**The Family Biographer**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking and Inquiry |
| The Family Biographer | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

The word History has its roots in the Greek for inquiry, knowledge through investigation, which is perfectly fitting. Historians must collect, search, question, analyze, evaluate, connect and organize various perspectives and evidence to arrive at an understanding of the past. Now, considering the breadth of human experience, the scale and scope of this task can appear daunting (even with limited subject matter, see ‘Canadian History Since World War I’). Thus, to initiate your journey from historical novice to contemporary Thucydides, we’ll begin in a comfortable manageable setting, at home.

Every family is full of history. It is a condition of existence. And, whether you believe it or not, your parents and grandparents lived through important, interesting and colorful historical events. It is your task to learn about the history experienced by one of your elders and to contribute your findings to the record by preserving the research in the written word. 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). Good luck and have fun ☺

**The Family Biographer Expectations:**

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
2. Apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful.
3. Depending on the subject, and time period, selected, additional expectations will be covered in this assignment.

**The Family Biographer**

The Family Biographer involves conducting an interview, reviewing the answers and forming a short narrative. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**The Family Biographer Instructions:**

1. Select a family member or members to interview and ask their permission (if there are no family members available choose a family friend or neighbor).
2. If possible select a person with more life experience (age usually helps but not always).
3. Conduct background research on the location and time period of the subject.
4. Create 20 interview questions.
5. Remember to cover the basics (origins, birth, marriage, children, among others).
6. Also include questions of greater specificity and depth such as those that relay historical context, illicit emotion or are philosophic.
7. Explore how key events in Canadian and World History may have shaped the subject.
8. If your subject was not a participant in major historical events, adjust and look at more local or personal events, ask how the events of the time impacted the subject.
9. Set up a prearranged date and time for the interview, and abide by this.
10. Use the interview question you created as a starting point and guide, but remember, a good interview may deviate from your line of questioning and become more of a conversation or discussion.
11. Ask follow up questions, especially when the story gets interesting.
12. Post interview(s) organize and sequence your interview notes then consider the structure of your written work (a narrative seems natural but may not work in the space allotted so maybe an essay works better, or, you just capture a particular time in the life of the subject – be creative here).
13. Attempt to capture some amount of historical significance and perspective (how is this story important and unique).
14. Plan a beginning, middle and end, so to speak, but this may not exactly work.
15. Begin to compose your biography by starting a few days ahead of time, not the night before.
16. Type please.
17. The final product should be 2 pages, not too much more (seriously – I will stop reading after 2 and ½) and not too much less (1 is unacceptable).
18. Title the biography, place your name on the first page in the left hand corner and use standard font and spacing (nothing larger than 12 point font and between 1.5 and 2 line spacing).
19. When complete use spell and grammar check then have a parent or peer edit.
20. Submit punctually.

**The Family Biographer 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** | | | | |
| Biography inadequately communicated with many grammatical or spelling errors. | Biography almost adequately communicated with many grammatical or spelling errors. | Biography adequately communicated with some grammatical or spelling errors. | Biography effectively communicated with minimal grammatical or spelling errors. | Biography very effectively communicated without grammatical or spelling errors. |
| 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** | | | | |
| There was no research and an absence of historical context. | Research was minimally employed to show some historical context. | Research was employed to somewhat illustrate historical context within a narrative. | Research was well employed to illustrate historical context within a narrative. | Thorough research was adeptly employed to illustrate historical context within a flowing narrative. |
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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** | | | | |
| Almost no understanding of and respect for the subject was evident as specific experiences and events were not recounted. | A partial understanding of and respect for the subject was evident with specific experiences and events barely recounted. | An adequate understanding of and respect for the subject was evident with specific experiences and events recounted. | A good understanding of and respect for the subject was evident with specific experiences and events recounted. | A thorough understanding of and respect for the subject was evident with specific experiences and events vividly recounted. |
| 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** | | | | | | |
| Inadequate structure and sequencing resulted in an uninteresting biography; historical significance and perspective was not captured. | Almost adequate structure and sequencing resulted in a biography with minimal interesting material; historical significance and perspective was barely captured. | | Adequate structure and sequencing resulted in a biography that had some interesting material; historical significance and perspective was partially captured. | Sound structure and logical sequencing resulted in a captivating biography; historical significance and perspective was mostly captured. | | Thoughtful structure and very logical sequencing resulted in a very captivating biography; historical significance and perspective was captured. |
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