

## CHC2D1/6

### ***Culminating Task Handout - The Curator: Creating a Primary Resource and Museum Display***

In May 2005 the Canadian War Museum opened in our nation's capital. The culminating task for Unit Three requires that you create a primary resource and explanatory plaque for display in the museum's World War II gallery. Your artefact must reflect the period 1933-1946 in Canada's History and be tied to our study of WWII.



Artefact (ar-ti-fact) "something created by humans ... characteristic of or resulting from a particular human institution, period, trend, or individual". (Merriam Webster) For our purposes – an item from a particular period in history through which we can gain insight and learning into that period.

The artefact that you create must be accompanied by a secondary resource – a four paragraph essay in which you will present an argument defending your artefact's inclusion in the gallery by explaining its importance to our accumulated understanding of this period in Canadian History.

The third part of the culminating task requires that together the class organize our classroom to display the artefacts in a gallery type setting. Decisions should be made collectively and the artefacts should be organized thematically in order to convey a sense of chronology and to capture the life experiences of Canadians at home and abroad during World War Two. In effect each student will become a historian and a museum curator.

#### Product Checklist:

- A reasonable reproduction of an artefact (with an obvious Canadian connection) from the period 1933-1945;
- A plaque explaining what the artefact is, including a brief introduction to its importance in understanding Canadian history (no more than 100 words in total);
- A four paragraph essay examining the artefact's importance to a better understanding of Canada during the period 1933-1945 and in doing so convincing "The Curator" of the importance of including your artefact in the Canadian War Museum's World War II Gallery.

Due Date: \_\_\_\_\_

## Artefact ... Offering Insight to Canada's Role in WWII

Categories	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p><b>Knowledge &amp; Understanding</b> The degree to which the student's work – both the artefact and the plaque are authentic and accurately represent the period in Canadian history.</p>	<p>-the student demonstrates <i>thorough</i> knowledge and understanding of the period in Canadian history.</p> <p><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>- the student demonstrates <i>considerable</i> knowledge and understanding of the period in Canadian history.</p> <p><b>7.8 7.5 7.2</b></p>	<p>- the student demonstrates <i>some</i> knowledge and understanding of the period in Canadian history.</p> <p><b>6.8 6.5 6.2</b></p>	<p>- the student demonstrates <i>limited</i> knowledge and understanding of the period in Canadian history.</p> <p><b>5.8 5.5 5.2</b></p>
<p><b>Thinking</b> The degree to which the student has employed <i>Historical Thinking Skills</i> (the selection of an artefact and the creation of that artefact and the accompanying plaque with a <i>high degree</i> of effectiveness) in the creation of an artefact and the accompanying plaque.</p>	<p>-the student effectively employs appropriate <i>Historical Thinking Skills</i> in the selection of an artefact and the creation of that artefact and the accompanying plaque with a <i>high degree</i> of effectiveness</p> <p><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>-the student effectively employs appropriate <i>Historical Thinking Skills</i> in the selection of an artefact and the creation of that artefact and the accompanying plaque with <i>considerable</i> effectiveness</p> <p><b>7.8 7.5 7.2</b></p>	<p>-the student effectively employs appropriate <i>Historical Thinking Skills</i> in the selection of an artefact and the creation of that artefact and the accompanying plaque with <i>some</i> effectiveness</p> <p><b>6.8 6.5 6.2</b></p>	<p>-the student effectively employs appropriate <i>Historical Thinking Skills</i> in the selection of an artefact and the creation of that artefact and the accompanying plaque with <i>limited</i> effectiveness</p> <p><b>5.8 5.5 5.2</b></p>
<p><b>Communication</b> The degree to which the student writes effectively with audience and purpose in mind (i.e. the student's plaque is <i>informative yet concise and clearly conveys the artefact's importance to our study of the period, vocabulary is appropriate ...</i>).  All of the conventions of formal academic style and the language of the discipline are adhered to.</p>	<p>- the student expresses her or his ideas and information with a <i>high degree</i> of effectiveness</p> <p>-the student uses conventions and terminology of the discipline with a <i>high degree</i> of effectiveness</p> <p><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>- the student expresses her or his ideas and information with <i>considerable</i> effectiveness</p> <p>- the student uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness</p> <p><b>7.8 7.5 7.2</b></p>	<p>- the student expresses her or his ideas and information with <i>some</i> effectiveness</p> <p>- the student uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness</p> <p><b>6.8 6.5 6.2</b></p>	<p>- the student expresses her or his ideas and information with <i>limited</i> effectiveness</p> <p>- the student uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness</p> <p><b>5.8 5.5 5.2</b></p>
<p><b>Application</b> The students' artefact is accurately reproduced and is a recognizable facsimile of the item chosen to include in the museum's WWII exhibit.</p>	<p>- The student applies knowledge and skills developed in class with a <i>high degree</i> of effectiveness</p> <p><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>- The student applies knowledge and skills developed in class with <i>considerable</i> effectiveness</p> <p><b>7.8 7.5 7.2</b></p>	<p>- The student applies knowledge and skills developed in class with <i>some</i> effectiveness</p> <p><b>6.8 6.5 6.2</b></p>	<p>- The student applies knowledge and skills developed in class with <i>limited</i> effectiveness</p> <p><b>5.8 5.5 5.2</b></p>

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

## Formal Essay: “To the Curator ...”

Categories	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p><b>Knowledge &amp; Understanding</b>  <i>The degree to which the student's work illustrates knowledge of the period in Canadian history.</i></p> <p><i>The degree to which the student's work illustrates understanding of emergent Canadian democracy, freedom &amp; tolerance in the period 1919-1945.</i></p>	<p>-the student demonstrates <i>thorough</i> knowledge of the period in Canadian history.</p> <p>-the student demonstrates <i>thorough</i> understanding of emergent Canadian democracy, freedom &amp; tolerance in the period.</p> <p style="text-align: center;"><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>- the student demonstrates <i>considerable</i> knowledge of the period in Canadian history.</p> <p>- the student demonstrates <i>considerable</i> understanding of emergent Canadian democracy, freedom &amp; tolerance in the period.</p> <p style="text-align: center;"><b>7.8 7.5 7.2</b></p>	<p>- the student demonstrates <i>some</i> knowledge of the period in Canadian history.</p> <p>- the student demonstrates <i>some</i> understanding of emergent Canadian democracy, freedom &amp; tolerance in the period.</p> <p style="text-align: center;"><b>6.8 6.5 6.2</b></p>	<p>- the student demonstrates <i>limited</i> knowledge of the period in Canadian history.</p> <p>- the student demonstrates <i>limited</i> understanding of emergent Canadian democracy, freedom &amp; tolerance in the period.</p> <p style="text-align: center;"><b>5.8 5.5 5.2</b></p>
<p><b>Thinking</b>  <i>The degree to which student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method.</i></p> <p><i>The degree to which appropriate evidence is selected to support the student's argument.</i></p>	<p>-the student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method with a <i>high</i> degree of effectiveness</p> <p>-the student selects appropriate evidence to support their argument with a <i>high</i> degree of effectiveness</p> <p style="text-align: center;"><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>-the student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method with <i>considerable</i> effectiveness</p> <p>-the student selects appropriate evidence to support their argument with <i>considerable</i> effectiveness</p> <p style="text-align: center;"><b>7.8 7.5 7.2</b></p>	<p>-the student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method with <i>some</i> effectiveness</p> <p>-the student selects appropriate evidence to support their argument with <i>some</i> effectiveness</p> <p style="text-align: center;"><b>6.8 6.5 6.2</b></p>	<p>-the student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method with <i>limited</i> effectiveness</p> <p>-the student selects the appropriate evidence to support their argument with <i>limited</i> effectiveness</p> <p style="text-align: center;"><b>5.8 5.5 5.2</b></p>
<p><b>Communication</b>  <i>The degree to which the student writes effectively for her or his purpose (e.g. writing is persuasive and powerful, clear and coherent, transitions are effective, ideas are clear and concise, vocabulary is appropriate ...).</i></p> <p><i>All of the conventions of formal academic style and the language of the discipline are adhered to.</i></p>	<p>- the student expresses her or his ideas and information with a <i>high</i> degree of effectiveness</p> <p>-the student uses conventions and terminology of the discipline with a <i>high</i> degree of effectiveness</p> <p style="text-align: center;"><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>- the student expresses her or his ideas and information with <i>considerable</i> effectiveness</p> <p>- the student uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness</p> <p style="text-align: center;"><b>7.8 7.5 7.2</b></p>	<p>- the student expresses her or his ideas and information with <i>some</i> effectiveness</p> <p>- the student uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness</p> <p style="text-align: center;"><b>6.8 6.5 6.2</b></p>	<p>- the student expresses her or his ideas and information with <i>limited</i> effectiveness</p> <p>- the student uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness</p> <p style="text-align: center;"><b>5.8 5.5 5.2</b></p>
<p><b>Application</b>  <i>The student's thesis paragraph effectively introduces the topic and develops a position, the thesis contains all of the required elements, is analytical, powerful and persuasive and the conclusion effectively illustrates a successful argument.</i></p>	<p>- The student applies knowledge and skills developed in class with a <i>high</i> degree of effectiveness</p> <p style="text-align: center;"><b>9.6 9.2 8.8 8.5 8.2</b></p>	<p>- The student applies knowledge and skills developed in class with <i>considerable</i> effectiveness</p> <p style="text-align: center;"><b>7.8 7.5 7.2</b></p>	<p>- The student applies knowledge and skills developed in class with <i>some</i> effectiveness</p> <p style="text-align: center;"><b>6.8 6.5 6.2</b></p>	<p>- The student applies knowledge and skills developed in class with <i>limited</i> effectiveness</p> <p style="text-align: center;"><b>5.8 5.5 5.2</b></p>

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