

Inquiry Question

What is the historical significance of the Earth Charter?

Name: _____ Date: _____



Background

The Earth Charter was ratified by the United Nations in the year 2000. It addressed both environmental and social justice issues. People from around the world had input in its wording and commitments. But how many people know about it? Has it really made a difference? Here is your chance to find out.

For an event to be historically significant it needs to impact large numbers of people and have long lasting and profound impacts. It should reveal something about the attitudes of people at the time the event occurred, and tell us something about where we are at now.

Instructions

1. In your project, you will research the impact of the Earth Charter on the world and analyze what was happening in the years leading up to the signing of the Charter in 2000 so that you can describe what it reveals about what people were concerned about in the twenty years or so leading up to the year 2000.
2. Attached is a graphic organizer to help you analyze the historical significance of an event. You can use this to organize your argument, and/or submit it as part of your project.
3. How you structure the project is up to you. Consider presenting your thinking as a video, essay, graphic organizers, mind map, or another format or combination of formats you

think would work well. You can write down your argument, and/or record yourself talking. Talk to your teacher if you have any questions.

4. Remember that unit projects make up the bulk of your assessment and should be the place you reveal your best work based on the knowledge and insights you have learned in this unit. These are big projects, not little assignments, and should show a depth of understanding and knowledge.
5. *Remember to include a list of sources.*

The graphic organizer is on the following pages.

Name: _____ Date: _____

Historical Significance

of: _____

<p style="text-align: center;">CRITERIA FOR HISTORICAL SIGNIFICANCE</p>	<p style="text-align: center;">IN WHAT WAYS DOES THE EVENT/PERSON/GROUP MEET THE CRITERIA?</p>
<p>Results in change</p>	
<p>Profundity: How were people and/or country and/or world affected? Circle which of the above you are focusing on. You may add a point or two from one of the other two, but need to add a code beside it:</p> <p>P=people C=country W=world</p>	

<p>Quantity: How many lives were affected? How much money was involved? Basically, find amounts of things involved (numbers)</p>	
<p>Durability: How long lasting were/are the changes? Days?Months? Years? Generations?Till now?</p>	

REVEALING	
<p>How does this help us understand the past and what was going on back then? What does it tell us about what life was like back then and/or what political and social things were going on?</p>	

RESONANT OR RELEVANT	
How does this relate to issues or problems that concern us NOW?	

Criteria	Applying Up to C	Developing C+ to B	Proficient B+ to -A	Extending A+
Quality of Ideas	Exhibits minimal ability to engage in analysis/criticism Displays some variety and precision Has limited insight into the issues Works with ongoing support	Exhibits adequate ability to engage in some analysis/criticism Displays adequate variety and precision Shows adequate insight into the issues Works with some support	Exhibits very good ability to engage in analysis/criticism Displays variety, precision &/or originality of thought Avoids irrelevance Shows proficient insight into the issues Works with increasing independence	Exhibits excellent, independent analysis/criticism Displays consistent variety, precision &/or originality Consistently relevant Shows deep insight into the issues Works independently
Knowledge and Understanding of Content	Limited knowledge and understanding of the content Demonstrates a partial understanding A very limited coverage of the essential information Works with ongoing support	Adequate knowledge and understanding of the content Demonstrates a partial understanding A limited or partial coverage of the essential information Works with some support	Proficient knowledge and understanding of the content Demonstrates an accurate understanding A full coverage of the essential information but missing some key pieces of information or analysis Works with increasing independence	Excellent knowledge and understanding of the content Demonstrates with new insights a thorough integrated understanding of the essential information An extensive coverage of the essential information with minimal holes in analysis Works independently
Presentation and Communication of Learning	It is very difficult to understand this project. Grammar, spelling and punctuation errors interfere with understanding. The presentation format is so messy and/or unorganized that it interferes with understanding and/or it does not suit the assignment.	Grammar, spelling and punctuation errors exist but only occasionally interfere with understanding. The format chosen fits well for the project and is set up so that the student's thinking can be followed	Grammar, spelling and punctuation errors are few and do not interfere with understanding. The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is well organized and neat.	There are no grammar, spelling and punctuation errors. The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is very well organized, neat and creative.

Note that most of the assessment is weighted according to how well you present your knowledge and thinking; the presentation and communication of thinking has less weight over all. Communication and presentation is simply a vehicle to show your ideas and knowledge.