

Course Culminating Assignment: Canadians - Who are We?

Nation - A large body of people united by common descent, history, culture, or language, inhabiting a particular state or territory.

The Big Questions:

What is Canadian identity?

How do social and cultural trends affect Canadian identity?

How does politics shape Canadian identity?

How has history affected Canadian identity?



The Challenge:

Your challenge – the course-culminating assignment for this course – requires that you *examine* Canadian identity through an exploration of our shared history.

Choose a theme, drawn from Canadian history during the period 1939 - 2015, through which you can *explore the links between Canadian identity and history*. In other words, how have history and its many narratives, culminated in an understanding of who we are?

Develop a product to explore the relationship between history and identity and through which you can convey this relationship to Canadians.

To successfully complete this assignment you'll have to wear two 'historian's hats'.

First you will need to engage in the academic research required to understand how history has shaped our understanding of who we are – our identity.

Second you will need to develop a medium to cultivate public awareness – to convey a better understanding of, not only who we are but how we assumed this identity.

Part A: Topic and Media Proposal (not evaluated) Due: May 9th or 10th

The Topic Proposal is an opportunity to get feedback from you teacher to ensure that you are on the right track. You will need to complete the attached Topic Proposal sheet and provide one or two paragraphs providing a brief summary of the topic you have begun to explore, including explanation of how the links between Canadian history and identity, a short working bibliography, and a short explanation of the medium you intend to develop to explore Canadian identity.

Part B: Media Product and Explanation (15%) Due: May 26th or 27th

As is the case with any medium, when developing your product you must consider audience and purpose. In this case your audience is all Canadians and your purpose is to inform and educate Canadians about the development of Canadian identity – since 1939.

Suggested Products:

- a series of stamps (minimum three)
- trading cards
- calendar
- podcast or edutube*
- poster(s)
- a video (a *Heritage Minutes* type video)*
- website
- pamphlet/brochure or booklet/Ebook

*Please note that audio or video productions must include a transcript.

You can propose an alternative idea to your teacher – get creative but be certain to clear your idea with your teacher before proceeding.

Explanation and Works Consulted:

Whatever medium you choose to develop it must be accompanied by an informative explanation of your findings – your exploration of the link between Canadian history and Canadian identity and an explanation of how the medium you have chosen illustrates this connection.

Your explanation of the Canadian history and identity you have chosen to examine must be 250 to 500 words (1-2, double-spaced, word processed pages).

You must include a ‘Works Consulted’ page in the style your teacher requests (Chicago or MLA).

Important Note: While you may use the work of others (images etc.) to create your own original product, the arrangement must be entirely original and all sources must be credited.

Example Proposal Sheet

Theme(s) in Canadian history that you will examine to better understand Canadian identity:

Why is this theme an effective example from Canadian history to better understand Canadian identity:

Initial Research or Working Bibliography (three sources in Chicago or MLA format):

Bumstead, J.M. *The Peoples of Canada: A Pre-Confederation History*. Oxford University Press. Don Mills, 2009.

What medium will you use to convey to Canadians and the world the theme(s) you have chosen to explore and its/their importance to Canadian identity?

Name: _____

Course-Culminating Assignment: Media & Explanation

| Criteria | Level 4 (80-100%) | Level 3 (70-79%) | Level 2 (60-69%) | Level 1 (50-59%) |
|--|---|---|---|---|
| <p>Knowledge and Understanding The information presented and developed in all aspects of the assignment is accurate, complete and conveys clear understanding of the topic's place in Canadian history and its contribution to Canadian identity.</p> | <ul style="list-style-type: none"> demonstrates thorough knowledge of content demonstrates thorough understanding of content <p>9.8 9.5 9.2 8.8 8.5 8.2</p> | <ul style="list-style-type: none"> demonstrates considerable knowledge of content demonstrates considerable understanding of content <p>7.8 7.5 7.2</p> | <ul style="list-style-type: none"> demonstrates some knowledge of content demonstrates some understanding of content <p>6.8 6.5 6.2</p> | <ul style="list-style-type: none"> demonstrates limited knowledge of content demonstrates limited understanding of content <p>5.8 5.5 5.2</p> |
| <p>Thinking The student critically links Canadian history to the emergence of the Canadian identity.</p> | <ul style="list-style-type: none"> uses critical/creative thinking processes with a high degree of effectiveness <p>9.8 9.5 9.2 8.8 8.5 8.2</p> | <ul style="list-style-type: none"> uses critical/creative thinking processes with considerable effectiveness <p>7.8 7.5 7.2</p> | <ul style="list-style-type: none"> uses critical/creative thinking processes with some effectiveness <p>6.8 6.5 6.2</p> | <ul style="list-style-type: none"> uses critical/creative thinking processes with limited effectiveness <p>5.8 5.5 5.2</p> |
| <p>Communication The chosen medium effectively utilizes time, space, text/script, imagery, and colour to develop a medium clearly promoting or examining history and identity. Where required all of the conventions of formal academic style (including Chicago or MLA citations) and of the discipline are adhered to.</p> | <ul style="list-style-type: none"> expresses ideas and information with a high degree of effectiveness uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness <p>9.8 9.5 9.2 8.8 8.5 8.2</p> | <ul style="list-style-type: none"> expresses ideas and information with considerable effectiveness uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness <p>7.8 7.5 7.2</p> | <ul style="list-style-type: none"> expresses ideas and information with some effectiveness uses conventions, vocabulary, and terminology of the discipline with some effectiveness <p>6.8 6.5 6.2</p> | <ul style="list-style-type: none"> expresses ideas and information with limited effectiveness uses conventions, vocabulary, and terminology of the discipline with limited effectiveness <p>5.8 5.5 5.2</p> |
| <p>Application The student effectively explains the connections between the medium they have developed and the Canadian historical contributions to identity that they are examining.</p> | <ul style="list-style-type: none"> makes connections within and between various contexts with a high degree of effectiveness <p>9.8 9.5 9.2 8.8 8.5 8.2</p> | <ul style="list-style-type: none"> makes connections within and between various contexts with considerable effectiveness <p>7.8 7.5 7.2</p> | <ul style="list-style-type: none"> makes connections within and between various contexts with some effectiveness <p>6.8 6.5 6.2</p> | <ul style="list-style-type: none"> makes connections within and between various contexts with limited effectiveness <p>5.8 5.5 5.2</p> |

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.

CHC2D1/6

Comments: