**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 effectivenessCaptions clearly identify visualsInsightful choices, precise placement | Selects visual sources to represent progress and decline through location on timeline with considerable effectivenessCaptions identify visualsAppropriate choices, appropriate placement | Selects visual sources to represent progress and decline through location on timeline with some effectivenessCaptions somewhat identify visualsSomewhat useful choices, somewhat expected scale  | Selects visual sources to represent progress and decline through location on timeline with little effectivenessCaptions do not adequately identify visualsChoices 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 relevanceProgress and/or decline for group made consistently clear Perspective of group shown clearly | Uses HTCs with considerable successProgress and/or decline for group mostly made clearPerspective of group shown | Uses HTC with some successProgress and/or decline for group sometimes identifiedPerspective of group sometimes shown | Uses HTCs with little successProgress and/or decline for group unclear, vague, confusingPerspective of group not well identified or confusing |  |
| **Communication****Communication** Communicates the justification for which event was a turning point in paragraphUses HTC language thoughtfully | Clearly justifies (defends) turning point – thoroughly explained/proved showing difference between before and after in pace and/or direction of changeAppropriately 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.  |