**A War Artifact**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| A War Artifact Preliminary Step: Historical Significance Paragraph | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| A War Artifact | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

It is difficult to imagine a distant time and place – the past, though real, may feel as intangible as Hogwarts or the Enterprise (1701-D). What was it like in the trenches, at a field hospital or on the home front? Can we really know? So much has changed in 100 years.

Artifacts help to bridge this disconnect. They enrich the historical experience bringing history to life. That is why we visit museums, to bear witness to physical evidence and by doing so, construct a more accurate and complete vision of then and there. It seems, as aspiring historians, you should become familiar with the role of artifacts in the study of history. Unfortunately, unless you are Mr. Peabody or own a Dolorian with a flux capacitor, obtaining an artifact may prove difficult. That’s okay, museums often recreate artifacts and so can you. As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**A War Artifact Expectations:**

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
2. Describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.
3. Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics.
4. Explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada.

**A War Artifact Preliminary Step: Historical Significance Paragraph**

Prior to designing an artifact, identify (time and place), and, research and assess the historical significance. Then, communicate the information in a succinct paragraph. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**Historical Significance Paragraph Instructions:**

1. Research World War I artifacts.
2. An artifact can be any tool, weapon or supply related to the war.
3. Decide on an artifact which you will recreate.
4. Research the artifact.
5. Identify the artifact (time and place in history).
6. Assess the historical significance (historical significance is explaining the importance of a person, event, or, in this case, artifact to history).
7. Write one paragraph to identify and communicate the historical significance.
8. The artifact may be significant to a particular area of history such as Canadian history, military history, technological history, a particular person or a group of people, etc. Explain this in the paragraph.

**Historical Significance Paragraph Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Paragraph was written with no clarity. | Paragraph was written with minimal clarity. | | Paragraph was written with some clarity. | Paragraph was written with clarity. | | Paragraph was written with sophistication and clarity. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| The concept of historical significance was not applied. | The concept of historical significance was very minimally applied. | | The concept of historical significance was minimally applied. | The concept of historical significance was well applied. | | The concept of historical significance was expertly applied. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| The artifact was not identified. | The artifact was barely identified. | | The artifact was partially identified. | The artifact was accurately identified. | | The artifact was very accurately identified. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| The historical significance was not assessed and explained. | The historical significance was barely assessed and explained. | | The historical significance was somewhat assessed and explained. | The historical significance was assessed and explained. | | The historical significance was cleverly assessed and explained. |
| 0 1 2 2. 5 3 3.5 4 4.5 5 | | | | | | |

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**A War Artifact**

A War Artifact involves designing and creating a World War I item, preparing an accompanying placard, and, briefly presenting to the class. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**A War Artifact Instructions:**

1. Decide how you will recreate the artifact (paper mache, pottery, woodwork, knitting…).
2. You must recreate the artifact yourself!!! It must be original work!!!
3. The artifact should match the original in colour and dimensions (or be to scale).
4. Create a placard to accompany the artifact.
5. The placard should identify the artifact and contextualize time and place.
6. The placard should then explain the historical significance of the artifact.
7. Use the teacher feedback and edits to improve upon the explanation offered in the preliminary step.
8. Design the placard neatly.
9. Prepare a very brief presentation about the artifact – 1 to 2 minutes; tell the class how you made the artifact or an interesting fact or two about the artifact.
10. Be prepared to display and present your artifact on the due date.

**A War Artifact Rubric**

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| Below Level 1  0 – 49% | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% |
| **Communication** | | | | |
| The artifact and placard did not communicate ideas. | The artifact and placard barely communicated ideas. | The artifact and placard communicated ideas. | The artifact and placard clearly communicated ideas. | The artifact and placard very clearly and eloquently communicated ideas. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | |

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| Below Level 1  0 – 49% | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% |
| **Application** | | | | |
| No research and planning were applied to the design and text. | Minimal research and planning was almost adequately applied to the design and text. | Research and planning was adequately applied to the design and text. | Detailed research and planning was well applied to the design and text. | Meticulous research and planning was excellently applied to the design and text. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | |

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| --- | --- | --- | --- | --- |
| Below Level 1  0 – 49% | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% |
| **Knowledge and Understanding** | | | | |
| The artifact was not accurately identified and contextualized. | The artifact was partially accurately identified and contextualized. | The artifact was mostly accurately identified and contextualized. | The artifact was accurately identified and contextualized. | The artifact was very accurately identified and contextualized. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | |

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| The historical significance of the artifact was not explained; design was not at all creative. | The historical significance of the artifact was inadequately explained; design was not particularly creative. | | The historical significance of the artifact was adequately explained; design showed glimpses of creativity. | The historical significance of the artifact was well explained; design was creative. | | The historical significance of the artifact was very well explored; design was highly creative. |
| 0 1 2 3 4 5 5.5 6 6.5 7 7.5 8 8.5 9 9.5 10 | | | | | | |

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