

Canadian History Timeline (10% of final grade)

Due at History Exam on Friday Jan 29th at 10am.

Using MyHistro (<http://www.myhistro.com>), a web-based program, you will create a timeline of Canada's **top 10 historically significant milestones**. Then, during the exam period you will present your timeline to Lee and explain your Historical Inquiry process.

A **milestone** is something that marks a significant event in the stage of development.



What are Canada's milestones?

Expectations Evaluated:

Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments, and assess their significance for different groups in Canada

Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, and how they affected Canadian society and politics

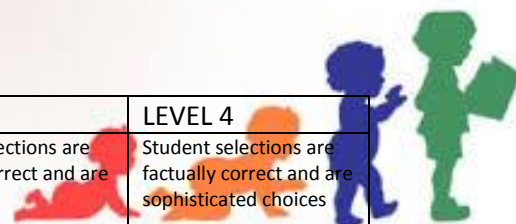
Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes contributed to the development of identity, citizenship, and heritage in Canada.

Timeline Details

- You must create your timeline using MyHistro. To develop chronology, the first entry will be the earliest time, and so on. MyHistro tutorials will be IN-CLASS.
- It is necessary to consider all the years from 1914 – 2010, but you do not have to evenly balance your entries from each decade;
- Use only the History textbook to determine your choices;
- Use the Internet to find further information, including images to use for your MyHistro. Remember to credit your sources;
- Each entry must be anchored in a time and a place;
 - The time can span years or be on a single day;
 - The place is either a city or town; if it is a province, just choose a place within;
- Each entry needs a clear title;
- Each entry will have a short 5w summary;
- **On Friday Jan 29th, you will come to class for your examination. At this time, you have the choice to either WRITE your responses or undergo an ORAL exam.** You will be responsible for demonstrating your Historical Inquiry process for EACH entry:
 - Explain its historical significance
 - Determining its cause and consequence
 - Assessing if it led to continuity or change
 - Analyse the historical perspective

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	R	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>Knowledge of significant developments in Canadian history</p> <p>Understanding of significant developments in Canadian history</p>		<p>Student selections have factual errors and/or limited relevance</p> <p>Student cannot explain the cause and consequence of the selection</p>	<p>Student selections have factual errors and/or some relevance</p> <p>Student can only partially explain the cause and consequence of the selection</p>	<p>Student selections are factually correct and are significant</p> <p>Student can explain the cause and consequence of the selection</p>	<p>Student selections are factually correct and are sophisticated choices</p> <p>Student can insightfully explain the cause and consequence of the selection</p>
<p>Thinking</p> <p>Ability to think about all the possible selections and use processing skills to conclude upon your top 10 choices.</p>		<p>Student demonstrates limited evidence of <i>interpreting, analysing, synthesizing, and evaluating evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions</i></p>	<p>Student demonstrates some evidence of <i>interpreting, analysing, synthesizing, and evaluating evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions</i></p>	<p>Student demonstrates evidence of <i>interpreting, analysing, synthesizing, and evaluating evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions</i></p>	<p>Student demonstrates a high degree of evidence of <i>interpreting, analysing, synthesizing, and evaluating evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions</i></p>
<p>Application</p> <p>Use of Historical Inquiry skills</p> <p>Use of evidence, with documentation</p>		<p>Student has not applied historical inquiry methods</p> <p>Student has not applied evidence, there is no documentation</p>	<p>Student has attempted to apply all historical inquiry methods</p> <p>Student has applied some evidence, there is an attempt at documentation</p>	<p>Student has applied all historical inquiry methods</p> <p>Student has applied evidence, there is documentation</p>	<p>Student has skillfully applied all historical inquiry methods</p> <p>Student has applied evidence with skill, there is documentation</p>
<p>Communication</p> <p>Timeline is chronologically organized, visuals enhance expression, written paragraphs are clear, and using the form of the MyHistro</p>		<p>Timeline, visuals, and written section are poorly communicated.</p>	<p>Timeline, visuals, and written section are communicated with limited effectiveness.</p>	<p>Timeline, visuals, and written section are communicated with considerable effectiveness.</p>	<p>Timeline, visuals, and written section are communicated with a high degree of effectiveness.</p>