheduled without you contacting me in a timely manner.**
- ✓ Take **10** Quizzes which are found in the “Exams” icon in our class Lulima site. Each weekly quiz will consist of 5 multiple choice questions and you will have 10 minutes to complete the quiz. Quizzes will be on the assigned readings & Lessons for the week. You will be granted access to all quizzes at the beginning of the semester, but each quiz must be completed by its specified due date in the syllabus which will always be on a **Sunday by 11:59pm**. Please note that late quizzes will continue to be accepted in Lulima until the last day of instruction; however, all quizzes completed after the due date will be assessed a late penalty of 3 points. Each quiz is worth up to 10 points possible.
- ✓ Complete the **Real World Assignment: Cover Letter & Resume for a Historical Individual**. This assignment is worth 20 points total and will be due by or on **Sunday, 5/3 by 11:59pm** and **emailed to me as a Word Document** (if you do not have Word, then your should email it to me either in PDF or RTF format). **The guidelines for this assignment are attached to this syllabus.**
 - For this assignment, you must pick a historical individual (pre-1500 CE; however, if you choose an individual from Hawai’i, it can be pre-1819 CE) that was also a proven warrior. Pretending that you are this person, you are to **create a cover letter and resume for this person if he/she were applying**

for a job. No more than one person per historical person. If you have a historical person in mind, you should sign up for that person ASAP by emailing me as it will be first come, first choice (you can also sign up in class but any emails received prior to your request will have first choice). Be sure to check for a confirmation email from me regarding your choice. I will post a list of those chosen individuals in the Homepage of our Lulima site. Once the name of an individual is listed on the Homepage, you are no longer able to pick that person. If you are unsure of a historical person, please contact me. Real World Assignments submitted after the due date will be assessed a 5-point late penalty and will not be considered for the job.

- After I receive all cover letters & resumes, I will post them in the “KickA** Industries Resumes” folder in the Resources icon in our Lulima site by Tuesday, 5/5. You are then to read all resumes so that you can then come up with the 3 most qualified individual that you would hire (you can choose your own individual as one) so that you can then participate in the “KickA** Industries Hiring Executives Discussion” found in the “Discussion Board” icon in our class Lulima site by writing a 5—7 sentence post on the 3 individuals you would hire and why. In your post, you should explain each of the individual strengths of your chosen individuals (be as specific as possible when talking about these strengths) and how when these strengths are combined, they would make an undefeatable team. The due date for this post is **Sunday, 5/10, by 11:59pm**. This post will be worth 5 points total. On **Tuesday, 5/12**, I will announce the 3 Most Qualified Individuals based on the 3 most chosen individuals in the Discussion. *The students who created the cover letters & resumes of the 3 chosen individuals will be awarded 5 points extra credit.*
- ✓ Complete **8** Video Exploration Assignments found in the “Assignments” icon in Lulima. You will notice that there are sometimes multiple assignments assigned per week according to the class schedule. Assignments assigned for the week will always be due on the **Sunday by 11:59pm** of the week in which it was assigned. You will have access to all assignments starting on the first day of class in case you would like to complete them ahead of the week in which they are assigned for. Please note that late assignments will continue to be accepted in Lulima until the last day of instruction; however, all assignments completed after the due date will be assessed a late penalty of 2—4 points depending on the assignment. These assignments deal with you watching historical documentaries found on YouTube (links to which are in both our Lulima site’s Homepage and in the Assignment itself) and answering questions based on these documentaries. Note that **you are to submit your answers for each Assignment online in the Assignments icon**. Please **disregard** the instructions written on page 9 of your Course Reader. See our Lulima class site Homepage for the links to these documentaries and further information on submission of questions. The amount of points each of these assignments in worth is varied depending on the number of questions asked in each assignment (1 point per question given). The 8 assignments total 40 points.
- ✓ Complete **3** Historical Comparative Analysis Papers (HCAPs) and share them in class in small groups on the assigned dates. HCAPs will be due **IN-CLASS** on designated dates. These typed 2-page papers (350—500 words) will analyze a recent news article of your own choice by relating it to specific Primary Sources found in your Course Reader (PS) **&** answering specific comparative questions. The topic of the HCAPs for the spring semester is **FREEDOM**. The purpose of the HCAPs is to compare freedom in the past to freedom in the present in order to make the past more relevant to the present. By doing so, you will demonstrate your ability to meet SLOs #5 & #6 for this course. Furthermore, another purpose of this project is to connect this class to the real world by exploring current issues through newspaper articles. Additionally, the project will develop your critical thinking skills as you analyze the similarities and differences between freedom in the past and freedom today. We will discuss the format of this assignment more at a later time. Each paper is worth 20 points (including 2 points for presentation) and must be presented in small groups on the designated presentation days. If absent on presentation day, the 2 points for presenting in small groups will automatically be forfeited due to the collaborative nature of presentations. Late HCAPs will be assessed a 5 point penalty, plus forfeit the 2 points for presenting in small groups if unable to present research in small group on the designated presentation days. **The guidelines for this assignment are attached to this syllabus.**

- ✓ Participate in ALL **3** Discussions found in the “Discussion Board” icon in our class Lualima site (click on “Discussion Board” icon in Lualima to access; then look for the assigned Discussion for the Week to participate in). Refer to the class schedule to see assigned Discussion(s) for the week. Discussions will be graded on how well you follow the guidelines listed below:
 - For each Discussion, you are to only **REPLY** to the post that I have up. In other words, after reading the post that I have set up as an introduction to the Discussion, please just click “reply.”
 - The instructions will be this: in your reply, please 1) answer the question that I post in 2—3 complete sentences, and 2) respond to the student's response that directly precedes your reply with 1—2 complete sentences. In other words, if you are the first student to reply to this post, then you are to 1) answer the question, and 2) reply to what I write about. Another example is if you are the 10th student to reply, then you will be 1) answering the question that I post below, and 2) replying to the reply of the 9th student. If you have any questions about this, please email me.
 - Your **answer** to the question that I post should consist of 2—3 complete sentences that are ORIGINAL in thought (and not just a paraphrase of the comments that preceded it).
 - Your **response** to the student's response that directly precedes yours should consist of 1—2 complete sentences of **why** you agree or disagree with this student's response. In other words, don't just say you agree or disagree. Always **explain** your position.
 - Always be **mindful** that you are RESPECTFUL of what your classmates have to say. **Negative comments will NOT be tolerated.** *Please note that one of WCC's core values is Ho'ihi (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Discussion forums will NOT be used to discriminate against or put down your fellow students or other cultures & religions. If you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could mean removal from class).*
 - Always **remember** that discussions are meant to provoke critical thinking on a given topic. Although you may disagree with what I or your fellow classmates have to say, I expect you to always be **respectful** in your disagreement.
 - Each Discussion is worth up to 5 points total. Assigned Discussion Posts for the week will always be due on the **Sunday by 11:59pm** of the week in which it was assigned. No late Discussion Posts will be accepted, regardless of reason due to the collaborative nature of this assignment. **ACCESS to the Discussion will be LIMITED** to Monday through Sunday for the week that it is assigned.

- ✓ Complete a variety of in-class activities. This includes primary source analyses, mock trials, role-playing activities, focused free-writes, & synthesis writings. These assignments will rely heavily on you being prepared for class (i.e., having both read the assigned readings and completed the corresponding homework worksheet). Some assignments will be worth more points than others depending on the assignment. Groups will typically consist of 3-4 members, and will be **randomly assigned**. Furthermore, some classes will involve large class discussions where everyone will be expected to contribute to the discussion. **Since all of these activities require being present for class to receive the points, if you are absent, you will need to make-up the points by completing an assignment for the missed classed which will then be due in one week. However, the points for any missed classes beyond the first 3 absences will not be able to be made up due to the collaborative nature of being present for these assignments, regardless of reason (unless, of course, the reason is that you have a documented case of illness).**

- ✓ Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view **and** not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated whether in-class OR in posted in the Lualima Discussions. Furthermore, any inappropriate behavior, including trying to be the class-clown, will result in immediate expulsion from the class. **Always be respectful** of one another. Furthermore, one of WCC's core values is *Ho'ihi* (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Hence, if you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could

mean removal from class). Hence, please be respectful of your classmates, thus fostering a positive learning environment!

ASSESSMENT TASKS AND GRADING

*2 Exams	x 100 points each	=	200 points	(40% of final grade)
*10 Quizzes	x 10 points each	=	100 points	(20% of final grade)
*In-Class Activities (incl. in-class work, Respect, Part.)		=	60 points	(12% of final grade)
*Real World Assignment + Discussion		=	25 points	(5% of final grade)
*8 Video Exploration Assignments		=	40 points	(8% of final grade)
*3 HCAPs	x 20 points each	=	60 points	(12% of final grade)
*3 Discussions	x 5 points each	=	15 points	(3% of final grade)
		=	500 points possible	

****Everyone starts the class with an “A” (500 points)!
What you do with your “A” is now up to you!***

To keep your	You can't lose more than	Which means
A	50 points	A = 450 points & above
B	100 points	B = 400 points & above
C	150 points	C = 350 points & above
D	200 points	D = 300 points & above

*You may keep track of your grade in our class's Lulima site under the Gradebook option. Please note, though, that I will only update the Gradebook 2x during the semester, approximately 1—2 weeks after a scheduled exam. If you are concerned about your grade, then you should make an appointment to see me, or come by my office during my office hours.

*(Hopefully, this will not happen, but if it turns out that more than 200 points is lost, an “F” for the class will result.)

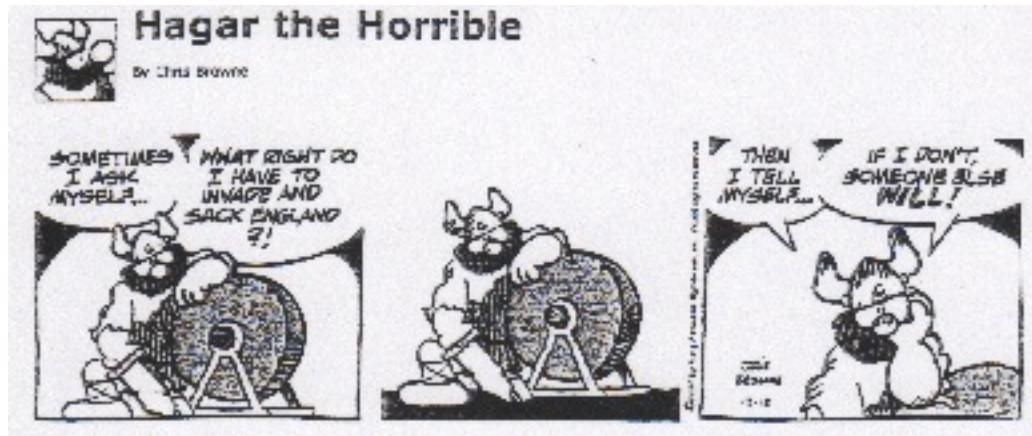
*The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The “N” grade is **NOT** given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

REQUIRED LEARNING RESOURCES TO PURCHASE

1. Edward H. Judge & John W. Langdon, Connections: A World History, Volume 1, Customized for HIST 151 Edition. ***This textbook is a customized textbook that is only available from the WCC bookstore.*** (Abbreviated as TXT in the Class Schedule)

2. Course Reader & Workbook For Malia Lau Kong's HIST 151: World Civilization I Course. ***This course reader is only available from the WCC bookstore.*** *It is STRONGLY recommended that you purchase this Course Reader as it is so much easier to read the sources contained within it in hardcopy format. However, should you choose to NOT buy the Course Reader, you can find a PDF copy of the Course Reader in the Resources folder in our class Lulima site.* (Abbreviated as CR in class schedule).

****Note: In the event that you go to the bookstore and the textbook &/or Course Reader is out of stock, you must place an order with the bookstore so that they can get it for you. Do not leave without placing an order!***



*This class is designed to be accessible to ALL students. Thus, please take note of the following statement:

DISABILITIES ACCOMMODATION STATEMENT

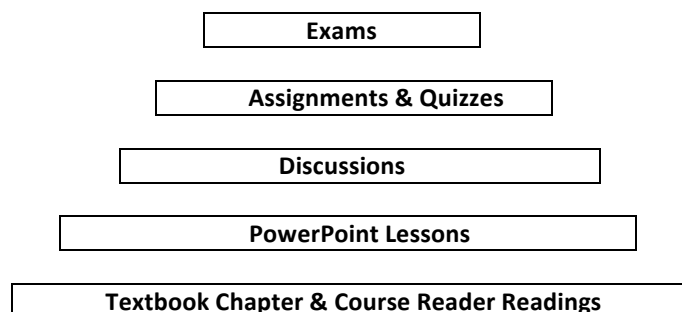
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

CLASS SCHEDULE

*The class is set up so that you complete the following tasks in this general order for EACH topic unit that corresponds to a specific chapter in the textbook:

1. 📖 READ: read the assigned chapter(s) in the textbook &/or designated sources found in the Course Reader.
2. ✍️ ENGAGE: read & answer any questions in the POWERPOINT LESSON(S) that correspond to the assigned chapter in the textbook. To access the Lessons, which are in PowerPoint PDF format, click on the "Resources" icon on the left side of the screen in Lualima. Then, click on the "Lessons (PowerPoint PDFs)" Folder to access all the Lessons. Note that on a few occasions, when you read an entire chapter in the textbook, you will find that there are 2 (or more) Lessons that correspond to it. A hardcopy of all PowerPoint Lessons are found on pages 111—225 in the "Course Reader & Workbook for Malia Lau Kong's HIST 151: World Civilization I Course" that is one of the required texts for you to purchase.
3. 💬 DISCUSS: post in the designated Discussion Forum for the week (found in the "Discussion Board" icon). Note that for some weeks, there will be no discussion to participate in.
4. 🌐 COMPLETE: complete the designated assignments for the week (i.e., Assignments found in the "Assignments" icon in Lualima, the Quizzes & Exams found in the "Exams" icon in Lualima, HCAPs, &/or the Real World Assignment: Cover Letter & Resume for a Historical Individual).

*Think of everything you do in class as a pyramid, which then builds up to an exam:



*Remember to adhere to the DUE DATES as these dates do NOT change, regardless of when you decide to complete the material.

WEEK ONE: Monday, 1/12 through Sunday, 1/18:

Topic Unit—Class Introduction & The Emergence of Human Societies

- **ATTEND CLASS ON MONDAY 1/12 @ 11:30am for Class Introduction & Syllabus Review**
 - **TO DO @ HOME:**
 - Read Syllabus
 - Familiarize Yourself with Our Course in Laulima
 - **? Got questions:** If you have questions related to course tasks, topics, and materials, **EMAIL me** for the fastest response. If you have any computer related questions, including questions on problems encountered when using Laulima, please contact the WCC Computing Help Desk at 235-7314 OR the UH Computing Help Desk at 956-8883. Remember that it is recommended that you use FireFox as your web browser, and that you have a high speed internet connection. At this time, Internet Explorer is NOT recommended for submitting work or taking tests.
 - **DISCUSS:** Introduce yourself in the **“Week One: Introduce Yourself!”** forum found in the “Discussion Board” icon on the left side of screen in Laulima. The DUE DATE for completion is **Sunday, 1/18, 11:59pm.**
 - **LISTEN:** Watch the HistoryTeachers’ Music Video “Prehistoric” for a fun introduction to this history unit (click on “Prehistoric” on the Home Page under the HistoryAlive! Links to access). In general, you do not need to watch the assigned music video. However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 - **READ:** Chapter 1 in textbook.
 - **ENGAGE:** Complete Lesson #1 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 113—120 in Course Reader (CR). Note that you do NOT submit anything when you complete the Lessons. You completing the Lessons is a way to make what you do at home more interactive. If you have any questions regarding the Lessons, you can either email me or ask me at the next class.
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WEEK TWO: Monday, 1/19 through Sunday, 1/25:

Topic Unit—The Near East (Mesopotamia & Egypt)

- **NO CLASS ON MONDAY, 1/19 DUE TO MARTIN LUTHER KING, JR. DAY HOLIDAY**
- **TO DO @ HOME:**
 - **LISTEN:** Watch the HistoryTeachers’ Music Videos “Civilization” and “King Tut” for a fun introduction to this history unit (click on “Civilization” on the Home Page under the HistoryAlive! Links to access; then do the same with “King Tut”). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 - **READ:** Chapter 2 in textbook and pages 23—24 in Course Reader (CR).
 - **ENGAGE:** Complete Lessons #2, #3, & #4 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 121—134 in CR.
 - **COMPLETE:** Complete the **“Iraq: Cradle of Civilization Video Exploration Assignment” and the “Egypt: The Habit of Civilization Video Exploration Assignment”** found in the “Assignments” icon in Laulima. The DUE DATE for completion is **Sunday, 1/25, 11:59pm.**
 - **COMPLETE:** Take Quiz #1 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons &

readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 1/25 @ 11:59pm.**

WEEK THREE: Monday, 1/26 through Sunday, 2/1:

- **ATTEND CLASS ON MONDAY, 1/26:** In-Class Activity (Role-Playing Activity: Geographical Determinism & Ancient Mesopotamia)

Topic Unit—India

- **TO DO @ HOME:**
 - LISTEN: Watch the HistoryTeachers’ Music Video “The Mahabharata” for a fun introduction to this history unit (click on “The Mahabharata” on the Home Page under the HistoryAlive! Links to access). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 - READ: Chapter 3 in textbook and pages 25—26 in CR.
 - ENGAGE: Complete Lesson #5 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 135—146 in CR.
 - COMPLETE: Complete the “**India: The Empire of the Spirit Video Explorations Assignment**” found in the “Assignments” icon in Laulima. The DUE DATE for completion is **Sunday, 2/1, 11:59pm.**
 - COMPLETE: Take Quiz #2 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 2/1 @ 11:59pm.**
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WEEK FOUR: Monday, 2/2 through Sunday, 2/8:

- **ATTEND CLASS ON MONDAY, 2/2:** In-Class Activity (Application Activity: Sell Your Indian Religion)

Topic Unit—China, The Americas, & Hawai’i

- **TO DO @ HOME:**
 - LISTEN: Watch the HistoryTeachers’ Music Videos “Chinese Dynasties” & “The Olmecs” for a fun introduction to this history unit (click on “Chinese Dynasties” & “The Olmecs” on the Home Page under the HistoryAlive! Links to access). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 - READ: Chapter 4 in textbook and pages 27—32 in CR; Chapter 5 & section of Oceania in Appendix of textbook for class (pgs. 490—494) and page 33 in CR.
 - ENGAGE: Complete Lesson #6, #7, #8 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 147—163 in CR.
 - DISCUSS: Post in the “**Week Four: Ancient Hawai’i Discussion**” forum found in the “Discussion Board” icon on the left side of the screen in Laulima. The DUE DATE for completion is **Sunday, 2/8, 11:59pm.**
 - COMPLETE: Complete the “**China: The Mandate from Heaven Video Exploration Assignment**” in the “Assignments” icon in Laulima. The DUE DATE for completion is **Sunday, 2/8, 11:59pm.**

- 🌐 COMPLETE: Take Quiz #3 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 2/8 @ 11:59pm.**
 - 🌐 COMPLETE: Complete HCAP #1 which is due on 2/9 in-class.
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WEEKS FIVE & SIX: Monday, 2/9 through Sunday, 2/22:

- **ATTEND CLASS ON MONDAY, 2/9:** In-Class Activity (Evaluation Activity: Freedom & Security in Ancient China); **HCAP #1 DUE IN CLASS**
- **NO CLASS ON MONDAY, 2/16 DUE TO PRESIDENTS’ DAY HOLIDAY**

Topic Unit—Persia & Greece

- **TO DO @ HOME:**
 - 🎧 LISTEN: Watch the HistoryTeachers’ Music Videos “The Trojan War” and “Macedonia” for a fun introduction to this history unit (click on “The Trojan War” on the Home Page under the HistoryAlive! Links to access; then do the same with “Macedonia”). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 - 📖 READ: Chapter 6 in textbook and pages 34—36 in CR; Chapter 7 in textbook and pages 37—56 in CR & page 102 in CR.
 - ✍️ ENGAGE: Complete Lessons #9, #10, #11, & #12 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 169—180 in CR.
 - 🌐 COMPLETE: Complete the “**The Spartans & Athenians Video Exploration Assignment**” found in the “Assignments” icon in Laulima. The DUE DATE for completion is **Sunday, 2/22, 11:59pm.**
 - 🌐 COMPLETE: Take Quiz #4 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 2/22 @ 11:59pm.**
 - 🌐 COMPLETE: Complete HCAP #2 which is due on 2/23 in-class.
-


WEEK SEVEN: Monday, 2/23 through Sunday, 3/1:

- **ATTEND CLASS ON MONDAY, 2/23:** In-Class Activity (Evaluation Activity: Freedom & Security in Sparta & Athens); **HCAP #2 DUE IN-CLASS**
 - **TO DO @ HOME:**
 - Start Reviewing for Exam #1 and thinking about your essay.
-

WEEK EIGHT: Monday, 3/2 through Sunday, 3/8:

- **ATTEND CLASS ON MONDAY, 3/2: Review for Exam #1 / Preparation for Essay**

- **TO DO @ HOME:**






-  **COMPLETE: TAKE EXAM #1 PART ONE (ESSAY) AT-HOME.** This part of the exam is untimed and is found in the “Exams” icon in our Laulima site. You must submit your essay within the designated testing period. It is highly recommended that you write your essay in a Word Document, and then just copy & paste your essay back into the Exam as Laulima has been known to have technical difficulties at times which results in the loss of all written work. Don’t let this happen to you! Hence, be sure to write your essay in a Word Document first, and then copy & paste it into the section of the exam that asks for your essay. **Essay must be submitted by Monday, 3/9 by 11:59pm.**
 - **Study for Exam #1 Part Two which is taken in-class on Monday, 3/9**
-

WEEK NINE: Monday, 3/9 through Sunday, 3/15:

- **ATTEND CLASS ON MONDAY, 3/9: TAKE EXAM #1 PART TWO IN-CLASS; Essay for Exam #1 DUE tonight by 11:59pm in “Exams” icon in Laulima.**

Topic Unit—Rome

- **TO DO @ HOME:**

-  **LISTEN:** Watch the HistoryTeachers’ Music Videos “Viva Roma No. V”, “Julius Caesar”, “Cleopatra”, “Gladiator”, “Constantine”, “Attila the Hun”, and “Empress Theodora” for a fun introduction to this history unit (click on “Viva Roma No. V” on the Home Page under the HistoryAlive! Links to access; then do the same with the remaining videos assigned above). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 -  **READ:** Chapter 8, Chapter 9 (pages on Roman Empire only), & Chapter 10 in textbook and pages 57—73 in CR and pages 104—106 in CR.
 -  **ENGAGE:** Complete Lessons #13 & #14 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 181—189 in CR.
 -  **COMPLETE:** Take Quiz #5 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 3/15 @ 11:59pm.**
 -  **COMPLETE:** Complete HCAP #3 which is due on 3/16 in-class.
-

WEEKS TEN & ELEVEN: Monday, 3/16 through Sunday, 3/29:




- **ATTEND CLASS ON MONDAY, 3/16:** In-Class Activity (Evaluation Activity: Freedom & Security in Ancient Rome); **HCAP #3 DUE IN-CLASS**
- **NO CLASS ON MONDAY, 3/23 DUE TO SPRING BREAK WHICH RUNS FROM 3/23—3/27**

Topic Unit—Europe

- **TO DO @ HOME:**

-  **LISTEN:** Watch the HistoryTeachers’ Music Videos “Charlemagne”, “The Vikings”, & “William the





Conqueror”, for a fun introduction to this history unit (click on “Charlemagne” on the Home Page under the HistoryAlive! Links to access; then do the same with the remaining videos assigned above). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.

-  READ: Chapter 9 in textbook and pages 74—87 in CR and page 107 in CR.
 -  ENGAGE: Complete Lessons #15 & #16 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 190—202 in CR.
 -  COMPLETE: Take Quiz #6 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 3/29 @ 11:59pm.**
-

WEEK TWELVE: Monday, 3/30 through Sunday, 4/5:

- **ATTEND CLASS ON MONDAY, 3/30:** In-Class Activity (Role-Playing Activity: The Barbarian Conversion of Europe)





Topic Unit—Islam

- **TO DO @ HOME:**
 -  READ: Chapter 11 & Chapter 12 in textbook and pages 88—89 in CR.
 -  ENGAGE: Complete Lesson #17 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 203—206 in CR.
 -  COMPLETE: Complete the “**The Islam Video Exploration Assignment**” found in the “Assignments” icon in Laulima. The DUE DATE for completion is **Sunday, 4/5 11:59pm.**
 -  COMPLETE: Take Quiz #7 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Laulima. **Quiz due by Sunday, 4/5 @ 11:59pm.**
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WEEK THIRTEEN: Monday, 4/6 through Sunday, 4/12:

- **ATTEND CLASS ON MONDAY, 4/6:** In-Class Activity (Application Activity: The Rapid Spread of Islam)

Topic Unit—Africa, China & Japan





- **TO DO @ HOME:**
 -  READ: Chapter 13 in textbook; Chapter 14 in textbook and pages 90—92 in CR.
 -  ENGAGE: Complete Lessons #18, #19, & #20 (click on the “Resources” icon on the left side of the screen in Laulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 207—209 in CR.
 -  DISCUSS: Post in the “**Week Thirteen: Introduce Your KickA** Historical Individual!**” Discussion Forum (click on the “Discussion Board” icon on the left side of screen in Laulima). The DUE DATE for completion is **Sunday, 4/12, 11:59pm.**
 -  COMPLETE: Take Quiz #8 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams”

icon in Lulima. **Quiz due by Sunday, 4/12 @ 11:59pm.**

WEEK FOURTEEN: Monday, 4/13 through Sunday, 4/19:

- **ATTEND CLASS ON MONDAY, 4/13:** In-Class Activity (Role-Playing Activity: The Way of the Samurai)






Topic Unit—Mongols

- **TO DO @ HOME:**
 -  **READ:** Chapter 15 in textbook and page 93 in CR.
 -  **ENGAGE:** Complete Lesson #21 (click on the “Resources” icon on the left side of the screen in Lulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 217—220 in CR.
 -  **COMPLETE:** Complete the “**The Mongols Video Exploration Assignment**” found in the “Assignments” icon in Lulima. The DUE DATE for completion is **Sunday, 4/19, 11:59pm.**
 -  **COMPLETE:** Take Quiz #9 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Lulima. **Quiz due by Sunday, 4/19 @ 11:59pm.**
-

WEEK FIFTEEN: Monday, 4/20 through Sunday, 4/26:

- **ATTEND CLASS ON MONDAY, 4/20:** In-Class Activity (Evaluation Activity: The Mongol Method of War)

Topic Unit—Christianity & Islam

- **TO DO @ HOME:**
 -  **LISTEN:** Watch the HistoryTeachers’ Music Videos “The Crusades” and “The Black Death” for a fun introduction to this history unit (click on “The Crusades” on the Home Page under the HistoryAlive! Links to access; then do the same with “The Black Death”). In general, you do not need to watch the assigned music video (unless you are assigned to watch it in a HistoryAlive! Assignment). However, the music videos, when available, serve as a fun way to introduce you to information that you will cover in the chapter.
 -  **READ:** Chapter 16 in textbook and pages 94—99 in CR and pages 108—109 in CR.
 -  **ENGAGE:** Complete Lesson #22 (click on the “Resources” icon on the left side of the screen in Lulima. Then, click on the “Lessons (PowerPoint PDFs)” Folder to access specified Lesson). Hardcopy found on pages 221—225 in CR.
 -  **COMPLETE:** Complete the “**The Crusades Video Exploration Assignment**” found in the “Assignments” icon in Lulima. The DUE DATE for completion is **Sunday, 4/26, 11:59pm.**
 -  **COMPLETE:** Take Quiz #10 (TIMED, multiple-choice quiz of 5 questions on the assigned Lessons & readings for the week (i.e., Chapter(s) in textbook & Course Reader readings)) found in the “Exams” icon in Lulima. **Quiz due by Sunday, 4/26 @ 11:59pm.**
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WEEK SIXTEEN: Monday, 4/27 through Sunday, 5/3:

- **ATTEND CLASS ON MONDAY, 4/27:** In-Class Activity (Role-Playing Activity: Crusade & Its Aftermath)
 - **TO DO @ HOME:**
 - **🌐 COMPLETE:** Email me your completed “**Real World Assignment: Cover Letter & Resume for a Historical Individual**”. The DUE DATE for emailing this to me is **Sunday, 5/3, 11:59pm**.
-

WEEKS SEVENTEEN & EIGHTEEN: Monday, 5/4 through Wednesday, 5/13:

- **ATTEND CLASS ON MONDAY, 5/4: Review for Exam #2 / Preparation for Essay**
- **NO CLASS ON MONDAY, 5/11 BECAUSE IT IS FINALS WEEK**
- **TO DO @ HOME:**
 - **🌐 COMPLETE:** Read all resumes posted in the “KickA** Industries Resumes” folder found in the “Resources” icon so that you can then come up with the 3 most qualified individual that you would hire (you can choose your own individual as one). Next, participate in the “**KickA** Industries Hiring Executives Discussion**” found in the “Discussion Board” icon in our class Laulima site by writing a 5—7 sentence post on the 3 individuals you would hire and why. In your post, you should explain each of the individual strengths of your chosen individuals (be as specific as possible when talking about these strengths) and how when these strengths are combined, they would make an undefeatable team. The due date for this post is **Sunday, 5/10, by 11:59pm**.
 - **🌐 COMPLETE: TAKE EXAM #2 AT-HOME** which is found in the “Exams” icon in our Laulima site. Be sure to complete both PART ONE (Essay; untimed) and PART TWO (Multiple Choice & Written Explanation; TIME LIMIT: 75 minutes) of Exam #2 **by Wednesday, 5/13, 11:59pm**. Exam opens on Monday, 5/4, 12:00am and automatically closes on Wednesday, 5/13, 11:59pm.
 - ***PLEASE NOTE THAT NO LATE EXAMS, REGARDLESS OF REASON, WILL BE ALLOWED. EXAM WILL BE OPEN EARLY, FROM WEEK SIXTEEN, IN ORDER TO BETTER ACCOMMODATE YOUR SCHEDULES. EXAM WILL CLOSE ON WEDNESDAY, 5/13 @ 11:59PM.**
 - ***IF YOU ARE UNABLE TO TAKE THE EXAM DURING THIS TIME PERIOD, YOU WILL FAIL THE CLASS.**

KickA** Industries NEEDS YOU!



HELP US SAVE THE WORLD!

KickA Industries** has immediate openings for a few good men & women—barbarian or civilized—as we embark on world domination to eliminate the zombie threat forever.

Company History: **KickA** Industries** is a public-private corporation dedicated to eliminating the zombie pandemic that has turned 90% of the world's population into the living dead. Although guns were the preferred method of zombie elimination, bullets are now in short supply. Hence, KickA** Industries is traveling back in time & recruiting from the world's historical warrior population who know how to kick a** with weapons that don't need reloading (yes, time travel exists but the mechanics of time travel or why KickA** Industries doesn't just send someone back to prevent the zombie plague remains as classified information).

Minimum Qualifications: Ability to kick a** in multiple situations and environments. Experience in the field. Dependable (will not run away in hazardous situations).

Desirable Qualifications: Proven ability to kick a**. Proven ability to lead. Multiple conquests.

Pay Scale: Starting salary depends on experience. Hazard pay bonus in addition to starting salary. Life & health insurance offered. Family will be provided for upon death in the line of action.

To Apply: Please send in a **cover letter** stating how you meet the minimum and desirable qualifications, and a **resume** with current reference(s).

We are an **EOAA** business. We will not discriminate based on gender, ethnicity, culture, sexual orientation, religion, color, age, weight, height, &/or manners.

Cover Letter & Resume for a Historical Individual Real World Assignment Guidelines

Purpose of Assignment: To have fun with history, to think & write critically & creatively, and to also see how learning history can have real world applicability. Although you are picking a historical person to complete this assignment, you are learning how to write a cover letter and resume—two skills needed in the real world.

Scenario: *You, a historical warrior from Pre-Modern World History, sees this job ad posted on a tree just as you're coming back from hunting. Since you seek wealth, fame, and adventure, you decide to apply for this job that will take you into the future to battle these slow-moving zombies, a job that sounds as easy as taking candy from a baby for a bad a**, hard-core warrior like yourself.*

Assignment: Pick a historical individual (pre-1500 CE; however, if you choose an individual from Hawai'i, it can be pre-1819 CE) that was also a proven warrior. Pretending that you are this person, apply for this job **by creating a cover letter and resume. No more than one person per historical person.** If you have a historical person in mind, you should sign up for that person ASAP by contacting me as it will be first come, first choice. If you are unsure of a historical person, please contact me.

*You will be expected to do additional research on your historical person in order to create an appropriate and accurate cover letter and resume. Although you need to be creative, you still need to be **ACCURATE**. In other words, you will **NOT** be able to make things up regarding your chosen person—if your person didn't do something, don't make something up. For example, do not say that your person conquered something if he did not. Or, do not say that your person learned his/her skills by attending Warrior College. Instead, if your person was, for example, a specified Spartan warrior, you would write that he graduated from the *agoge* since the *agoge* was basically like warrior school. If you need help in making sure that you are balancing the art of accuracy & creativity, be sure to contact me!

You will need to include at least **ONE primary source reference for your person. This primary source reference is an identification (who, what wrote, where from, when lived, why important) of an actual writer that *wrote about your person back then*. In other words, this reference is someone who lived during the time period of your person. This reference is NOT someone from our own modern day that wrote a book about your person. Although you only need to find 1 primary source reference, note that the more primary source references you can identify, the stronger the resume of your person. If you are unsure of your reference(s), be sure to contact me.

HIST 151 HCAP Guidelines & Rubric
HCAP Topic: Freedom—Then & Now



Reprinted from The Funny Times / PO Box 18002 / Cleveland Heights, OH 44118
 phone: (216) 371-8800 / e-mail: h@funnytimes.com

Brief Overview: The Historical Comparative Analysis Paper (HCAP) will analyze the topic of freedom across time by comparing a specific Primary Source found in the Course Reader (PS) to a current events news article. This analysis will be done in a 4-paragraph paper that answers specific questions in each paragraph.

Purpose: The purpose of the HCAPs is to compare freedom in the past to freedom in the present in order to make the past more relevant to the present. By doing so, you will demonstrate your ability to meet SLOs #5 & #6 for this course. Furthermore, another purpose of this project is to connect this class to the real world by exploring current issues through newspaper articles. Additionally, the project will develop your critical thinking skills as you analyze the similarities and differences between freedom in the past and freedom today.

Other Info: Each paper is worth 20 points (including 2 points for presentation), is **due in-class on designated** dates, must be **typed**, and must be presented in small groups on the designated presentation days. Late HCAPs will be assessed a 5 point penalty, plus forfeit the 2 points for presentation if either absent or unable to present research in small groups on the designated presentation day.

HCAP Guidelines: In order to write your HCAP, you will need to write 4 typed paragraphs. The minimum number of sentences for each paragraph is 5. Each paragraph has a specific set of instructions that are detailed below:

❖ **Paragraph 1: Evidence—Primary Source (PS)**

- For HCAP #1, use Primary Source: Sima Qian, The Legalist Policies of the Qin, pgs. 29—32 of Course Reader
- For HCAP #2, use Primary Source: Herodotus, Xerxes Invades Greece, pgs. 41—49 of Course Reader
- For HCAP #3, use Primary Sources: Tacitus, Rebellion of Boudicca and Dio, Boudicca's Rebellion, pgs. 60—70 of Course Reader
- Using the specified PS, complete the following tasks:
 1. Identify the individual(s) &/or society(ies) involved (who, what, where, when). In order to complete this, you may need to reference your class notes &/or textbook.
 2. Answer the following questions:

- a. According to what the PS reveals, what does freedom mean to the author of the source & the individual(s) &/or society(ies) involved?
 - i. You will need to determine for yourself what freedom means according to the source as freedom may never be defined outright. For example, freedom could mean the right to speak your mind (freedom of speech) or the freedom to determine your own government.
 - b. Why & how is freedom being threatened, lost, &/or debated?
3. Include at least 2 quotes from the PS (make sure that you only quote from the actual primary source and not the secondary source summary that introduces the primary source).

❖ **Paragraph 2: Evidence—Current Events News Article**

- Find a current events news article (online or print) from the New York Times, CNN, Fox News, or Honolulu Star-Advertiser. Make sure that you find a news article that is relevant and appropriate (i.e., deals with the issue of freedom in some capacity). The article cannot be older than 1 month, and must deal with a current event (i.e., event needs to have taken place or be still taking place in 2015). Attach a copy of the article to your HCAP or the specific web address if an online source with full bibliographic information (article title, date, author, source).
- Using your news article, complete the following tasks:
 1. Identify the individual(s) &/or society(ies) involved (who, what, where, when). In order to do this, you may have to do a little more research on your current events topic.
 2. Answer the following questions:
 - a. According to what the news article reveals, what does freedom mean to the individual(s) &/or society(ies) involved?
 - You will need to determine for yourself what freedom means according to the source as freedom may never be defined outright. For example, freedom could mean the right to speak your mind (freedom of speech) or the freedom to determine your own government.
 - b. Why & how is freedom being threatened, lost, &/or debated?

❖ **Paragraph 3: Analysis—Compare & Contrast PS and Current Events News Article**

- Using both the specified PS and your chosen news article, answer the following questions:
 1. How is the historical issue of freedom (from the specified PS) **similar to** the modern issue of freedom (from your chosen news article)? Find at least 1 similarity.
 2. How is the historical issue of freedom (from the specified PS) **different from** the modern issue of freedom (from your chosen news article)? Find at least 1 difference.
 3. What do you think accounts for the similarity(ies)?

❖ **Paragraph 4: Analysis—Synthesis**

- Take a stand on an argument to the specified question topic below by referencing the specified PS and your chosen news article:
 1. HCAP #1 Question: Is peace & stability worth the loss of certain freedoms? Why or why not?
 2. HCAP #2 Question: Is freedom ever worth going to jail for or dying for? Why or why not?
 3. HCAP #3 Question: Is one person's freedom fighter another person's terrorist? Why or why not?

HCAP Grading Scale:

• Analysis & Evidence		=	15 points total
○ Paragraph 1	=	3 points	
○ Paragraph 2	=	3 points	
○ Paragraph 3	=	4 points	
○ Paragraph 4	=	5 points	
• Grammar, Mechanics, Format		=	3 points total
• In-Class Presentation		=	2 points total
		=	20 points total

HCAP Rubric		Excellent	Very Good	Good	Okay	Emerging
<p>Analysis & Evidence: HCAP contains an argument supported by significant & relevant evidence from PS & news article. HCAP contains at least 2 quotes from specified PS & 5 sentences per paragraph. HCAP references an appropriate current events article. HCAP answers specified questions, compares & contrasts, creates appropriate links between freedom in the past and freedom in the present, & synthesizes the PS & news article to create a well-evidenced argument.</p>	Paragraph 1: Evidence—PS(s)	3 points	2.5 points	2 points	1.5 points	1 point
	Paragraph 2: Evidence—Current Events News Article	3 points	2.5 points	2 points	1.5 points	1 point
	Paragraph 3: Analysis—Compare & Contrast	4 points	3.5 points	3 points	2 points	1 point
	Paragraph 4: Analysis—Synthesis	5 points	4 points	3 points	2 points	1 point
Grammar, Mechanics, Format	HCAP is grammatically & mechanically correct, and follows the specified format (i.e. guidelines)	<i>HCAP is free of spelling, grammatical, & mechanical errors; is written in the active voice, follows the format, answers all questions, & provides evidence & analysis. (3 points)</i>	<i>HCAP contains 1–2 spelling errors. 1 sentence may be written in the passive voice. HCAP follows the format. (2.5 points)</i>	<i>HCAP contains several spelling, grammatical, &/or mechanical errors. HCAP follows the format. (2 points)</i>	<i>HCAP contains several major spelling, grammatical, &/or mechanical errors. HCAP does not follow the format. (1.5 points)</i>	<i>HCAP contains significant spelling, grammatical, &/or mechanical errors. HCAP does not follow the format. (1 point)</i>
In-Class Presentation	HCAP shared in class on designated day.	Yes (2 points)				No (0 points)