

Writing in Role - Canada, 1914-1929

Consult the historical thinking project online at:
<http://historicalthinking.ca/historical-thinking-concepts>

Review and understand the following three concepts:

1. Continuity & Change
2. Historical Perspective
3. Historical Significance

Use these historical thinking concepts to guide your work around the specific ask of the task below.

Task:

Place yourself within the timeframe of WWI. Select a personality (or personalities) from whose perspective you will write (male or female, First Nations, African-Canadian, or of Asian or European descent). Some roles that you may consider include: volunteer or conscript, war artist, Canadian newspaper columnist, medical personnel, or other.

Capture the particular sentiment of your character through an appropriate interpretation of events from the character's perspective (consider age, gender and ethnicity, as well as other factors – the better you develop your character, the richer your written work can be). *Historical Perspective*

Compose one of the writing assignments detailed below that covers the period prior to the war, during the conflict, and the post-war period up to 1929. Include the major events occurring on the home front and in the European theater relevant to the time periods. Use knowledge of these events to shape an evolving story line for the period 1914 to 1929 in your writing. *Historical Significance & Continuity and Change*

Writing Assignment Options:

For each of the options below be certain to reflect the periods in time designated above and to write from the perspective of the character(s) that you have developed.

1. Craft a series of correspondence between Canadians in Europe and Canada.
2. Write editorial columns or news articles for a Canadian newspaper or magazine of the period.
3. Write a series of journal entries.

Additional Guidelines:

- ✓ Two pages double-spaced, size 12 font, word processed.
- ✓ The assignment is to be completed individually.
- ✓ Due Date: _____

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Criteria	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
<p>Knowledge & Understanding <i>The student illustrates knowledge & understanding of significant Canadian events from the period 1914-1929.</i></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
<p>Thinking <i>The student uses Historical Thinking Skills to critically analyze the importance of each of periods to Canadian History</i></p>	<ul style="list-style-type: none"> uses historical thinking skills with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> uses historical thinking skills with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> uses historical thinking skills with <i>some</i> effectiveness 	<ul style="list-style-type: none"> uses historical thinking skills with <i>limited</i> effectiveness
<p>Communication <i>The student captures the 'spirit' of the period through the use of appropriate perspective, voice, and the language of the day.</i> <i>All of the conventions of formal academic style and of the discipline are adhered to.</i></p>	<ul style="list-style-type: none"> expresses and organizes 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 and organizes 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 and organizes 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 and organizes ideas and information with <i>limited</i> effectiveness uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness
<p>Application <i>The student uses the medium they have chosen to examine each of periods</i></p>	<ul style="list-style-type: none"> transfers knowledge and skills to new contexts with a <i>high degree</i> of effectiveness 	<ul style="list-style-type: none"> transfers knowledge and skills to new contexts with <i>considerable</i> effectiveness 	<ul style="list-style-type: none"> transfers knowledge and skills to new contexts <i>some</i> effectiveness 	<ul style="list-style-type: none"> transfers knowledge and skills to new contexts with <i>limited</i> effectiveness