

**World History to the
Sixteenth Century
University/College
Preparation
(CHW3M)**

A Eulogy for a Historical Figure

The Task

Students were presented with the following scenario:

It is the anniversary of the death of a notable historical figure who lived prior to or during the sixteenth century. You will compose a eulogy in this person's honour, highlighting his or her personal strengths, particularly those qualities that are still important today. You will focus on the individual's contribution to the process of change, both in his or her lifetime and over the larger span of history.

You will individually select a historical figure. The eulogy will take the form of an inspirational speech to be delivered to the rest of the student body. Although it must be based on historically accurate facts, the eulogy is not to be merely a biographical description.

Final Product

Each student was to submit:

- a text for a five-minute eulogy on a notable historical figure;
- a bibliography.

Note: Although students were required to submit a bibliography, it was not evaluated as part of the exemplar task.

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Change and Continuity, Citizenship and Heritage, and Methods of Historical Inquiry strands.

Students will:

1. demonstrate an understanding of the roles of selected individuals and groups in the process of change;
- 2a. evaluate the contributions of selected individuals and groups to the development of legal, political, and military traditions; *or*
- 2b. evaluate the contributions of selected individuals and groups to the development of artistic, intellectual, and religious traditions;*
3. demonstrate an ability to develop a cogent thesis substantiated by effective research;
4. communicate effectively, using a variety of styles and forms (e.g., essays, simulations, multimedia presentations);
5. express opinions and conclusions clearly, articulately, and in a manner that respects the opinions of others;
6. demonstrate an ability to think creatively in reaching conclusions about both assigned questions and issues and those conceived independently.

* Students will address expectation 2a *or* 2b.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 119–124 of this document.