

The Family Biographer

There are, as we have discovered, a multitude of narratives in history. Some are headliners – the story of the causes of the Great War, for example – others are less well known – like my great, great-grandfather's decision to avoid prison time for poaching deer in rural England and to instead immigrate to Canada. We have learned though, that history – the stories we tell about the past – is determined by how we fit events into a narrative and thus, family histories become very important to the keepers of those histories – to you and to me.

Your task for this assignment is to research and gather information into a narrative of your family's history. You can go back as far as you feel is relevant.

Remember to employ all four of the Historical Thinking Concepts below in your examination of your family history.

- Illustrate awareness of the **Historical Significance** of the people and events you examine;
- Identify **Continuity and Change** in your family history – from generation to generation or within generations;
- Analyze **Cause and Consequence** in the important events you include in your family history;
- Use a **Primary Source** to illustrate learning about your family's past.

Your family history must include at least one interview with a member of your family from a generation previous to your own (grandparent, parent, uncles and/or aunts ...).

Your family history should be written and submitted on no more than three word-processed, double spaced sheets of paper.

You should develop speaking notes from the family history you will submit and share with the class a three to five minute oral presentation on your family history.

Both the written submission and the oral presentation of your work must include photos.

Both the written and the oral submission of your work must include a primary source which you must explain and link to your family history.

The Family Biographer Assignment is due beginning on September 21st for Day 2/4 classes and September 22nd for day 1/3 classes.

I am excited to learn more about you and your family history!

- rubric on reverse -

Family History Rubric

Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
<p>Knowledge and Understanding</p> <p>The information presented and developed in all aspects of the presentation is accurate, complete <u>and</u> conveys clear understanding of the selected narrative within the student's family history.</p>	<ul style="list-style-type: none"> •demonstrates <i>thorough</i> knowledge of content •demonstrates <i>thorough</i> understanding of content 	<ul style="list-style-type: none"> •demonstrates <i>considerable</i> knowledge of content •demonstrates <i>considerable</i> understanding of content 	<ul style="list-style-type: none"> •demonstrates <i>some</i> knowledge of content •demonstrates <i>some</i> understanding of content 	<ul style="list-style-type: none"> •demonstrates <i>limited</i> knowledge of content •demonstrates <i>limited</i> understanding of content
	9.8 9.5 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<p>Thinking</p> <p>The family history and presentation are well planned, utilizing time, text, imagery, and colour to convey the key ideas of the topic in each of the Ppt., oral presentation and written component.</p> <p>The student critically analyzes the importance of the narrative to their family history.</p>	<ul style="list-style-type: none"> •uses planning skills with a <i>high degree</i> of effectiveness •uses critical/creative thinking processes with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> •uses planning skills with <i>considerable</i> effectiveness •uses critical/creative thinking processes with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> •uses planning skills with <i>some</i> effectiveness •uses critical/creative thinking processes with <i>some</i> effectiveness 	<ul style="list-style-type: none"> •uses planning skills with <i>limited</i> effectiveness •uses critical/creative thinking processes with <i>limited</i> effectiveness
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<p>Communication</p> <p>Students effectively employ pronunciation, elocution, vocal projection, eye contact and body language.</p> <p>The presentation and written component effectively utilize text and imagery (illustrations, maps, graphs, etc.) to convey the required information and perspectives.</p>	<ul style="list-style-type: none"> •expresses ideas and information with a <i>high degree</i> of effectiveness •uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> •expresses ideas and information with <i>considerable</i> effectiveness •uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> •expresses ideas and information with <i>some</i> effectiveness •uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness 	<ul style="list-style-type: none"> •expresses ideas and information with <i>limited</i> effectiveness •uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness
	9.8 9.5 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2
<p>Application</p> <p>The student effectively utilizes each of <i>Historical Significance, Continuity & Change, Cause & Consequence</i> and <i>Primary Resources</i> in their examination of their family history.</p>	<ul style="list-style-type: none"> •makes connections within and between various contexts with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> •makes connections within and between various contexts with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> •makes connections within and between various contexts with <i>some</i> effectiveness 	<ul style="list-style-type: none"> •makes connections within and between various contexts with <i>limited</i> effectiveness
	9.8 9.5 9.2 8.8 8.5 8.2	7.8 7.5 7.2	6.8 6.5 6.2	5.8 5.5 5.2