**CHY4U Unit 2 Timeline with Attitude**

**Requirements:**

* Your timeline will feature 8 events from Activities 1 - 4 from this unit (1650 to 1789 – no events before or after that date).
* You will select the **perspective** of a historical group featured in this unit so far (women, enslaved persons, factory workers, colonials, indigenous peoples, industrialists, or another group that you identify). If you find 8 events too much for one perspective you may do two separate timelines from two different perspectives.
* Each event will have a two- to four-sentence **explanation** of how the event reveals the perspective.
* Select eight events that are, in your opinion, the most relevant to your selected perspective. If doing two timelines, do four events each.
* The X axis of the timeline will be for chronology, while the Y axis will be for progress / decline (> or < O). Thus, the more progressive the event for your particular group, the higher it should appear on your timeline. The lower, the less significant or more associated with decline. You must create a scale for your Y axis. You should use descriptive scale labels that go beyond +3, -4 (e.g., joyous, devastating).
* For each event, choose a **visual** to represent it (a photo, drawing, painting, quote from a primary source) that conveys the importance to the perspective. If the visual needs to be explained, please do so in a caption. Cite your sources in embedded citation format: (author/title/date/url)
* You will choose **one** event from your timeline(s) and explain, in paragraph form, why it was a **turning point** from the perspective of the chosen group. A turning point is a change in the pace or direction of change (so there must be explanation of the difference between before and after). Page limit = ½ to ¾ of a page.

**Format:**

Your timeline may be created electronically or by hand. Do not use PPT slides as the view of the whole timeline should be emphasized.

**Curriculum Expectations, Learning Goals and Success Criteria for Timeline with Attitude**

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| **Expectations** | **Learning Goals** | **Success Criteria** |
| A1.7 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating | - we are learning to synthesize sources to make judgements about historic events | - I can make conclusions |
| C1. Social, Economic, and Political Context: analyse key social, economic, and political issues, trends, and/or developments in various regions of the world between 1650 and 1789 | - we are learning to analyze the social, economic and political causes and consequences of historic events between 1650-1789 | - I can select the 8 most significant developments and events between 1650-1789 that represented progress and decline which reflect a specific perspective (e.g. women, enslaved persons, factory workers, colonials, indigenous peoples, industrialists, etc.) |
| A1.2 select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources | - we are learning to select evidence to reflect progress or decline | - I can select visual sources to represent progress and decline and place them in an appropriate location on the timeline. |
| A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry | - we are learning to interpret evidence to make conclusions | - I can justify which event on timeline was a turning point for my identified group in a paragraph |
| A1.6 use the concepts of historical thinking | - we are learning to apply historical thinking concepts | - I can apply the concept of continuity and change through selection of a turning point and progress and decline  - I can apply the concept of historical perspective to determine the view of different groups or individuals |
| A1.8 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose | - we are learning to communicate clearly in a paragraph | - I can communicate clearly my justification of which event was a turning point in a paragraph |

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

**Rubric for CHY4U Timeline with Attitude**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Score** |
| **Knowledge and Understanding**  **Knowledge/Understanding**  Writes concise yet accurate summaries of the chosen events. | Demonstrates thorough understanding of chosen events  Concise yet accurate, showing “big picture” understanding | Demonstrates considerable understanding of chosen events | Demonstrates some understanding of chosen events | Demonstrates limited understanding of chosen events  Too long, vague or inaccurate. Doesn’t seem familiar with the “big picture” |  |
| **Thinking**  **Thinking/Inquiry**  Selects and labels visuals to represent progress and decline and places them on appropriate locations on timeline | Selects visual sources to represent progress and decline through location on timeline with a high degree of effectiveness  Captions clearly identify visuals  Insightful choices, precise placement | Selects visual sources to represent progress and decline through location on timeline with considerable effectiveness  Captions identify visuals  Appropriate choices, appropriate placement | Selects visual sources to represent progress and decline through location on timeline with some effectiveness  Captions somewhat identify visuals  Somewhat useful choices, somewhat expected scale | Selects visual sources to represent progress and decline through location on timeline with little effectiveness  Captions do not adequately identify visuals  Choices are very basic, similar each time, unknown, vaguely labelled scale |  |
| **Application**  **Application**  Uses historical thinking concepts of **continuity and change** (through descriptions of progress and decline) and **historical perspective** (views of different people)  See HTC checklists | Uses HTCs consistently, thoroughly, accurately and with relevance  Progress and/or decline for group made consistently clear  Perspective of group shown clearly | Uses HTCs with considerable success  Progress and/or decline for group mostly made clear  Perspective of group shown | Uses HTC with some success  Progress and/or decline for group sometimes identified  Perspective of group sometimes shown | Uses HTCs with little success  Progress and/or decline for group unclear, vague, confusing  Perspective of group not well identified or confusing |  |
| **Communication**  **Communication**  Communicates the justification for which event was a turning point in paragraph  Uses HTC language thoughtfully | Clearly justifies (defends) turning point – thoroughly explained/proved showing difference between before and after in pace and/or direction of change  Appropriately chosen and diverse HTC language used throughout timeline | Mostly justifies turning point  HTC language used in timeline, a bit expected | Somewhat justifies turning point (more summarized than justified)  Some basic HTC language used with some success | Hardly justifies turning point (states, doesn’t justify)  Little HTC language used, or too much HTC language misused, or very basic |  |
| **SScores** | 4++ = 100, 4+ = 95, 4 = 88, 4- = 82, 3+ = 78, 3 = 75, 3- = 72, 2+ = 68, 2= 65, 2- = 62, 1+ = 58, 1 = 55, 1 - = 52. Below level 1 does not meet the expectations for this assignment. | | | | |