

Teacher Package

Canadian and World Studies Exemplar Task Grade 10 History – Academic

Teacher Package

Title: Diary Entries: Experiences of a Twentieth-Century Canadian

Time requirement: 5 periods of 75 minutes each

Description of the Task

The students are told that a television producer is making a documentary about the impact of technological developments and economic conditions on the lives of individual Canadians during a particular historical time period in the twentieth century. The producer is seeking first-person accounts of life during this period as part of her research for the film.

The teacher selects a specific time period from those studied in the course (e.g., World War I, the 1920s, the 1960s). Each student is asked to assume the role of a fictional Canadian living in this period, and to create three diary entries that explain the impact of a technological development and economic conditions on the life of this individual. One other development (e.g., a social issue) must also be described in each entry. Although the characters in the diary will be fictional, the information provided must be based on historically accurate facts and details.

Final Product

The final product will consist of three intermittent diary entries that together span the specified time period.

- Each entry must contain information about the following three items: economic conditions, a technological development, and one other development (e.g., relating to a social issue) relevant to the time period and chosen character.
- Students may follow the changing impact of the same economic, technological, and other developments through all three diary entries or they may select different examples to be discussed in each entry.
- The three entries should total at least six hundred words. The final product may be handwritten or computer-generated.
- Each student must prepare and attach a title page that includes the biographical facts from the Getting Into Character worksheet.
- A bibliography listing all sources used by the student in completing the necessary research for this task must be submitted as the last page of the final product.

Note: The bibliography will not be evaluated as part of the exemplar task but is required to ensure that students list all the sources used in their research.

Teachers should advise students that any quotes taken directly from a source must be appropriately recognized.

Assessment and Evaluation

Students are to use the Diary Checklist (Appendix C) for self- and peer assessment of drafts of the diary entries. The final product will be evaluated by the teacher, using the task-specific rubric.

Expectations Addressed in the Exemplar Task

Students will:

1. demonstrate an understanding of the impact of technological developments on Canadians;
2. evaluate how and why changing economic conditions and patterns have affected Canadians;
3. analyse and evaluate information when researching historical topics or issues;
4. demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing);
5. make reasoned generalizations or appropriate predictions based on research.

Teacher Instructions

Prior Knowledge and Skills Required

To complete this task, students were expected to have some experience in, and some knowledge and skills relating to, the following areas:

- library and Internet research (if available) and note taking
- self- and peer assessment
- the use of organizers and checklists
- distinguishing fact from opinion and detecting bias
- the history of the selected time period
- writing using the format of a diary entry
- preparing a bibliography

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

You should ensure that the following items are available for students:

- appropriate resource materials such as textbooks and other secondary sources obtained from libraries
- access to word-processing programs and the Internet, if computers are available
- dictionaries and thesauri

Rubric

Introduce the task-specific rubric* when you begin to discuss the task with the students. Review the rubric with the students and ensure that each student understands the criteria and the descriptions of achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric. This discussion is best handled as an ongoing review of the criteria as students work to complete the task.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

The Exemplar Task (5 periods of 75 minutes each)**Period 1: The task is introduced and research starts**

- Introduce the task to the students, breaking the task down into its components and indicating the time that will be allotted to each component.
- Emphasize that, in order to prepare a bibliography, students are to maintain a list of the resources they use as they conduct their research, recording these in the Sources section of the Research Organizer (Appendix A).
- Specify the time period in which the fictional characters of the students' diary entries are to have lived.
- Review with the class the major technological developments and economic conditions of the selected time period.
- Brainstorm with the class to identify various types of fictional characters students may adopt as the "authors" of their diary entries.
- Ask each student to choose a character and complete the initial section of the Getting Into Character worksheet (Appendix B).
- Discuss the Research Organizer with the class and instruct students to fill in the organizer as they conduct their research.
- Have students begin to research specific technological developments, economic conditions, and other important developments of the time period, with their chosen character in mind. Students' notes should be organized in the boxes provided for the three entries in the Getting Into Character worksheet.

Period 2: Research continues and the Research Organizer is completed

- Have students continue their research and complete the Research Organizer.
- Discuss with students the concept of cause and effect as it relates to technological developments and economic conditions.

Period 3: A draft is prepared

- Discuss with students what constitutes a diary entry.
- Have students begin work on a draft of their diary entries, using the Getting Into Character worksheet and the Research Organizer.

Period 4: The draft is completed and assessed by the student and a peer

- Allow students to complete the draft of their diary entries.
- Ask students to complete the Diary Checklist for self- and peer assessment (Appendix C).

*The rubric is reproduced on pages 14–15 of this document.

Period 5: The final product is completed

- Ask students to prepare the final copy of their diary entries.
- Remind students to prepare a title page that will include the biographical information they recorded in the top section of the Getting Into Character worksheet.
- Remind students to include a bibliography as the final page of their submission.

Appendices

Appendix A: Research Organizer

Appendix B: Getting Into Character

Appendix C: Diary Checklist

Appendix A: Research Organizer

Time Period: _____

Technological Developments	<ul style="list-style-type: none">•••••
Economic Conditions	<ul style="list-style-type: none">•••••
Other Useful Information About This Time Period	<ul style="list-style-type: none">•••••
Sources: <ul style="list-style-type: none">•••••	

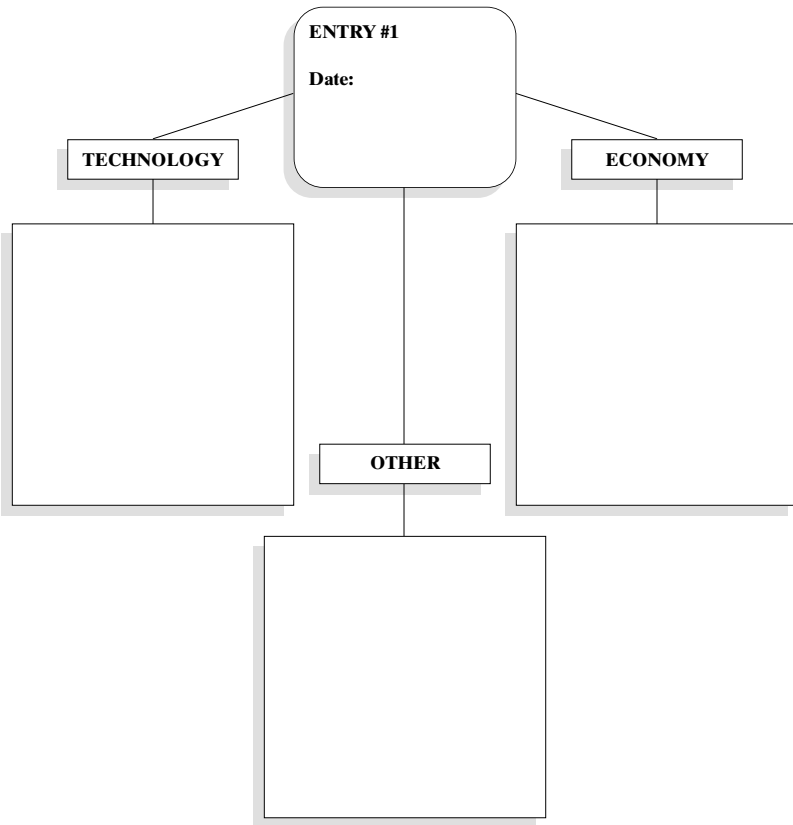
Appendix B: Getting Into Character

Time Period _____

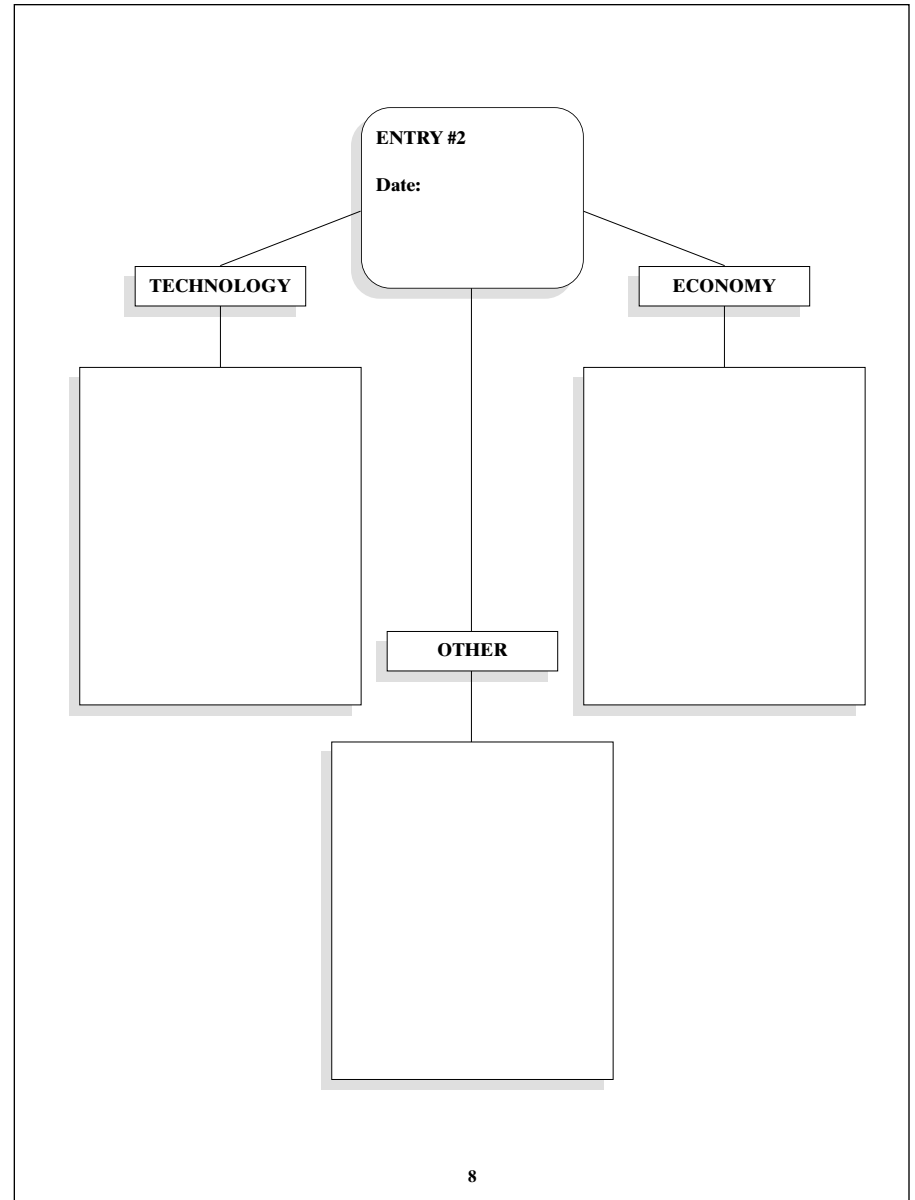
Name of My Character _____

Occupation of My Character _____

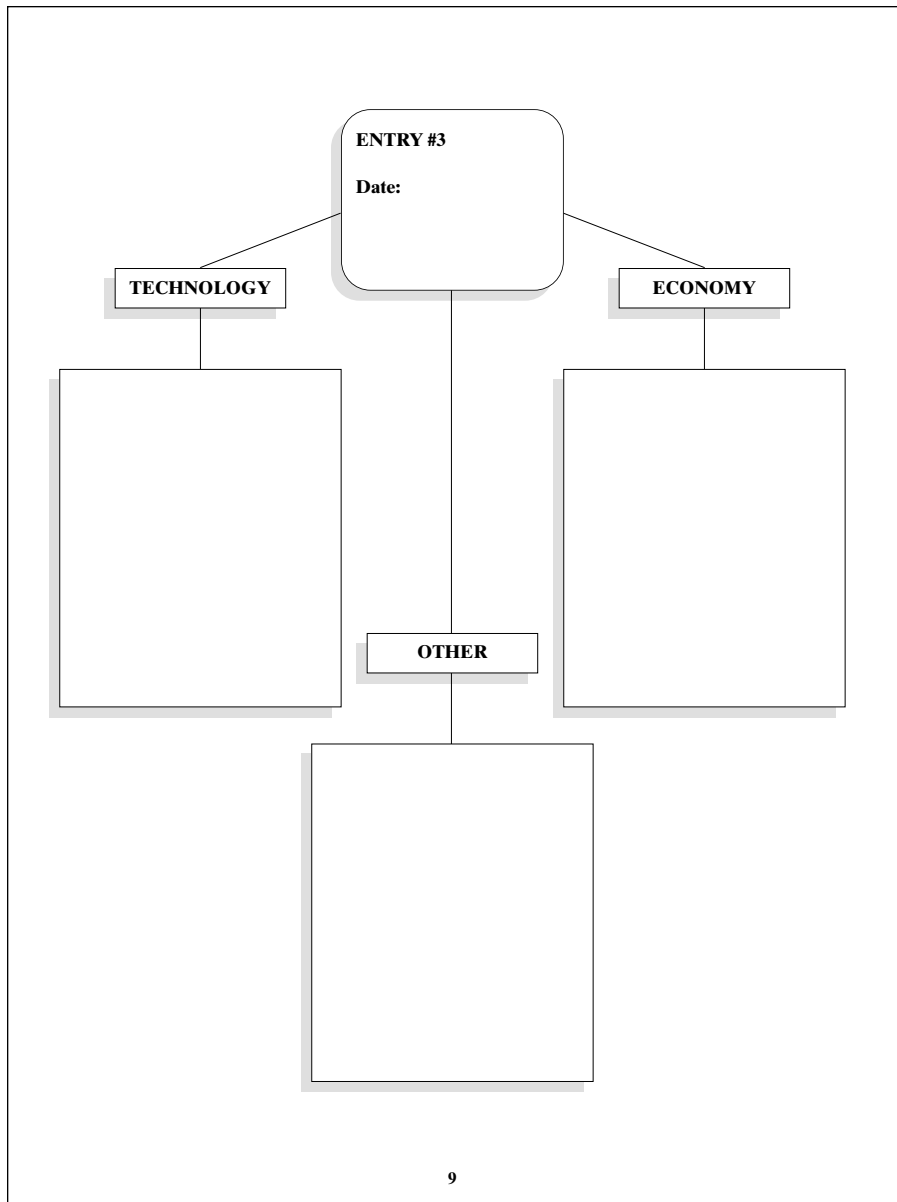
Other Relevant Information _____



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Appendix C: Diary Checklist

Self/Peer Assessment

Time Period: _____

	Self (✓)	Peer (✓)
Content:		
The entries include specific facts and details about the technological developments of the time period.	<input type="checkbox"/>	<input type="checkbox"/>
The entries include specific facts and details about the economic conditions of the time period	<input type="checkbox"/>	<input type="checkbox"/>
The entries include historically accurate information about one other development (e.g., relating to a social issue).	<input type="checkbox"/>	<input type="checkbox"/>
Analysis:		
The entries explain the impact of technological developments on the character.	<input type="checkbox"/>	<input type="checkbox"/>
The entries explain the impact of economic conditions on the character.	<input type="checkbox"/>	<input type="checkbox"/>
The entries explain the impact of one other development (e.g., a social issue) on the character.	<input type="checkbox"/>	<input type="checkbox"/>
Mechanics:		
Each entry contains a date and location.	<input type="checkbox"/>	<input type="checkbox"/>
The spelling and grammar in the entries are correct.	<input type="checkbox"/>	<input type="checkbox"/>
The entries are complete.	<input type="checkbox"/>	<input type="checkbox"/>
The three entries total at least 600 words.	<input type="checkbox"/>	<input type="checkbox"/>
A bibliography is included.	<input type="checkbox"/>	<input type="checkbox"/>

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