



Nation Building and the Great War (1900 – 1918) Unit 1 CHC2D

Throughout this unit you have had the opportunity to learn about the experiences of Canadians during World War One. Although Canada was a nation of only 8 million people in 1914, more than 600,000 men and thousands of women volunteered for the war effort.



To demonstrate your knowledge and understanding of key concepts and themes in this unit you will be required to complete a particular learning task. These learning tasks are designed to "tap" into your multiple intelligences. Each task focuses on a particular intelligence; however you will often be required to tap into several other intelligences in order to complete your task.

Select only one of the following learning tasks as part of the Culminating Activity.

Option A: Trench Model (Bodily/Kinesthetic Intelligence)

You have been selected by The Canadian War Museum to build a model of a WWI trench network for display in a new exhibit featuring "Canadians at Battle".

- Your model must include all of the major components of a trench with labels.
- Your model will be approximately 11 inches X 17 inches in size.
- Your model will be accompanied by a 2-3 page report on the trench system which identifies:
 1. The strengths of the trench system;
 2. The weaknesses of the trench system and,
 3. Modifications (changes) that would have improved the trench system during World War One (i.e. How could the trench system have been better designed?).



- Your analysis of the trench system during World War One, must be in proper essay form. Include an *introduction, body paragraphs* and a *conclusion*.
- Include a bibliography with a minimum of three sources: web sites, books, articles, class notes, etc. Your bibliography should include a variety of sources (i.e. not only web sites).
- Include the self evaluation and rubric with the final product.

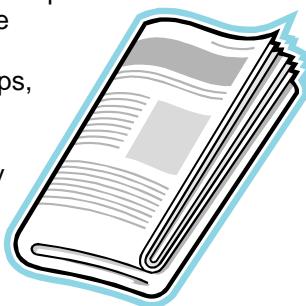
How do the multiple intelligences apply to this learning task?

This portfolio assignment will require you to use your bodily/kinesthetic intelligence to demonstrate your understanding of the trench system and Canadian experiences at war. Individuals who are strong in this intelligence enjoy "learning by doing". They are able to solve problems, make things and convey ideas and emotions by using their body. Individuals who are strong in this intelligence enjoy using their hands, touching objects and building things. In order to complete this learning task, you will also "tap" into several other intelligences: verbal/linguistic (the written report), visual/spatial (layout, design, labels), and logical/mathematical (identification of strengths, weaknesses and needed modifications).

Option B: WWI Newspaper Reproduction (Interpersonal Intelligence)

The Toronto Star is planning an anniversary edition in memory of the Great War. They have asked Canadian history students to create realistic reproductions of a newspaper edition celebrating the end of the Great War. Your group has chosen to take on the challenge. In pairs, you will produce a newspaper published at the end of World War One. Your newspaper should include articles about the home front and the battlefield.

- Include the name of the newspaper, headlines, news items, advertisements, editorials and visuals to cover the important events and issues of the war that Canada was involved with.
 - For example, you might have been a reporter present at the Second Battle of Ypres, or you might be writing a letter to the editor discussing your views on conscription.
- Each group member must contribute at least two (2) written portions of the assignment. Each portion should be approximately 250 words in length.
- You are encouraged to use a variety of visuals (for example: pictures, maps, diagrams, graphs, advertisements, etc.)
- Both students must contribute to the layout and design of the newspaper.
- When you submit your completed assignment, it must be accompanied by a list that details each group member's contributions to the project.
- Include a bibliography with a minimum of three sources: web sites, books, articles, class notes, etc. Your bibliography should include a variety of sources (i.e. not only web sites).
- Include the self evaluation and rubric with the final product.



How do the multiple intelligences apply to this learning task?

This portfolio assignment will require you to use your interpersonal skills to demonstrate your knowledge and understanding of the impact of World War One on Canadians. Individuals who are strong in this intelligence enjoy being in groups, and listening and talking with others. They are able to understand another person's feeling, motivations and intentions and they interact effectively with others. In order to complete this learning task, you will also "tap" into several other intelligences: verbal/linguistic (the written portions of the newspaper), and visual/spatial (layout, design, headlines, pictures, etc.)

Option C: “My Family Immigration Experience” Project (a combination of intelligences!)

Canada is a land of immigrants. Many of us, whether through first, second or third generation, are immigrants to Canada. Have you ever studied or reflected on your family's immigration history? When did your family come to Canada, and what experiences did they and/or you have in settling here?



Assignment Description

Research the immigration experience of your family. Your family may have originally settled in Canada over a hundred years ago or perhaps your family recently immigrated to Canada. Researching your family's immigration history will require you to conduct interviews with family members and look for artefacts, such as: letters, pictures and old documents that might act as evidence in helping you to uncover your family's immigration experience to Canada. You may choose to focus your research on a single family member for your report. For example: a great grandparent, grandparent, your mother, father or perhaps even yourself.

Your completed assignment must include the following:

- 1) A world map to indicate the country of origin and the route taken to Canada.**
Label Canada and the country from which your family originated on a world map. Draw a line to show the route taken to Canada. You may also indicate any stops that your family member may have taken along the way. Some immigrants travel to other countries before finally settling in their new home. Be sure to use proper mapping conventions: *title, legend, compass, colour, labels, etc.*
- 2) A two page (typed, double spaced, size 12, times new roman font) report reflecting on your family's immigration history. The report should include an introduction, body paragraphs and a conclusion. Answer the following questions in your report:**
 - Describe your family's immigration history (route taken, method of travel, etc.)
 - Identify the push and pull factors associated with your family's decision to come to Canada.
 - What challenges and opportunities did your family find when they arrived?
 - What is life in Canada like for your family? How might it have been different if they had chosen to stay in their homeland?
 - In what ways was your family's immigration experience different or similar to the stories we have explored about immigrants in the early 1900s?
- 3) A timeline with a minimum of 5 important dates/defining moments and a minimum of 3 pictures, artefacts, or symbols to support your explanation of the date.** A defining moment is an event, action or decision that results in significant change for a person. Indicate 5 important dates on your timeline and provide a short paragraph explaining its importance/significance to your family's immigration history.
- 4) All of the above must be compiled in a professional final product.**
You may present work on Bristol board, in a binder, memory box, PowerPoint, or another creative format of your choice.
- 5) A presentation.**
You will present your final product to the class. Your presentation is to be three to five minutes in length and must include:
 - A song from your family member's country of origin (to be played in the background while presenting) and an explanation as to why you selected that particular song
 - Visuals to enhance communication
 - A brief oral summary of your report
- 6) Attach your completed self evaluation and the rubric to your finished product.**

How do the multiple intelligences apply to this learning task?

This portfolio assignment will require you to use all eight of the multiple intelligences:

Verbal/linguistic – writing a report on your family immigration history;

Logical/mathematical – organizing information obtained from artefacts, interviews, etc.

Bodily/kinesthetic – creating a time line using a variety of materials, meeting family members for interviews, searching for artefacts;

Visual/spatial – colours, pictures, symbols, titles & captions for the timeline, mapping;

Musical/rhythmic – locating a song from your families country of origin;

Naturalist – identifying differences between life in your family's country of origin and Canada (i.e. climate, food, people, environment, etc.);

Interpersonal – interviewing family members, asking questions;

Intrapersonal – personal reflection on your family immigration experience; comparing your family's experience with that of immigrants from the early 1900s.

Nation Building and the Great War (1914-1918)

Option A: Trench Model – Self Evaluation

1. Before you submit your final product, complete the following self evaluation. If you are not satisfied with your self evaluation you are encouraged to make revisions before submitting the portfolio learning task to your teacher.

	YES	NO	If "no," how can I improve in the future?
Final Product Does the final product include a model, report, a bibliography, a self evaluation and a rubric?			
Model: Does the model meet the size requirements? Does the model include labels to describe key features of a trench and trench system? Are the labels clearly written and neatly placed on the model? Has an effort been made to create a realistic image of a trench?			
Report: Is the report typed, double spaced, size 12, times new roman font? Is the report approximately two to three pages in length? Is the report organized into paragraphs? Is there an introduction, body paragraphs and a conclusion? Does the report identify strengths, weaknesses and recommended modifications (changes) to the trench system during world war one? Has the report been checked for spelling and grammar?			
Bibliography: Does the bibliography include at least 3 sources: web sites, books, etc.? Does the bibliography have a variety of sources? (i.e. not only web sites) Have the items in the bibliography been organized by alphabetical order, by authors last name? Has the correct format been used for books and web sites? (See the MLA guidelines in your Source It! book)			

2. **Self-Evaluation**

Evaluate your work in terms of strengths, weaknesses and efforts. Give yourself a mark out of 5, using the scale below. Circle the number that you feel best describes your efforts.

1. Unsatisfactory 2. Needs Improvement 3. Average 4. Impressive 5. Outstanding

Reflection: On a separate sheet of paper, write a one paragraph response to justify the mark you've selected for your efforts.

Nation Building and the Great War (1900 – 1918)

Option A: Trench Model – Rubric

Criteria	LEVEL 4 80-100%	LEVEL 3 70-79%	LEVEL 2 60-69%	LEVEL 1 50-59%	Weight
Trench Model (K) Design is realistic and features are carefully designed Labels are provided to identify the major components of a trench	Model is highly realistic; great attention to detail Considerable effort is apparent Labels are clear and positioned in a highly effective manner; additional features have been included	Model is realistic; very good attention to detail A good effort is apparent Labels are clear and positioned effectively; all the basic components of the trench system are included	Model somewhat realistic; satisfactory attention to detail Satisfactory effort is apparent Labels are provided and are reasonably well positioned; some components are missing or may not be clearly represented	Model is not realistic and lacks several features Little effort is apparent Few labels are provided or are inaccurate	20
Communication skills through writing (T) Report outlines the strengths, weaknesses and recommended modifications to the trench system	Written work demonstrates a high degree of clarity; highly effective analysis of strengths and weaknesses of the trench system Recommended modifications/ changes to world war one trenches are highly effective and realistic	Written work demonstrates considerable clarity; very good analysis of strengths and weaknesses of the trench system Recommended modifications/ changes to world war one trenches are effective and realistic	Written work demonstrates some clarity; satisfactory analysis of strengths, and weaknesses of the trench system Recommended modifications/ changes to world war one trenches are somewhat effective and realistic	Written work demonstrates limited clarity; weak analysis of strengths, and weaknesses of the trench system Recommended modifications/ changes to world war one trenches are unrealistic	15
Writing Conventions (C) Correct spelling and grammar used	Grammar and spelling used with a high degree of accuracy and effectiveness- (no errors)	Grammar and spelling used with considerable accuracy and effectiveness	Grammar and spelling used with some accuracy and effectiveness	Grammar and spelling used with limited accuracy and effectiveness	5
Bibliography (A) A minimum of three varied sources are used (web sites, books, articles, class notes, etc.) Correct format is used for each type of source.; items are organized in alphabetical order by authors last name	Bibliography includes a variety of sources; more than three sources are provided Correct format is used for all items included in the bibliography	Bibliography includes a variety of sources; three sources are provided Correct format is used for all items included in the bibliography	Bibliography lacks a variety of sources; three sources are provided Bibliography has some errors in format	Bibliography lacks a variety of sources; fewer than three sources are provided Bibliography has numerous errors in format	10

Nation Building and the Great War (1900 – 1918)

Option B: WWI Newspaper Reproduction – Self/Group Evaluation

1. Before you submit your final product, complete the following group evaluation. If you are not satisfied with the evaluation, your group members are encouraged to make revisions before submitting the finished product to your teacher.

	YES	NO	If “no,” how can I improve in the future?
Final Product Does the final product include a world war one newspaper reproduction, a bibliography, a group/self evaluation, written self evaluations from each group member and a rubric?			
Newspaper: Does the newspaper have a title?			
Does the newspaper have headlines?			
Does the newspaper include visuals: pictures, advertisements, etc.?			
Has an effort been made to create a realistic looking newspaper?			
Written Articles: Has each member contributed a minimum of 250 words to news reports?			
Do the articles cover a variety of topics from the battlefield and home front?			
Have the events been researched to ensure the dates, names, story-lines are historically accurate?			
Do the news reports focus on Canadian experiences during WWI?			
Are the news reports organized into paragraphs?			
Have the articles/news reports been checked for spelling and grammar?			
Visuals: Are a variety of visuals used (pictures, maps, advertisements, etc.)?			
Are captions provided to explain the visuals?			
Bibliography: Does the bibliography include at least 3 sources: web sites, books, etc.?			
Does the bibliography have a variety of sources? (not only web sites)			
Have the items in the bibliography been organized by alphabetical order, by authors last name?			
Has the correct format been used for books and web sites?			

2. List of group members responsibilities and contributions

Attach a list of the responsibilities and contributions of each group member.

3. Self-Evaluation

Evaluate your work in terms of strengths, weaknesses and efforts. Give yourself a mark out of 5, using the scale below. Circle the number that you feel best describes your efforts.

1. Unsatisfactory 2. Needs Improvement 3. Average 4. Impressive 5. Outstanding

Reflection: On a separate sheet of paper, write a one paragraph response to justify the mark you've selected for your efforts.

Nation Building and the Great War (1900 – 1918)

Option B: WWI Newspaper Reproduction – Rubric

Criteria	LEVEL 4 80-100%	LEVEL 3 70-79%	LEVEL 2 60-69%	LEVEL 1 50-59%	Weight
News reports/ Articles (K) Newspaper includes a variety of topics about the home front and the battlefield	News reports demonstrate a thorough knowledge and understanding of a variety of topics about the home front and the battlefield	News reports demonstrate very good knowledge and understanding of a variety of topics about the home front and the battlefield	News reports demonstrate satisfactory knowledge and understanding; but the newspaper lacks a variety of news reports (few topics are covered)	News reports demonstrate limited knowledge and understanding; the newspaper lacks a variety of news reports (few topics are covered)	20
Articles focus on <u>Canadian</u> experiences during world war one.	Articles focus on <u>Canadian</u> experiences during world war one in a highly effective manner	Articles focus on <u>Canadian</u> experiences during world war one in an effective manner	Articles lack focus on <u>Canadian</u> experiences during world war one	Articles rarely focus on <u>Canadian</u> experiences during world war; poor selection of topics	
Facts, dates and names are historically accurate	Facts, dates and names are historically accurate and used in a highly effective manner to support the news reports	Facts, dates and names are historically accurate and are used effectively to support the news reports	Some facts, dates and names are historically inaccurate; more facts are needed to support the article	Numerous facts, dates and names are historically inaccurate; or, little effort to include facts	
Visuals (C) A variety of visuals are used to support the news reports and enhance the overall presentation	A variety of visuals are used in a highly effective manner to support the news reports	A variety of visuals are used in an effective manner to support the news reports	Visual lack in variety; the visuals satisfactory support the news report	Few visuals are used to support the news reports; visuals lack relevance to the news reports	10
Captions are provided to explain the visuals	Captions are written in a highly effective manner	Captions are written in an effective manner	Captions are limited in their effectiveness; unclear	Captions are unclear or missing	
Writing Conventions (C) Correct spelling and grammar used	Grammar and spelling used with a high degree of accuracy and effectiveness- (no errors)	Grammar and spelling used with considerable accuracy and effectiveness	Grammar and spelling used with some accuracy and effectiveness	Grammar and spelling used with limited accuracy and effectiveness.	10
Bibliography (A) A minimum of three varied sources are used (web sites, books, articles, class notes, etc.)	Bibliography includes a variety of sources; more than three sources are provided	Bibliography includes a variety of sources; three sources are provided	Bibliography lacks a variety of sources; three sources are provided	Bibliography lacks a variety of sources; fewer than three sources are provided	5
Correct format is used for web sites, books, etc.; items are organized in alphabetical order by authors last name	Correct format is used for all items included in the bibliography	Correct format is used for all items included in the bibliography	Bibliography has some errors in format	Bibliography has numerous errors in format	
Overall presentation of the final product (A)	Overall final product is organized in a highly effective manner	Overall final product is effective	Overall final product is limited	Overall final product is poor (poorly organized; difficult to follow)	5
Final product is well planned and designed	Considerable effort is apparent	A good effort is apparent	Satisfactory effort is apparent	Little effort is apparent	

Nation Building and the Great War (1900 – 1918)

Option C: “My Family Immigration Experience” Project – Self Evaluation

- Before you submit your final product, complete the following self evaluation. If you are not satisfied with your self evaluation you are encouraged to make revisions before submitting your portfolio learning task to your teacher.

	YES	NO	If “no,” how can I improve in the future?
Final Product Does the final product include all of the required components: world map, a two page report, a timeline, a self evaluation and a rubric? Is the final product neatly and professionally presented?			
Map: Does the map clearly indicate the route taken to Canada? Is a legend provided on the map? Are the countries clearly labelled and coloured? Does the map include a compass? Does the map have an appropriate title?			
Report: Is the report typed, double spaced, size 12, times new roman font? Is the report approximately two pages in length? Is the report organized into paragraphs? Is there an introduction, body paragraphs and a conclusion? Does the report answer all of the guiding questions provided? Has the report been checked for spelling and grammar?			
Timeline: Does the timeline include 5 dates with a short paragraph explaining the importance/significance of the date? Does the timeline include a minimum of 3 supporting visuals- pictures, artefacts, symbols, etc?			
Presentation: Have you selected a piece of music from your family's country of origin to play during your presentation? Have you gathered additional visuals to enhance your presentation? Have you summarized the main points you will orally present to the class about your family immigration experience?			

2. Self-Evaluation

Evaluate your work in terms of strengths, weaknesses and efforts. Give yourself a mark out of 5, using the scale below. Circle the number that you feel best describes your efforts.

1. Unsatisfactory 2. Needs Improvement 3. Average 4. Impressive 5. Outstanding

Reflection: Justify and comment on your mark. Use a separate sheet of paper for your comments (Approximately 1 paragraph).

Nation Building and the Great War (1900 – 1918)

Option C: “My Family Immigration Experience” Project – Rubric

Criteria	LEVEL 4 80-100%	LEVEL 3 70-79%	LEVEL 2 60-69%	LEVEL 1 50-59%	Weight
Mapping (K) Proper mapping conventions are used (title, scale, compass legend, colour, etc.)	Highly effective use of mapping conventions; neat and clear	Effective use of mapping conventions	Some use of mapping conventions	Map is incomplete; proper mapping conventions are not used; messy	10
Communication Skills through Writing (C) Family immigration experience report answers all of the guiding questions provided	Written work demonstrates a high degree of clarity; thoughtful analysis and reflection Guiding questions are addressed in a highly effective manner	Written work demonstrates considerable clarity; very good analysis and reflection Guiding questions are addressed in an effective manner	Written work demonstrates some clarity; satisfactory analysis and reflection Guiding questions are addressed in a limited manner	Written work lacks clarity; weak analysis and reflection Guiding questions are not adequately addressed	10
Writing Conventions (C) Correct spelling and grammar used	Grammar and spelling used with a high degree of accuracy and effectiveness- (no errors)	Grammar and spelling used with considerable accuracy and effectiveness	Grammar and spelling used with some accuracy and effectiveness	Grammar and spelling used with limited accuracy and effectiveness.	5
Personal Immigration Timeline (K) 5 key/dates and a description for each are provided A minimum of 3 visuals are provided	Dates and descriptions are clearly written and presented; significance is clearly explained Visuals provided support the text in a highly effective manner. A variety of visuals are used; more than three are included	Dates and descriptions are clearly written and presented; significance is clearly explained Visuals have a clear connection to the dates and descriptions provided	Dates and descriptions are written with limited clarity; significance is not always clear Visuals have limited connection to the dates and descriptions provided	Dates and descriptions are not clearly written and presented; no explanation of significance Visuals are not provided or are not clearly connected to the descriptions	10
Final Product (A) Final product is well planned and designed	Overall final product is organized in a highly effective manner Considerable effort is apparent	Overall final product is effective A good effort is apparent	Overall final product is limited in its effectiveness Satisfactory effort is apparent	Overall final product is poor (poorly organized; difficult to follow) Little effort is apparent	5
Presentation (C) Oral presentation is well prepared; includes music, visuals and a prepared summary of your family immigration experience	Presentation was communicated in a highly effective and clear manner Visuals, music and oral communication were highly effective at capturing the audience	Presentation was communicated effectively and clearly Visuals, music and oral communication were effective at capturing the audience	Presentation was limited in its effectiveness and clarity Visuals, music and oral communication were limited in its effectiveness at capturing the audience	Presentation was not clearly communicated to the audience Visuals, music were not provided or unsatisfactory. Oral communication was not clear; little or no preparation	5