Socials 11 History Inquiry

Choose one of the following inquiry questions to respond to with reference to primary sources in regards to the 20th Century.

1. Should Canadians be thankful for the two world wars? (ethical)
2. Are Aboriginals second-class citizens in Canada? (ethical)
3. What other identifiable group does Canada owe an official apology to? (cause and consequence)
4. Did the Cold War bring Canada closer to or further away from the US? (cause and consequence)
5. What was Canada’s defining decade – economic, social, political? (significance)
6. Which Canadian political party has proven itself to be most “Canadian”? (significance)
7. Has Canada always been at the forefront of women’s equality? (continuity and change)
8. Is Canada a leader or follower in the world community? (continuity and change)
9. Do periods of economic hardship bring forth periods of heightened racism? (perspective)
10. Is Canadian nationalism stronger today than in the past? (perspective)

With one other partner, create a presentation no longer than 10 minutes long to prove your case.

Preparing your presentation:

1. Start with a statement that answers the inquiry question (thesis)
2. Prove your statement in #1 by providing an analysis of primary sources
   * Describe the source
   * Explain what it reveals to help prove your opening statement
   * Include at least one local source from PoCo Archives
3. Conclude your presentation by summarizing how all your sources point to your conclusion

Rubrics:

Ethical Dimensions of History

1. Should Canadians be thankful for the two world wars? (ethical)
2. Are Aboriginals second-class citizens in Canada? (ethical)

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|  | Does Not Meet | Minimally Meets | Meets | Exceeds |
| Ethical | Makes judgement about the past with little reference to historical events OR mainly based on values of our current society | Makes judgement about the past with little recognition of historical events and the context in which they were operating. | Makes judgment about actions of people in the past, recognizing historical events and the context in which they were operating. | Makes judgement about actions of people in the past, recognizing different perspectives regarding historical events and the context in which they were operating. |
| Primary Sources | Does not describe the source  Does not explain how the source helps to answer the question  Can only provide one source  Cannot utilize a local source to corroborate conclusion | Simple or general description of the source  Explains what the source reveals about the question without reference to the historical context that affected the creation of the source  Limited sources used to corroborate conclusion  Use of local primary source is loosely connected to conclusion | Describes what the source is and the details of the source  Explains what the source reveals about the question with reference to the historical context that affected the creation of the source  Uses multiple sources to corroborate conclusion  Uses one local source to corroborate conclusion | Describes what the source is by examining specific details (also author and/or perspective)  Explains what the source reveals about the question with specific and detailed reference to the historical context that affected the creation of the source  Uses a variety of primary source types to corroborate conclusion  Uses multiple local sources to corroborate conclusion |
| Presentation (bonus) | Clear and organized presentation  Straightforward presentation | Dynamic  Well prepared  Innovative  Attention grabbing  Enthusiasm  Confident and knowledgeable | | |

Cause and Consequence:

1. What other identifiable group does Canada owe an official apology to? (cause and consequence)
2. Did the Cold War bring Canada closer to or further away from the US? (cause and consequence)

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|  | Does Not Meet | Minimally Meets | Meets | Exceeds |
| Cause and Consequence | Does not identify relevant causes and effects of specific events in history | Identifies some causes and effects of specific events in history | Identifies causes and effects of specific events in history | Identifies various types of causes and effects of specific events in history |
| Primary Sources | Does not describe the source  Does not explain how the source helps to answer the question  Can only provide one source  Cannot utilize a local source to corroborate conclusion | Simple or general description of the source  Explains what the source reveals about the question without reference to the historical context that affected the creation of the source  Limited sources used to corroborate conclusion  Use of local primary source is loosely connected to conclusion | Describes what the source is and the details of the source  Explains what the source reveals about the question with reference to the historical context that affected the creation of the source  Uses multiple sources to corroborate conclusion  Uses one local source to corroborate conclusion | Describes what the source is by examining specific details (also author and/or perspective)  Explains what the source reveals about the question with specific and detailed reference to the historical context that affected the creation of the source  Uses a variety of primary source types to corroborate conclusion  Uses multiple local sources to corroborate conclusion |
| Presentation (bonus) | Clear and organized presentation  Straightforward presentation | Dynamic  Well prepared  Innovative  Attention grabbing  Enthusiasm  Confident and knowledgeable | | |

Historical Significance:

1. What was Canada’s defining decade – economic, social, political? (significance)
2. Which Canadian political party has proven itself to be most “Canadian”? (significance)

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|  | Does Not Meet | Minimally Meets | Meets | Exceeds |
| Significance | Describes an event, person or development but not how it affects the historical context OR today | Demonstrates how events, people or developments have had effects in its historical context OR today | Demonstrates how events, people or developments have had effects in its historical context and today | Demonstrates how events, people or developments have had social, economic and political effects in its historical context and today |
| Primary Sources | Does not describe the source  Does not explain how the source helps to answer the question  Can only provide one source  Cannot utilize a local source to corroborate conclusion | Simple or general description of the source  Explains what the source reveals about the question without reference to the historical context that affected the creation of the source  Limited sources used to corroborate conclusion  Use of local primary source is loosely connected to conclusion | Describes what the source is and the details of the source  Explains what the source reveals about the question with reference to the historical context that affected the creation of the source  Uses multiple sources to corroborate conclusion  Uses one local source to corroborate conclusion | Describes what the source is by examining specific details (also author and/or perspective)  Explains what the source reveals about the question with specific and detailed reference to the historical context that affected the creation of the source  Uses a variety of primary source types to corroborate conclusion  Uses multiple local sources to corroborate conclusion |
| Presentation (bonus) | Clear and organized presentation  Straightforward presentation | Dynamic  Well prepared  Innovative  Attention grabbing  Enthusiasm  Confident and knowledgeable | | |

Continuity and Change:

1. Has Canada always been at the forefront of women’s equality? (continuity and change)
2. Is Canada a leader or follower in the world community? (continuity and change)

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|  | Does Not Meet | Minimally Meets | Meets | Exceeds |
| Continuity and Change | Identifies changes or continuities in aspects of Canada but lacks a common timeline OR limited changes or continuities explored | Identifies changes over time in aspects of Canada we ordinarily assume to be continuous. | Identifies changes over time in aspects of Canada that we ordinarily assume to be continuous; and to identify continuities in aspects of Canada we ordinarily assume to have changed over time. | Compares changes over time in aspects of Canada and other countries that we ordinarily assume to be continuous; and to compare continuities in aspects of Canada and other countries we ordinarily assume to have changed over time. |
| Primary Sources | Does not describe the source  Does not explain how the source helps to answer the question  Can only provide one source  Cannot utilize a local source to corroborate conclusion | Simple or general description of the source  Explains what the source reveals about the question without reference to the historical context that affected the creation of the source  Limited sources used to corroborate conclusion  Use of local primary source is loosely connected to conclusion | Describes what the source is and the details of the source  Explains what the source reveals about the question with reference to the historical context that affected the creation of the source  Uses multiple sources to corroborate conclusion  Uses one local source to corroborate conclusion | Describes what the source is by examining specific details (also author and/or perspective)  Explains what the source reveals about the question with specific and detailed reference to the historical context that affected the creation of the source  Uses a variety of primary source types to corroborate conclusion  Uses multiple local sources to corroborate conclusion |
| Presentation (bonus) | Clear and organized presentation  Straightforward presentation | Dynamic  Well prepared  Innovative  Attention grabbing  Enthusiasm  Confident and knowledgeable | | |

Perspective:

1. Do periods of economic hardship bring forth periods of heightened racism? (perspective)
2. Is Canadian nationalism stronger today than in the past? (perspective)

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|  | Does Not Meet | Minimally Meets | Meets | Exceeds |
| Perspective | Shows understanding of the past only through present perspective | Shows an understanding for historical perspectives over time  OR not from different actors  OR without differentiating between present perspectives | Shows an understanding for historical perspectives from different actors over time and differentiates between present perspectives | Shows an understanding of the historical context that affected the perspectives from different actors over time and differentiates between present perspectives |
| Primary Sources | Does not describe the source  Does not explain how the source helps to answer the question  Can only provide one source  Cannot utilize a local source to corroborate conclusion | Simple or general description of the source  Explains what the source reveals about the question without reference to the historical context that affected the creation of the source  Limited sources used to corroborate conclusion  Use of local primary source is loosely connected to conclusion | Describes what the source is and the details of the source  Explains what the source reveals about the question with reference to the historical context that affected the creation of the source  Uses multiple sources to corroborate conclusion  Uses one local source to corroborate conclusion | Describes what the source is by examining specific details (also author and/or perspective)  Explains what the source reveals about the question with specific and detailed reference to the historical context that affected the creation of the source  Uses a variety of primary source types to corroborate conclusion  Uses multiple local sources to corroborate conclusion |
| Presentation (bonus) | Clear and organized presentation  Straightforward presentation | Dynamic  Well prepared  Innovative  Attention grabbing  Enthusiasm  Confident and knowledgeable | | |