

## History Years 7–10 sample assessment for learning activity

### Stage 4

(linked to *Mongol expansion* sample unit)

**Activity name:** Dialogues between the conquerors and the conquered, Mongols and foreigners

### Context

Students have been studying Topic 6a: Mongol expansion (Depth Study 6: Expanding Contacts) in Stage 4. They have focused on the experiences of different regional groups whose lives were affected by Mongol expansion. Students have previously learned about the experiences of different groups during the spread of Mongol conquests. For this activity, students have learned about the nature and effects of the Mongol expansion and have examined primary source material to investigate the experiences of different groups.

### Description of activity

Students work in pairs and create a dialogue between two characters who have had different experiences of Mongol expansion. The characters can be fictional, but their experiences must reflect actual historical circumstances. Possible pairs of characters can be suggested, such as:

- a child from a family that was forced by the Mongols to leave her home and a young Mongol prince
- a Mongol shaman and a Buddhist priest
- Genghis Khan and a conquered ruler
- Kublai Khan and Marco Polo
- a Mongol general and a gatekeeper on the Great Wall of China.

Dialogues may be presented as a live performance, script, multimedia presentation, cartoon or storyboard, animation or exchange of letters.

### Areas for assessment

Historical concepts and historical skills:

- perspectives
- empathetic understanding
- contestability
- analysis and use of sources
- research
- explanation and communication.

### **Outcomes**

- HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4** describes and explains the causes and effects of events and developments of past societies over time
- HT4-6** uses evidence from sources to support historical narratives and explanations
- HT4-7** identifies and describes different contexts, perspectives and interpretations of the past
- HT4-10** selects and uses appropriate oral, written, visual and digital forms to communicate about the past

### **Criteria for assessing learning**

Students will be assessed on their ability to:

- describe the different experiences of the chosen individuals
- explain the impact of Mongol expansion on the chosen individuals
- use relevant historical information from a number of sources
- select and use appropriate forms to communicate effectively about the past.

### **Feedback**

Students will undertake self-assessment of their learning in relation to the assessment criteria for this activity. They will also receive peer and teacher feedback through the use of an evaluation sheet. During the teaching–learning experiences, students will receive oral and/or written teacher feedback in relation to their:

- ability to present an interesting and detailed interaction between the chosen individuals as they express their different experiences of Mongol expansion
- understanding of the impact of Mongol expansion on the chosen individuals
- use of a range of specific and relevant historical information
- originality/choice of format to accurately reflect the experiences of the chosen individuals.

### **Recording evidence of learning**

Teachers may gather a variety of evidence of learning, informal and/or formal, during the assessment for learning activity. This may include:

- anecdotal records
- comments or notations
- conversations
- marks
- grades
- digital recordings and/or audio or visual representations.