

9th Grade Summer Assignment – For Students Taking Dual Language and Honors Only

Dear Future 9th Grade Student,

Welcome to high school Global History!

This summer, you will complete a short assignment that helps you begin thinking like a historian by using something you know best, your own life!

Historians study the past by looking at objects called **artifacts**. These can be photographs, personal belongings, family items, or anything that helps tell a story about people and culture. By studying artifacts, historians learn how people lived, what mattered to them, and how identity is shaped over time.

For this assignment, you will select **five artifacts** that represent your life and identity. At least one must connect to your family's cultural or geographic background. For each artifact, you will explain where it came from, why it is meaningful to you, and what it might tell someone in the future about your life and identity.

You will also reflect on a bigger question about history and ownership, especially what should happen when important objects end up in museums far from where they came from. Your work will be shared via a digital slide presentation.

This assignment must be completed over the summer and will be due during the first week of classes in September.

Dual Language students should only complete Part One.

For students in **Honors Global History (9H)**, in addition to the artifact curation, there is also a mandatory extension (Part Two) that asks you to go further by writing more deeply about one artifact and connecting it to larger global questions about culture, history, and ownership.

When you return in the fall, we will use your work as a starting point for our study of how historians use evidence to build stories about the past and how your own story connects to global history.

Opción en dos idiomas: Los estudiantes pueden completar esta tarea en inglés o en español.

Los estudiantes del programa de Doble

Idioma pueden entregarla en inglés, en español o en una combinación de ambos idiomas.

Welcome to high school!

Sincerely,

The 9th Grade Global History Team

Project Overview: The Museum of Me

Task: A curator is someone who chooses and organizes items for a museum and explains what they mean. You are the lead curator of your own life. For this assignment, you will select five "artifacts" (objects, photos, or documents) that tell the story of who you are and where you come from. Through this project, we will explore how historians use primary sources to piece together the global past.

Part One: Directions:

1. *Selection* (The Collection): Choose 5 distinct artifacts. These could be a childhood toy, a religious object, a piece of jewelry, a recipe, a family photo, etc.

At least one artifact must represent your family's cultural or geographic heritage (connecting you to a specific part of the world).

2. *Curation* (The Digital Gallery): Create a 6-slide presentation (Google Slides, PowerPoint, or Canva).

Slide 1: Title Slide (Museum Name and Curator Name).

Slides 2–6: One artifact per slide with the information below

3. *Documentation* (The Curator's Note): For each artifact, you must provide:
 - a. The Origin:
 - i. Where did this object come from?
 - ii. How did it get into your hands? (e.g., "Gifted by my grandmother in 2018").
 - b. The Historical Context: What was happening in your life or the world when this object was important?
 - c. The Significance: Why is this "history-worthy"? If a historian found this 500 years from now, what would it tell them about your culture?
4. The Reflection: On your final slide, answer this question in at least five sentences:

If you moved away and accidentally left one of these five items behind, and it ended up in a museum in a different country, would you want it back? Why or why not? What if that museum argued they could take "better care" of it than you could?

Part Two: For Students Taking Global Honors (9H) Only: Mandatory Extension: In a separate document, please complete this prompt.

Write a formal argumentative essay (with an introduction, body paragraph and conclusion) explaining why your chosen artifact should be returned if it were placed in a museum in another country. Your response should be as detailed as necessary to fully develop your argument (recommended 600–900 words). You must clearly state a claim, explain the artifact’s cultural or personal significance using specific evidence from your life and/or background, address the museum’s argument that it can “take better care of it,” and respond to that claim with reasoning that considers the importance of cultural context, ownership, and meaning. Your writing should be structured, focused, and analytical, showing clear reasoning rather than simple opinion or description.

Assessment Rubric: The Museum of Me

Category	5 (100-90)	4 (89-80)	3 (79-65)	2 (64-55)	1 (54-0)
Artifact Selection	Selects 5 meaningful artifacts that clearly represent identity, experiences, and cultural or geographic heritage. Artifacts are diverse and thoughtfully chosen.	Selects 5 artifacts with a clear connection to personal history, including at least one cultural or geographic link.	Fewer than 5 artifacts or connections to identity/culture are unclear or weak.	Artifacts have little connection to personal history.	Artifacts are missing.
Provenance & Historical Context	Provides a clean origin for each artifact and connects it to a specific time, place, or life moment with strong detail.	Explains where each artifact came from and provides basic historical or personal context.	Origin or context is vague or inconsistent across artifacts.	Little explanation of where artifacts came from or why they matter.	No explanation of where artifacts came from or why they matter.
Historical Thinking & Significance	Analyzes artifacts like a historian; explains why each artifact is history-worthy and what it reveals about culture, society, or identity.	Explains what each artifact reveals about personal or cultural history.	Shows limited understanding of how artifacts tell historical stories.	Does not demonstrate historical thinking.	Does not answer.

Repatriation Reflection	Provides a thoughtful, nuanced argument about ownership, care, and cultural belonging that clearly connects to future Global History themes.	Clearly answers the reflection question with a personal opinion and explanation.	Reflection is brief or underdeveloped.	Reflection is incomplete.	Reflection is missing.
Digital/Visual Curation & Presentation	Slides are polished, visually engaging, well-organized, and enhance the “museum” experience with clear labels and strong design choices.	Digital gallery is organized, labeled, and easy to navigate.	Presentation is cluttered, confusing, or missing elements.	Slides are cluttered and difficult to read.	Disorganized and difficult to follow.

Category	4 – Thorough and Well-Developed	3 – Clear and Relevant	2 – Partial or Inconsistent	1 – Limited
Artifact Analysis	Insightful, connects to larger historical themes	Clear explanation with some thematic connection	Basic explanation, limited depth	Minimal or unclear
Global Comparison	Strong, meaningful comparison with clear connections across time/place	Relevant comparison with some explanation	Comparison is weak or unclear	Missing or inaccurate
Use of Evidence	Uses both personal and historical examples effectively	Uses both with some clarity	Uses one example more than the other	Little or no evidence

Ethical Reasoning	Thoughtful, balanced argument showing multiple perspectives	Clear opinion with some reasoning	Limited reasoning or one-sided	Minimal response

If you have any questions about this assignment over the summer, please contact Mr. E. Davis, the Coordinator of Social Studies via e-mail at emorydavis@wpcsd.k12.ny.us.