

Summative Assignment

Canada in World War Two Timeline

Due: beginning of class on Thursday, November 14th

What are we doing?

Your task is to create a **timeline** with **10-15 key moments** in Canada's Second World War experience. You'll have to pick the moments that are the **most significant** in your mind, and then provide a **rationale** (explanation) of why you think they are the most significant. Your timeline should **categorize** the moments. You can categorize them in the way that makes the best sense to you, but it should be clear to the reader of the timeline. You also must **include a minimum of**:

- ⇒ Three battles
- ⇒ Two homefront developments
- ⇒ One Indigenous-related development
- ⇒ One development related to women
- ⇒ One economic development
- ⇒ One political development
- ⇒ One science/tech development

How do we do this?

- ☐ Go through your notes and identify which key events stand out to you.
- ☐ Make sure you have enough events for the required categories and identify the categories of the other events you're including. Events can (and often will) fit into multiple categories – when you notice this, make sure to show it in your work!
- ☐ Identify the date(s) of each event.
- ☐ Create your timeline! Think about how you can make the information easily understood by someone reading it.
- ☐ Write about how each event is significant to Canada's identity or wartime experience. Think about how the moments you've chosen relate to each other! *For a level 3, you should have a minimum 2 sentences written about each event.*
- ☐ Hand in your timeline and write up to Ms. Mills by the *beginning of class* on Thursday.

How long do you have to do this?

You'll have time in class Tuesday and Wednesday and are free to take things home to keep working on it! Your assignment is due Thursday, November 14th, *at the beginning of class* – meaning you won't have time to work on it in class on Thursday or after.

Name:

CHC2P - Mills

World War Two Summative Timeline Rubric

Categories	Level 1	Level 2	Level 3	Level 4
Thinking (A1.2/A1.5) Identify and organize key events of World War Two in chronological order, focusing on historical significance of each event to Canada and/or Canadian identity.	Student has identified 5-6 events. Student has chosen some events that are significant to Canada/Canadian identity.	Student has identified 7-9 events. Student has chosen mostly events that are significant to Canada/Canadian identity.	Student has identified 10-12 events. Student has chosen events that are significant to Canada/Canadian identity.	Student has identified 13-15 events. Student has chosen events that are highly significant to Canada/Canadian identity.
Knowledge and Understanding (C2.1-3, C1.1-4, C3.2) Identify key historical events in the provided categories and categorize additional events.	Student has clearly categorized 5-6 events. Student has not met the required number of events in each category.	Student has clearly categorized 7-10 events. Student has approached the required number of events in each category.	Student has clearly categorized 10+ events. Student has met the required number of events in each category.	Student has effectively categorized 10+ events. Student has exceeded the required number of events in each category.
Communication (A.17) Create a timeline using the correct format (chronological, providing date and event name, and identifying category) in an easily legible way.	Student has put some events in chronological order. Student has provided the correct date for some events. Student has provided the categories of some events.	Student has put most events in chronological order. Student has provided the correct date for most events. Student has provided the categories of most events <i>or</i> has provided categories of all events in an ineffective way.	Student has put all events in chronological order. Student has provided the correct date for all events. Student has clearly provided the categories of all events.	Student has put all events in chronological order. Student has provided the correct date for all events in a visually appealing and effective way. Student has identified the categories of all events in a visually appealing and effective way.
Thinking (C2.1-3, C1.1-4, C3.2) Identify <i>why</i> an event is significant in the category you have assigned it.	Student has identified why some events are significant.	Student has identified why most events are significant.	Student has identified why all events are significant.	Student has identified why all events are significant and has highlighted how events can be significant in multiple ways.
Communication (A.17) Describe in detail how each timeline event is significant to Canada and/or Canadian identity in an attached write up.	Student has provided 3-6 sentences identifying the significance of some events or all events in insufficient detail. Student's writing has many grammar/spelling errors.	Student has provided 10-15 sentences (1/event) identifying the significance of all events in insufficient detail. Student's writing has some grammar/spelling errors.	Student has provided 20+ sentences (2-3 sentences per event) identifying the significance all of the events in sufficient detail. Student's writing has few grammar/spelling errors.	Student has provided 30+ sentences (3+ sentences per event) identifying the significance of all of the events in exceptional detail. Student's writing has limited grammar/spelling errors.

Comments:	Overall Level:

Name:

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WW2 Summative Timeline Organizer

Num.	Event	Date	Category	Significance
1				
2				
3				
4				
5				
6				
7				

Name:

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Num.	Event	Date	Category	Significance
8				
9				
10				
11				
12				
13				
14				
15				