­­Individuals and Society year 4 Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mini Final Project

Directions:

-This project will allow you to choose any topic in history that you are interested in learning more about and practice some skills we learned this year such as analyzing primary and secondary sources and critically thinking about how your topic relates to a SOI (statement of Inquiry) of our course.

-It DOES NOT need to be connected to ANYTHING in this class (although it could if you want).

-Try to pick a smaller topic (ie don’t pick World War Two, pick something like Hitler’s Rise to Power, or Auschwitz, or German Tanks). It could also be the history of something that you are interested in (ie 1920s fashion, the history of the internet). Really anything connected to history is fair game!

**Use the computer to research your chosen topic and fill out the sections below in as much detail as possible. Remember to check that you are using valid sources. Please write in full sentences.**

Your Chosen Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To help you learn more about your topic you must find one each of the following:*

**A. An Article: Please record 7 new facts you learned from the article. If it is a topic we talked about in class, they must be facts we did not cover in the unit. The facts also need to be in your own words.**

**Article name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1.

2.

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Citation (properly cite your article):

**B. A Youtube Clip (or other video clip site) Please summarize the clip and explain how it helps contribute to your understanding of the topic.**

Video Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summarize the clip in two to three sentences

How does the clip help you understand your topic more (explain in a minimum of three sentences)

Citation:

**C. A piece of art/cartoon/song/other connection**

Describe the art/cartoon/song/other connection (title, artist, summary of contents)

What do you think the author was trying to show in their piece? Explain in two-three sentences.

How does this song/cartoon/art/other connection relate to your understanding of your topic? (please explain in four to five sentences)

Citation:

**D:** Choose one of the statements of inquiry we studied year OR a “Big Idea of Social Studies 9” from the BC curriculum and explain in a  **paragraph** (minimum of 5-8 sentences) about **HOW your topic (with specific examples) relates to your SOI or big idea**

**Example:**

**Topic:** Canada’s role in World War One

**Big Idea:** Collective identity is constructed and can change over time OR Conflict can lead to a change in identity and global perspectives

**Paragraph:** When the war began in 1914, Canada’s identity was overwhelmingly British. Canada did not have control over their foreign affairs and had no choice but to enter the conflict when Britain declared war. However, this did not seem to bother most Canadians who could be heard in cities singing patriotic British songs such as “God Save the King” and “Rule Britannia.” Canadians also volunteered in numbers that were higher than anticipated. When asked for 25 000 volunteer soldiers, 30 000 immediately volunteered. This British identity was altered by Canada’s participation in the war. For one thing, Canadians stayed together in battle as the CEF instead of being absorbed into the British Army. This meant that when Canada succeeded in battle, their victories could truly be viewed as Canadian, not British. For example, in Ypres, Canadians held off the Germans during a gas attack when everyone else retreated. Canadians also saw success in Vimy Ridge where all four divisions fought together and capture the area that French and British had desired since 1914. As a result of their courage and valour in battle, Canada earned the right to sign the Treaty of Versailles, the first international treaty Canada had ever participated in. In five short years Canada had gone from a British identity, to a beginning of a Canadian one.

|  |  |
| --- | --- |
| **Statements of Inquiry** | **Big Ideas in Socials 9 BC Curriculum** |
| Geography and 19th century Canadian history units  *Understanding our time, place and space can help us understand our history, perspectives and identity* | The physical environment influences the nature of political, social and economic change |
| World War One  *Conflict can lead to a change in identity and global perspectives* | Collective identity is constructed and can change over time |
| The American, French Revolutions and Napoleon  *Revolution creates change and can be affected by people who believe that they have a lack of access to power and privilege* | Disparities in power alter the balance of relationships between individuals and between societies |
| The Industrial Revolution  *Advances in scientific and technological innovations revolutionized the world and changed every aspect of modern life* | Emerging ideas and ideologies profoundly influence societies and events. |

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Final Survey

1. Please give some general thoughts about your experience in IS 4
2. Was there anything that made this course different from your experiences in other Social Studies classes?
3. What parts of the class did you find most enjoyable? Or what do you remember the most?
4. Why do you think that you enjoyed/remembered these parts of class?
5. What parts of the class did you struggle with? How would you improve the course?
6. Is there any area of the course that you think I should be sure to spend more time on? Is there any part I should get rid of?
7. Is there anything else that you want to say?

Some Experiences in IS 4 (to jog your memory)

-Paintball trip -Comic Life notes -PIB hike/plant identification -Geo test at lake

-French Rev. Investigation -The Patriot/Hamilton -Museum trip -Treaty of Versailles sim.

-Battle reenactments - modern Revolution presentation -soldier project -Regions video

-WW 1 trench rations, French food, tea service -Factory sim. -History Passion project (Final Project)

**Criterion A: Knowing & Understanding**

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| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion B: Investigating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. collects and records limited information, not always consistent with the research question, |  |
| 3-4 | The student:   1. uses a research method(s) to collect and record mostly relevant information, |  |
| 5-6 | The student:   1. uses research method(s) to collect and record appropriate relevant information, |  |
| 7-8 | The student:   1. uses research methods to collect and record appropriate, varied and relevant information, |  |

**Criterion D: Thinking Critically**

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| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. analyses concepts, issues, models, visual representation and theories to a limited extent, 2. summarizes information to a limited extent to make arguments, |  |
| 3-4 | The student:   1. analyses concepts, issues, models, visual representation and theories, 2. summarizes information to make arguments, |  |
| 5-6 | The student:   1. discusses concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid arguments, |  |
| 7-8 | The student:   1. completes a detailed discussion of concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid, well-supported arguments, |  |