

Your Challenge 2 – Evaluation Rubric

Name _____ Date _____

Your two written primary source documents, descriptions, and commentaries

Category	Level 1 50%–59%	Level 2 60%–69%	Level 3 70%–79%	Level 4 80%–100%
Knowledge and Understanding	<ul style="list-style-type: none"> show <i>limited</i> understanding of internal and external forces that transformed Canada between 1914 and 1938 	<ul style="list-style-type: none"> show <i>some</i> understanding of internal and external forces that transformed Canada between 1914 and 1938 	<ul style="list-style-type: none"> show <i>considerable</i> understanding of internal and external forces that transformed Canada between 1914 and 1938 	<ul style="list-style-type: none"> show <i>thorough</i> understanding of internal and external forces that transformed Canada between 1914 and 1938
Thinking	<ul style="list-style-type: none"> show <i>limited</i> skill in using criteria to select authentic, reliable, relevant written primary sources display <i>limited</i> ability to analyze, interpret, and evaluate written primary sources 	<ul style="list-style-type: none"> show <i>some</i> skill in using criteria to select authentic, reliable, relevant written primary sources display <i>limited</i> ability to analyze, interpret, and evaluate written primary sources 	<ul style="list-style-type: none"> show <i>considerable</i> skill in using criteria to select authentic, reliable, relevant written primary sources display <i>considerable</i> ability to analyze, interpret, and evaluate written primary sources 	<ul style="list-style-type: none"> show a <i>high degree</i> of skill in using criteria to select authentic, reliable, relevant written primary sources display a <i>high degree</i> of ability to analyze, interpret, and evaluate written primary sources

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BLM 2.5.1 Continued

Category	Level 1 50%–59%	Level 2 60%–69%	Level 3 70%–79%	Level 4 80%–100%
Communi- cation	<ul style="list-style-type: none"> • show <i>limited</i> competence in organizing and expressing ideas • show <i>limited</i> competence in using appropriate grammar and spelling conventions and vocabulary 	<ul style="list-style-type: none"> • show <i>some</i> competence in organizing and expressing ideas • show <i>limited</i> competence in using appropriate grammar and spelling conventions and vocabulary 	<ul style="list-style-type: none"> • show <i>considerable</i> competence in organizing and expressing ideas • show <i>limited</i> competence in using appropriate grammar and spelling conventions and vocabulary 	<ul style="list-style-type: none"> • show a <i>high degree</i> of competence in organizing and expressing ideas • show <i>limited</i> competence in using appropriate grammar and spelling conventions and vocabulary
Application	<ul style="list-style-type: none"> • show <i>limited</i> competence in making connections between the written primary source documents and your response to the unit issue question 	<ul style="list-style-type: none"> • show <i>some</i> competence in making connections between the written primary source documents and your response to the unit issue question 	<ul style="list-style-type: none"> • show <i>considerable</i> competence in making connections between the written primary source documents and your response to the unit issue question 	<ul style="list-style-type: none"> • show a <i>high degree</i> of competence in making connections between the written primary source documents and your response to the unit issue question

Unit 2 Challenge – Checklist for Success

Name _____ Date _____

Item	Not Complete	Partly Complete	Complete	Date Completed	Comment (Teacher or Peer)
Knowledge and Understanding					
My selection of written primary source documents shows my understanding of the internal and external forces that transformed Canada between 1914 and 1938.					
My descriptions and commentaries support my selections and my understanding of the unit issue.					
Thinking					
My selections show my skill in using criteria to select authentic, reliable, relevant sources.					
My descriptions and commentaries show my ability to analyze, interpret, and evaluate the selected primary sources.					

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BLM 2.5.2 Continued

Item	Not Complete	Partly Complete	Complete	Date Completed	Comment (Teacher or Peer)
Communication					
My museum exhibit shows my ability to organize and express ideas.					
My descriptions and commentaries use appropriate grammar and spelling conventions and vocabulary.					
Application					
My museum exhibit shows competence in making connections between the written primary source documents and my response to the unit issue question.					

What My Primary Sources Exhibit Will Include

Name _____ Date _____

My two primary sources

1. _____

2. _____

Description of my primary sources

Source 1	Source 2
Who created this document	
How this document relates to the issue	
Creator's point of view	

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BLM 2.5.3 Continued

My commentary

Why I selected these sources:

How these sources helped me respond to the unit issue question:

What these sources revealed about change and continuity in Canada:

Teacher's Resource
Draft

Steps to Complete My Primary Sources Exhibit

Name _____ Date _____

Step	Notes	Sources	Date Completed	Feedback
Step 1: Note forces that people responded to				
Step 2: Develop criteria				
Step 3: Choose two primary sources				
Step 4: Complete your exhibit				

Causes of World War I

Name _____ Date _____

Factor	How did this factor contribute to starting the war?
Imperialism	
Militarism	
Alliances	
Nationalism	

Canada Goes to War

Name _____ Date _____

Factor	Points for a News Report on This Factor
Responses to recruitment	
Discrimination in the Armed Forces	
Women's roles	

Teacher's Resource
Draft

Weapons and Technology of World War I

Name _____ Date _____

Weapon	Uses	Effectiveness	Improvements during War
Artillery			
Machine guns			
Submarines			
Tanks			
Airplanes			

War at Sea, in the Air, and on Land

Name _____ Date _____

Theatre of Operations	Notes and Significant Details
War at sea	
War in the air	
War on land	
Battle of the Somme	
Battle of Vimy Ridge	
Battle of Passchendaele	
Canada's Hundred Days	

Significant Events of World War I and the Paris Peace Conference

Name _____ Date _____

Event	How This Event Affected Canada's Reputation in the World	How This Event Affected Canadians' Sense of Identity	How This Event Affected Canada's Increasing Independence	How This Event Might Affect the World in the Future
Second Battle of Ypres				
Battle of the Somme				
Battle of Vimy Ridge				
Battle of Passchendaele				

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BLM 2.5.9 Continued

Event	How This Event Affected Canada's Reputation in the World	How This Event Affected Canadians' Sense of Identity	How This Event Affected Canada's Increasing Independence	How This Event Might Affect the World in the Future
Paris Peace Conference				
Other event or wartime condition:				

Canada's independent seat at the Paris Peace Conference made — or did not make — the sacrifices of Canadians during the war worthwhile:

Effects of World War I on the Home Front

Name _____ Date _____

Factor	Effect on Canadian Economy	Effect on Canadian Society	Effect on Canadian Identity	Effect on Canadian Military
Financing the war effort				
Propaganda				
Changing roles of women				
Munitions scandal				
War Measures Act				
Conscription				
Right to vote for some women				