

GROWING PAINS: CANADA

CHC2P/D

You will create a product (see below for options) that could be presented at a Historian's Conference that responds to your selected essential question. A Historian's Conference is a large gathering of historians that come together to look at history in new ways, interpret the past and consider the significance of past people, events and developments.

Your product **MUST** provide an evidence-based answer to one of the course questions:

- To what degree is Canada a country to be proud of?
- Is Canada a better country now than it was before?
- What is my place in Canadian history?

You must support your main argument with relevant and valid primary and secondary source evidence. You can use any of the sources in this course or you can research new ones, but you must cite all your sources and provide a bibliography. You have learned and practiced all these skills in the course.

Remember not to just re-tell history objectively; the goal is for YOU to interpret the past in light of the essential question you have selected.

You must use your informed critical judgement, and you cannot ignore a whole body of evidence. For example, you cannot only look at examples of Canada's human rights achievements without balancing the story by looking at Canada's human rights.

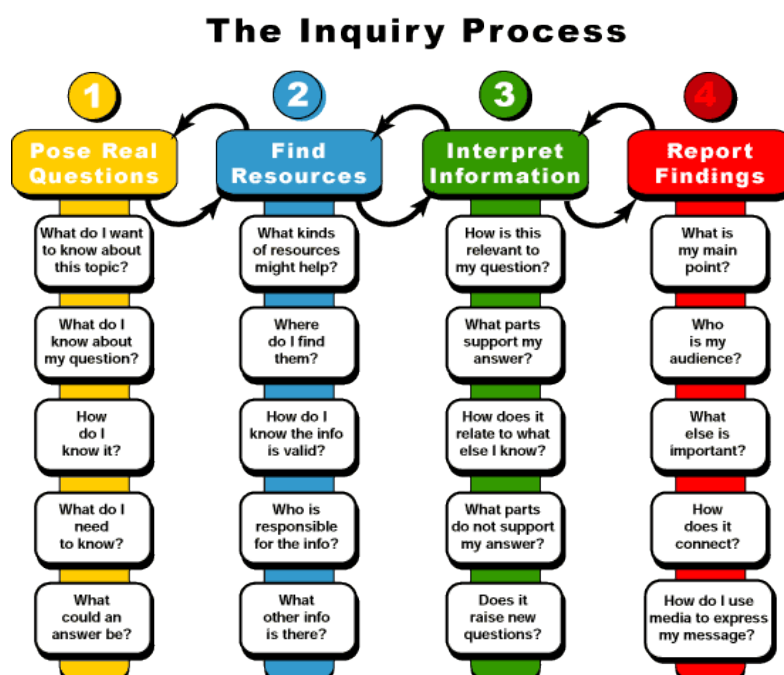
Choose a theme and develop a topic:

- Social, Economic, and Political Context
- Communities, Conflict, and Cooperation
- Identity, Citizenship, and Heritage

Remember to use the Historical Thinking Process of:

- Historical Significance
- Cause and Consequence
- Historical Perspective
- Continuity and Change

And the Inquiry Process!



Your Final Product Options: Choose one and read by column, not row.

Details	<i>Curated Exhibit</i>	<i>Written Essay</i>	<i>Dramatic Performance</i>	<i>Documentary/ Video</i>	<i>Storybook/ Graphic Text</i>
Big picture	Exhibits need a clearly developed theme. The description you write for each object should have a direct connection to the theme you have identified.	A written essay must have a clear thesis or message. Because of this, it is a good choice for those students who know what they want to prove.	A dramatic performance can include a skit, tableaux, speeches, etc. This is a good fit if you want to explore the question from many angles and with considerable creativity.	A documentary is exploratory in nature and needs to follow a path toward a final conclusion. There is an example linked here: http://bit.ly/1IN5kR2	A storybook or graphic text will use a combination of words written by you and images, either drawn by you or from the web. It is a good choice if you enjoyed how MAUS or Naomi's Road combined history with literature.
Requirements	Include at least 3 items in your exhibit that respond to the inquiry question. These could be pieces of visual art you create, an interactive media piece, an analysis of a primary source, or a slideshow.	Essays must follow standard introduction, body, and conclusion format.	To create this product, you must have a willingness to act, the ability to create and upload videos and have access to the necessary equipment. There is no set amount of performances to complete but ensure that you fully respond to the question in what you ultimately produce.	To create this product, you need access to the necessary equipment, the ability to create, edit and upload videos. If you've got this on your phone or laptop, go ahead!	To create this product you must create a coherent story arc of beginning, middle, and end, with historical characters and some dialogue. It can be a children's book, or an adult's book. It must be presented as a polished product, either neatly handmade, or using a program like Comic Life.
Sourcing	A Works Cited or Bibliography, using the citation method required by your teacher.	A Works Cited or Bibliography, using the MLA citation method.	Make specific references to your sources in your performance. For example, one of your characters could briefly read from a news article (your source) and comment on it. Include a Works Cited or Bibliography, using the MLA citation method.	Make specific references to your sources in the documentary ("According to Amira Wiseman's article in the Free Press...") Include a Works Cited or Bibliography, using the citation method required by your teacher.	Make specific references to your sources in the story. Much as the performance or video, it can come from a character, or appear as one of the images.
Style	Formal: the tone of your descriptions should be academic.	Formal: the tone of your essay should be academic.	Personal: a dramatic performance requires you to sound like someone from the past. Make sure your performance is consistent with your characters; how, for example, would a particular character speak?	Your style can be formal or informal . Just remember to be consistent; if your documentary/ video starts with a conversational tone, you need to maintain this tone throughout the documentary.	The storybook should be formal to ensure its basis in historical truth is recognized.

Performance Task #1 = 20% of final mark
 Due Date = Thursday Jan 21st

Application

Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Use accepted forms of documentation to acknowledge different types of sources; select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources, ensuring that their sources reflect multiple perspectives;

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Knowledge / Understanding

Describe some key social, economic, and political events, trends, and developments between 1914 to the present, and assess their significance for different groups in Canada;

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Demonstration of knowledge of issues of Canadian historical significance, and an understanding of historical perspective when answering the question

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Inquiry

Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to the present, and how they affected Canadian society and politics;

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating;

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Communication

Explain how various individuals, organizations, and specific social changes between 1914 to the present contributed to the development of identity, citizenship, and heritage in Canada.

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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Communicate the historical ideas for different audiences and purposes in your selected creative format

Insufficient	Limited 1- 1 1+	Some 2- 2 2+	Considerable 3- 3 3+	Thorough 4- 4 4+
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The ultimate deadline for this project is Friday Jan 29 at 9am.