



LES

**MONTREAL'S
HISTORICAL
FIGURES**

OVERVIEW OF ACTIVITIES

GOAL

This activity aims to make students aware of the importance certain historical figures had on the evolution of Quebec's society. The students are asked to do an oral presentation in pairs, during which they interpret these historical figures. Each student has to bring to life one historical figure.

Each student pair has to create a dialogue between the two chosen historical figures that shaped the history of Montreal. The discussion must include each historical figure's relevant actions and achievements.

TEACHING LEVEL

DURATION

EDUCATIONAL AIMS

- To understand how certain individuals shaped a city's history
- To enhance students' understanding of certain historical figures in Montreal's past
- To review several key aspects in the history of Montreal

MATERIALS REQUIRED

TEACHER

- Reference materials on the 40 proposed historical figures (Annex 1)
- Evaluation form for the Student worksheet and the Oral presentation (Annex 4)

STUDENT

- Student worksheet: worksheet on the historical figure to be completed (Annex 2)
- Instructions for how to structure the oral presentation (Annex 3)
- Pens
- Computer and Internet access (at school or at home)

CONNECTION WITH THE QUEBEC EDUCATION PROGRAM

SUBJECT-SPECIFIC COMPETENCIES

SUBJECT-SPECIFIC COMPETENCIES TO BE EVALUATED	KEY AREAS OF APPLICATION IN THIS ACTIVITY
SSC2 – Interprets social phenomena using the historical method	
Establishes the factual basis of social phenomena <ul style="list-style-type: none"> Selects relevant documents Identifies the actors' interests 	Main activity: Historical figure worksheet <i>(Student worksheet – Annex 2)</i> Main activity: Historical figure worksheet <i>(specifically the Contribution to the history of Montréal section – Annex 2)</i>
Explains social phenomena <ul style="list-style-type: none"> Identifies enduring consequences 	Main activity: Historical figure worksheet <i>(specifically the Contribution to Montréal in the present day section – Annex 2)</i>
SSC3 – Constructs his/her consciousness of citizenship through the study of history	
Considers the factors that govern social participation <ul style="list-style-type: none"> Recognizes that human action is the motor of social change 	Main activity: Historical figure worksheet <i>(specifically the Contribution to Montreal in the present day section – Annex 2)</i>

CROSS-CURRICULAR COMPETENCY

COMPETENCY 9 – COMMUNICATES APPROPRIATELY	KEY AREAS OF APPLICATION IN THIS ACTIVITY
Manages the communication process: Takes into account factors that may facilitate or hinder communication	Oral presentation in pairs

TEACHING ACTIVITIES

PREPARATORY ACTIVITIES

1. BRAINSTORM

The activity begins with a discussion with students to determine how a person can shape the course of a community's history.

A

DISCUSSION ABOUT THE REASONS THAT INSPIRE AN INDIVIDUAL TO LEAVE HIS/HER MARK ON HISTORY

1. How come one person rather than another shapes the course of history?
2. At what point can someone be considered to have shaped history?
3. In what areas of society can an individual become important? (Mention: social, cultural, sports, political, economic, territorial)?

B

DISCUSSION ABOUT HISTORICAL FIGURES THAT INFLUENCED THE PAST AS WELL AS THE PRESENT DAY

4. Name individuals that are influential today.
5. Name individuals that left their mark on history of Quebec
6. Name individuals whose influence on the history of Montreal continues to the present day.

2. PRESENTATION OF A SAMPLE NOTABLE FIGURE

Kent Nagano

The teacher introduces a notable figure in contemporary Montreal. Since well before the completion of the Orchestre symphonique de Montreal's new concert hall, and particularly so ever since, Nagano, the orchestra's conductor, has frequently been featured in Quebec's media.

1. Kent Nagano's biography
http://www.osm.ca/sites/default/files/salle-de-presse/kent_nagano_en.pdf
2. Interview with Kent Nagano (in French)
http://ici.radio-canada.ca/audio-video/pop.shtml?urlmedia=http://www.radio-canada.ca/medianet/2011/rdi2/24heuresen60minutes201109071902_3.asx
3. Montreal's new concert hall opens its doors
<http://www.cbc.ca/news/arts/montreal-s-new-concert-hall-opens-its-doors-1.1023246>

REVIEW TOGETHER WITH STUDENTS

1. Ask students to explain in which area of society Kent Nagano is leaving his mark.
For example: cultural area
2. Ask students to explain why Kent Nagano is a notable figure.

MAIN ACTIVITY

Next, the teacher introduces the activity the students will have to carry out. Each student is randomly assigned one of the 40 Montreal historical figures listed in Annex 1.

Students initially have to conduct research on their assigned historical figure in order to become familiar with the figure's life and the reasons for which the figure has become a symbol of Montreal. Students are then paired with a classmate who has worked on a different historical figure.

In the format of an oral presentation, the two students interact and bring to life the two historical figures.

- | | | |
|--|---------------------------------|----------------------------------|
| 1. Jean Drapeau | 14. Louis-Napoléon Dupuis | 28. Jackie Robinson |
| 2. Georges-Étienne Cartier | (Dupuis et frères) | 29. Lucien L'Allier |
| 3. Hector de Callières | 15. Cardinal Paul-Émile Léger | 30. Émile Nelligan |
| 4. Marie Lacoste-
Gérin-Lajoie | 16. Marguerite d'Youville | 31. John Young |
| 5. John Molson | 17. William Cornelius Van Horne | 32. Pierre Péladeau |
| 6. Jacques Viger | 18. Frédéric-Auguste Quesnel | 33. Pierre Elliott Trudeau |
| 7. Maurice Richard | 19. Léo-Ernest Ouimet | 34. Guido Nincheri |
| 8. Louis-Joseph Papineau | 20. Thomas D'Arcy McGee | 35. Irma Levasseur |
| 9. Paul de Chomedey,
sieur de Maisonneuve | 21. Jeanne Mance | 36. Oscar Peterson |
| 10. Marguerite Bourgeoys | 22. Frère André | 37. Thérèse Casgrain |
| 11. Peter McGill | 23. Joe Beef (McKiernan) | 38. Henry Morgentaler |
| 12. Camillien Houde | 24. Mgr Ignace Bourget | 39. Charles Bronfman |
| 13. David Ross McCord | 25. Edwin Atwater | 40. Marie-Josèphe dite Angélique |
| | 26. Hugh Allan | |
| | 27. Charles de Gaulle | |

MAIN ACTIVITY (CONT.)

HISTORICAL FIGURE WORKSHEET

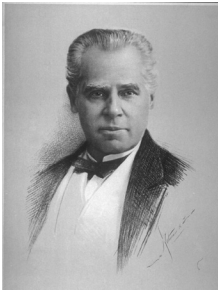
Students are first given the Historical figure worksheet, which they need to complete before preparing their oral presentation. If students have their own computers or if the teacher has access to the computer lab, this research assignment can be performed at school. Otherwise, it may be assigned for homework. (Annex 2)

ORAL PRESENTATION

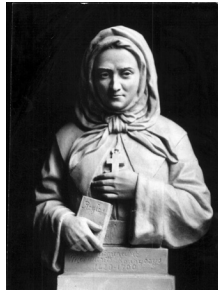
When the assignment has been completed, the teacher assigns time in class so that students can discuss their respective historical figures with their assigned pair work partner and structure their oral presentation together. (Annex 3)

PICTURE CREDITS

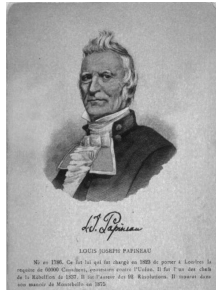
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1. Georges-Étienne Cartier



2. Marguerite Bourgeoys



3. Louis-Joseph Papineau

1. <http://www.banq.qc.ca/collections/images/notice.html?id=0002724378>

3. <http://www.banq.qc.ca/collections/images/notice.html?id=0002632854>

4. http://www.banq.qc.ca/collections/images/notice.html?id=0002632549&keyword=JACQUES++VIGER&nbResult=&tri=&mosaïque=&ajouterHistorique=oui&f_sous_collection_f=

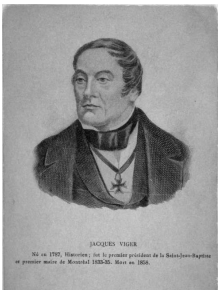
5. http://www.banq.qc.ca/collections/images/notice.html?id=0002634124&keyword=Paul+de+Chomedey%2C+seigneur+de+Maisonneuve&nbResult=&tri=&mosaïque=&ajouterHistorique=oui&f_sous_collection_f=

6. http://www.banq.qc.ca/collections/images/notice.html?id=06MP48S1SS0SSS0D0P12157&keyword=maurice+Richard&nbResult=&tri=&mosaïque=&ajouterHistorique=oui&f_sous_collection_f=

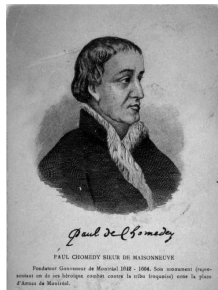
7. http://www.banq.qc.ca/collections/images/notice.html?id=0002632578&keyword=Jeanne+Mance&nbResult=&tri=&mosaïque=&ajouterHistorique=oui&f_sous_collection_f=

8. http://www.banq.qc.ca/collections/images/notice.html?id=06MP48S1SS0SSS0D0P12829&keyword=Jackie+Robinson&nbResult=&tri=&mosaïque=&ajouterHistorique=oui&f_sous_collection_f=

9. http://www.banq.qc.ca/collections/images/notice.html?id=0004064514&keyword=Fr%C3%A8re+Andr%C3%A9&nbResult=&tri=&mosaïque=&ajouterHistorique=oui&f_sous_collection_f=



4. Jacques Viger



5. Paul de Chomedey, sieur de Maisonneuve



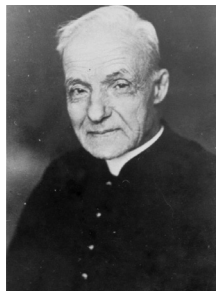
6. Maurice Richard



7. Jeanne Mance



8. Jackie Robinson



9. Frère André

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TEACHER REFERENCE FOR THE 40 HISTORICAL FIGURES

1. JEAN DRAPEAU

Montreal City

http://www2.ville.montreal.qc.ca/archives/democratie/democratie_en/expo/maires/drapeau/index.shtm

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/jean-drapeau/>

Movie

The Rocket Movie

2. GEORGE-ÉTIENNE CARTIER

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/cartier_george_etienne_10E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/sir-george-etienne-cartier/>

Parks Canada

<http://www.pc.gc.ca/eng/lhn-nhs/qc/etiennecartier/natcul/natcul5.aspx>

3. HECTOR DE CALLIÈRES

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/calliere_louis_hector_de_2E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/louis-hector-de-calliere/>

4. MARIE LACOSTE-GÉRIN-LAJOIE

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/lacoste_marie_17E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/marie-gerin-lajoie-nee-lacoste/>

5. JOHN MOLSON

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/molson_john_1763_1836_7E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/john-molson/>

6. JACQUES VIGER

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/viger_jacques_8E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/jacques-viger/>

7. MAURICE RICHARD

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/richard_maurice_22E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/rocket-richard/>

8. LOUIS-JOSEPH PAPINEAU

Parks Canada

<http://www.pc.gc.ca/eng/lhn-nhs/qc/louisjosephpapineau/natcul/natcul1.aspx#vielife>

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/louis-joseph-papineau/>

9. PAUL DE CHOMEDEY, SIEUR DE MAISONNEUVE

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/chomedey_de_maisonneuve_paul_de_1E.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/maisonneuve-and-the-founding-of-mo>

10. MARGUERITE BOURGEOYS

Encyclopedia of French Cultural Heritage in North America

http://www.ameriquefrancaise.org/en/article-446/Marguerite_Bourgeoys_Museum_and_Notre-Dame-de-Bon-Secours_Chapel.html

11. PETER MCGILL

Ville de Montréal

http://www2.ville.montreal.qc.ca/archives/democratie/democratie_en/expo/maires/mcgill/index.shtm

Vieux-Montréal

http://www.vieux.montreal.qc.ca/inventaire/fiches/fiche_pers.php?id=31

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/mcgill_peter_8F.html

12. CAMILLIEN HOUE

Ville de Montréal

http://www2.ville.montreal.qc.ca/archives/democratie/democratie_en/expo/maires/houde/index.shtm

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/camillien-houde>

13. DAVID ROSS MCCORD

McCord Museum

<http://www.mccord-museum.qc.ca/en/info/davidrossmccord/>

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/mccord_david_ross_15F.htm

14. LOUIS-NAPOLÉON DUPUIS (DUPUIS ET FRÈRES)

Dupuis Frères (HEC)

http://experience.hec.ca/dupuis_et_freres/guide-de-fonds-dupuis-freres-limitee/

La Mémoire du Québec

[http://www.memoireduquebec.com/wiki/index.php?title=Dupuis_Fr%C3%A8res_\(entreprise_commerciale\)](http://www.memoireduquebec.com/wiki/index.php?title=Dupuis_Fr%C3%A8res_(entreprise_commerciale))

Canadian Museum of History

<http://www.historymuseum.ca/cmc/exhibitions/cpm/catalog/cat2402e.shtml>

15. CARDINAL PAUL-ÉMILE LÉGER

Society of the priests of Saint-Sulpice

http://www.sulpc.org/evsulpc_leger_en.php

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/leger_paul_emile_22E.htm

16. MARGUERITE D'YOUVILLE

Ville de Montréal

<http://www2.ville.montreal.qc.ca/chm/clic/youville.html>

Les Sœurs Grises

<http://www.sgm.qc.ca/fr/main-nav/sainte-marguerite-dyouville/son-histoire/>

17. WILLIAM CORNELIUS VAN HORNE

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/dufrost_de_lajemmerais_marie_marguerite_4E.html

The Grey Nuns of Montreal

<http://www.sgm.qc.ca/en/main-nav/saint-marguerite-dyouville/her-history/>

18. FRÉDÉRIC-AUGUSTE QUESNEL

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/quesnel_frederic_auguste_9F.html

Vieux-Montréal

http://www.vieux.montreal.qc.ca/inventaire/fiches/fiche_pers.php?id=36

19. LÉO-ERNEST OUMET

Centre d'histoire de Montréal

http://ville.montreal.qc.ca/portal/page?_pageid=2497,3090067&_dad=portal&_schema=PORTAL

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/leo-ernest-ouimet/>

20. THOMAS D'ARCY MCGEE

Library and Archives Canada

<http://www.collectionscanada.gc.ca/confederation/023001-4000.52-e.html>

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/thomas-darcy-mcgee/>

21. JEANNE MANCE

Fédération des Québécois de souche

<http://www.quebecoisdesouche.info/index.php?jeanne-mance-fondatrice-de-montrAal>

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/mance_jeanne_1E.html

Library and Archives Canada

<http://www.collectionscanada.gc.ca/women/030001-1410-e.html>

22. FRÈRE ANDRÉ

Encyclopedia of French Cultural Heritage in North America

http://www.ameriquefrancaise.org/en/article-536/Brother_Andr%C3%A9,_Founder_of_Saint_Joseph%E2%80%99s_Oratory.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/saint-andre/>

23. JOE BEEF (MCKIERNAN)

Centre d'histoire de Montréal

http://ville.montreal.qc.ca/portal/page?_pageid=9077,132421605&_dad=portal&_schema=PORTAL

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/mckiernan_charles_11E.html

24. MGR IGNACE BOURGET

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/bourget_ignace_11F.html

The Canadian Encyclopedia (Institut canadien)

<http://thecanadianencyclopedia.ca/en/article/institut-canadien>

25. EDWIN ATWATER

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/atwater_edwin_10F.html

Vieux-Montréal

http://www.vieux.montreal.qc.ca/inventaire/fiches/fiche_pers.php?id=369

26. HUGH ALLAN

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/allan_hugh_11F.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/sir-hugh-allan/>

27. CHARLES DE GAULLE

Archives Radio-Canada

http://archives.radio-canada.ca/sports/provincial_territorial/clips/1048/

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/de-gaulle-and-vive-le-quebec-libre-feature/>

28. JACKIE ROBINSON

Encyclopaedia Britannica

<http://www.britannica.com/biography/Jackie-Robinson>

Historica Canada

<https://www.historicacanada.ca/content/heritage-minutes/jackie-robinson>

29. LUCIEN L'ALLIER

Centre d'histoire de Montréal

http://ville.montreal.qc.ca/portal/page?_pageid=2497,3090022&_dad=portal&_schema=PORTAL

Archives Radio-Canada

http://archives.radio-canada.ca/economie_affaires/transports/clips/6935/

Métro de Montréal

<http://www.metrodemontreal.com/orange/lucienlallier/history.html>

30. ÉMILE NELLIGAN

Fondation littéraire Fleur de Lys

<http://manuscritdepot.com/a.emile-nelligan.01.htm>

Encyclopédie de l'Agora

http://agora.qc.ca/dossiers/Emile_Nelligan

Library and Archives Canada

<http://www.collectionscanada.gc.ca/wapp/canvers/bios/enelligan.htm>

31. JOHN YOUNG

Montréal Clic, bulletin du Centre d'histoire de Montréal

<http://www2.ville.montreal.qc.chm/clic/young.htm.ca/>

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/sir-john-young-baron-lisgar/>

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/young_john_1807_76_10E.html

32. PIERRE PÉLADÉAU

Archives de Radio-Canada

http://archives.radio-canada.ca/economie_affaires/affaires/clips/15675/

Quebecor

<http://www.quebecor.com/en/content/quebecors-founder>

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/pierre-peladeau/>

33. PIERRE ELLIOTT TRUDEAU

Dictionary of Canadian Biography

http://www.biographi.ca/en/bio/trudeau_pierre_elliott_22F.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/pierre-elliott-trudeau/>

34. GUIDO NINCHERI

Montréal en quartiers

http://www.memorablemontreal.com/print/batiments_menu.php?quartier=7&batiment=281&menu=histoire

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/guido-nincheri/>

35. IRMA LEVASSEUR

Centre d'histoire de Montréal

http://ville.montreal.qc.ca/portal/page?_pageid=9077,132421610&_dad=portal&_schema=PORTAL

Encyclopédie canadienne

<http://thecanadianencyclopedia.ca/en/article/irma-le-vasseur/>

36. OSCAR PETERSON

Historica Canada

<http://blackhistorycanada.ca/arts.php?themeid=22&id=3>

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/oscar-peterson/>

37. THÉRÈSE CASGRAIN

The Great Names of the French Canadian Community

http://franco.ca/edimage/grandspersonnages/en/carte_v06.html

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/therese-casgrain/>

38. HENRY MORGENTALER

Archives de Radio-Canada

<http://ici.radio-canada.ca/nouvelles/societe/2013/05/29/009-henry-morgentaler-decede.shtml>

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/henry-morgentaler/>

39. CHARLES BRONFMAN

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/charles-bronfman/>

Montreal Gazette

<http://montrealgazette.com/life/urban-expressions/stephen-bronfman>

40. MARIE-JOSÈPHE DITE ANGÉLIQUE

Centre d'histoire de Montréal

http://ville.montreal.qc.ca/portal/page?_pageid=9077,132421627&_dad=portal&_schema=PORTAL

The Canadian Encyclopedia

<http://thecanadianencyclopedia.ca/en/article/marie-joseph-angelique>

STUDENT WORKSHEET

NAME _____ CLASS _____

COMPLETE NAME OF HISTORICAL FIGURE		
DATE OF BIRTH (if difficult, only the year)		
DATE OF DEATH (if applicable)		
PLACE OF BIRTH (city and country of origin)		
PLACE(S) LIVED (countries, regions, cities)		
FAMILY SITUATION Provide as much information as possible about the family (parents, spouse, children, or even a significant cousin, uncle or aunt).		
LIFE PATH EDUCATION AND PROFESSION (if more than one, list all) In the first column, indicate the year or time period the historical figure had this profession or pursued these activities (if difficult to determine, provide approximate time frames).	YEAR OR PERIOD	EDUCATION / STUDIES
	YEAR OR PERIOD	PROFESSION(S)
TWO BIBLIOGRAPHIC REFERENCE SOURCES	1	
	2	

**CONTRIBUTION TO THE
HISTORY OF MONTRÉAL**

Explain how this figure shaped the history of Montréal, what the figure contributed and how the figure became a motor of change in the evolution of the city.

**CONTRIBUTION TO MONTRÉAL
IN THE PRESENT DAY**

Identify the figure's enduring traces in the city of Montréal today.

AREAS OF SOCIETY INFLUENCED

Name the area or areas of society that your historical figure is associated with (political, cultural, economic, social, territorial). Explain why.

**ADDITIONAL
INFORMATION**

You need to provide three pieces of information from the choices listed below. (If you find any other relevant information, just go ahead and add it).

Examples: nickname, personality traits, anecdotes, books authored, religious beliefs, hobbies, etc.

ORAL PRESENTATION

DURATION

PAIR WORK

You will have to engage the two historical figures in a discussion. Each of you will play the role of your historical figure without naming him or her.

REQUIRED INFORMATION TO BE MENTIONED IN YOUR PRESENTATION (FOR EACH OF THE TWO HISTORICAL FIGURES)

INFORMATION CONTAINED IN YOUR STUDENT WORKSHEET:

- Place of birth or place(s) lived
- Refer to at least one family member
- Education and professions (as many examples as possible)
- At least one additional piece of information (for example, religious belief)
- Contribution to the history of Montréal
- Contribution to Montréal in the present day
- Additional instruction
-

THE SECRETS OF A GOOD PRESENTATION

- It is important that you know your text very well (you may initially refer to your notes, but don't just read them out all the time)
- Costumes, dramatic staging (exchange of letters, return to the past, conflict, etc.) or any other ideas can make a presentation much more dynamic
- Each presentation must demonstrate the historical figure's importance in the history of Montréal
- Additional instruction
-

EVALUATION FORM

NAMES _____

Competencies / Evaluations	A	B	C	D	E
SSC2 – Interprets social phenomena using the historical method					
Establishes the factual basis of social phenomena					
Selects relevant documents	The documents selected by the student are of excellent relevance.	The documents selected by the student are of very good relevance.	The documents selected by the student are of good relevance.	The documents selected by the student are of passable relevance.	The documents selected by the student are irrelevant.
Determines actors' interests	The student determines the historical figure's interests very well.	The student determines the historical figure's interests well.	The student determines the historical figure's interests acceptably well.	The student determines the historical figure's interests passably well.	The student does not determine the historical figure's interests.
Explains social phenomena:					
Identifies enduring consequences	The student explains the historical figure's enduring impact very well.	The student explains the historical figure's enduring impact well.	The student explains the historical figure's enduring impact acceptably well.	The student explains the historical figure's enduring impact passably well.	The student does not explain the historical figure's enduring impact.
SSC3 – Constructs his/her consciousness of citizenship through the study of history.					
Considers the factors that govern social participation:					
Recognizes that human action is the motor of social change	The student recognizes human action as the motor of social change very well.	The student recognizes human action as the motor of social change well.	The student recognizes human action as the motor of social change acceptably well.	The student recognizes human action as the motor of social change passably well.	The student does not recognize human action as the motor of social change.
CCC – SSC9 – Communicates appropriately					
Manages the communication process:					
Takes into account factors that may facilitate or hinder communication	The student communicates in a perfectly coherent and dynamic manner.	The student communicates in a very coherent and dynamic manner.	The student communicates in a coherent and dynamic manner.	The student does not communicate in a very coherent and dynamic manner.	The student has difficulty communicating in a coherent and dynamic manner.