

Alexa.s Tjeerd Rayne Lizzy Erik	https://docs.google.com/document/d/1Q_5TVchdwmCxRnOWwTyDJemNorDgUTc_a_hztLYG5Jk/edit Louisberg	Template pasted in but no progress on script / no 5w in intro
Dana Anna Will (James Douglas): Colin (American): Stine (Narrator):	https://docs.google.com/document/d/1m8UjtzNWAo93q9E7LoCm8sJzs7WRzidoYcE409NqYUI/edit Fraser River Gold Rush	No template but script is there. Made some comments
Aaron & Luke Danielle and Sofia: Karanjot:	https://docs.google.com/document/d/1Fla41Y2lheWISFp6WK1wy7dS_U-PbqDzvjrlBI9lalw/edit Cholera	No template but
?	https://docs.google.com/document/d/1M9ENy65ZbLw-oUFtkfU38KyHCsiKI_95HckMIzZ398o/edit REBELLION OF 13 COLONIES	Template there but major gaps in the script. A long way to go.
Alex	https://docs.google.com/document/d/1oGyJVmnkKk8buKhFbbHKTWc51W6q12jEJ8k6-9htrRo/edit	Decent start on intro, template in, comments made, but nothing after intro

MRU students:

Pamela Dixon

Parents:

Gail

Catherine Cook

Shaima Rahimi

Grade 8 judges:

8.1 - Hannah R, Danielle V

8.2 - Charlie Z, Eamonn T

8.3 - Alua K, Stephanie C, Ben C

9.1 - Omar M

9.2 - Julia C, Lauren L, Kellen K

Hey Chris and Jody what do you think about this plan:

One of the things we need to figure out is how many events will be in the Common Craft History on-line Museum"? I like having the showcase at MRU so all groups have a chance to present but the museum can be like the top ones after the debate on the 2nd. We could have a prize for the common crafts 1-3 that get most hits on YouTube and through attaching a survey to the museum which event is chosen as the most historically significant.

Originally we were going to do the debate on the 13th so Jennifer from MRU was planning to do a introduction talk around something to do with learning Canadian History and then students would debate. However, I think you now have the debate on the 2nd which works well. I am trying to get Jennifer and others to come in on this day to moderate groups if this is the way you want to go.

If the debate isn't taking place on the 13th why don't we keep the lecture, which I need to clarify with Jennifer what exactly this will be on, How about we use your guiding inquiry question:

“What do Canadians need to understand about their past to better understand Canada today” Is this the question you are asking; where will this come in; in the common craft?

What about this event makes Canada unique?

After the lecture why don't we organize a formal showcase with judges. Groups of students show their common craft and then we find say 10 people to judge them and have prizes. This way we could have two sessions of 50 each. Students would show the common craft and then have to speak to the judges around some questions related to inquiry question above and criteria of historical significance (deep impact etc.)

Grade 7 Humanities Unit Planning Document

Jody's research project and Dave's Then/Hier Small grant project outline:

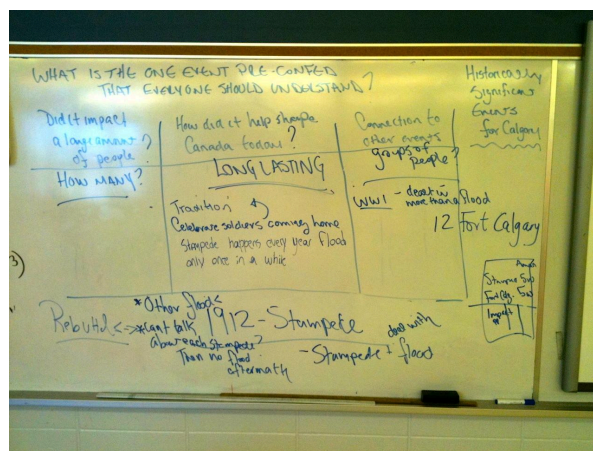
6 blog posts that will include the assessment strategies used, the rubric created, examples of student work, and a reflection on the strengths and weaknesses of assessment practices and how they could be improved.

Post 1: In the first post I wish to focus on developing criteria for historical significance with students and then modelling this through having students do the research on three significant events in Calgary's history and then commenting on a forum where myself,	Due date: December 2nd Done: -Criteria building, Modelling through teacher debate, Today's Meet -Video footage of debate and Today's Meet taken -Picture of criteria on board
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Dan, and Joanne modelled what an effective argument looks like. For this assessment students had to both contribute comments on Today's Meet while the debate was going on and then complete a reflection on which event they feel was the most significant and why.

Needed:

- Rubric for assessing today's meet conversation
- Rubric for student reflection
- Jody reflection
- Video of process (Dave)



In the next blog post I wish to focus on supporting students doing research including **how to choose effective search terms, assess website credibility, and identify relevant information related to historical significance**, and how this could be assessed. As part of this process we will be using Instagrok and graphic organizers. (Friday, December 7th)

Tuesday Dave will lead a lesson researching **What time?**

Needed:

- Graphic organizer (completed)
- Assessment rubric for research in graphic organizer (completed)
- Video of kids choosing search terms, assessing website cred, and identifying key information (Film Tuesday 26th)

For the next post Joanne Eloho would like to reflect on doing assessment within an inquiry-based framework. Specifically, she will explore how students generated inquiry questions, and used inferences and evidence to examine what genuine historical artifacts can tell us about the nature of particular cultures.

Needed:

Rubric and student example
Reflection for blog post

In my third post, working with Abbey, I will explore how to effectively differentiate assessment to accommodate learners who

Needed:

Arrange when this conversation would take place with Abby

struggle with particular learning tasks.	-Example of modified assessment and reasoning behind this
In my fourth post I will explore providing an in-class assessment on my students debating in groups of six which event in Canadian history is the most significant. As part of this post I will include how, leading up to the debate, I included formative feedback in a google doc and also facilitated peer feedback as well.	Debate December 2nd Needed: -Video and discussion of giving formative feedback in a google doc -rubric -Debate moderators (Joanne?, Dan, Jennifer, Erin?, myself, Garry, Darrell, Jody, Chris, one more) -Grade 9 student or Dan to video debates
In my fifth and final blog post I will explore generating criteria and creating a rubric for a powerful Common Craft Video with students, as well as guiding them in evaluating a powerful and non-powerful example of Common Crafts based using the rubric we created together. Flowing from this sequence, I will show the ways teachers can build in instructional supports to promote more sophisticated and quality work.	Needed: -Video of building a rubric with students -Video evaluating a good and bad Common Craft -Connecting w/expertise to make more powerful common crafts (i.e., image type, camera angle and shot length: close-up, long shot, clear audio) Dan could help w/ some of this. We could create a list of strategies.
Showcase	Showcase December 13th -Dave film students showcasing Common Craft and being judged

(Monday December 2nd)

Subjects: Social Studies and Language Arts

Teachers:

Jody Pereverzoff

Chris Dittman

David Scott

Joanne Eloho

The new Canadian Museum of History: Whose history will it tell?

Guiding Inquiry Tasks/Throughline inquiry question/s:

New Ideas: Canadian history for dummies website

1. Article or Rant- Canadians don't know their own history (rick mercer etc.)
2. Take Dominion quiz - class percent. Have parents take test and compare results.
2. Generate basic questions about each event using chart paper
- 2a. Possible events:
 1. Cartier Crosses the Atlantic
 2. The Settlement of New France
 3. Settlement of the 13 Colonies (British)
 4. The Hudson Bay Company and Conflict on the Hudson Bay
 5. The Search for the Northwest Passage
 6. The Great Peace of Montreal
 7. The Expulsion of the Acadians
 8. The Capture of Louisbourg
 9. The Battle on the Plains of Abraham
 10. Pontiac's War
 11. The Royal Proclamation of 1763
 12. Rebellion in the 13 Colonies
 13. The War of 1812
 14. The Patriote Rebellion in Lower Canada in 1837

15. William Lyon Mackenzie and Rebellion in Upper Canada in 1834

16. The Quebec Act of 1774?

17. The Act of Union 1840

18. More on historical thinking website.....

2c - Horseshoe Debate the question: "Is it important for Canadian students to learn our history?"

3. Video - interview people (teachers, parents, adults, older students) Elements of video will go on website: Canadian History For Dummies

4. What is one pre-Confederation history event that every Canadian should know?

- Bring in criteria for historical significance - Historicalthinking.ca
- Make a strong persuasive argument for your event.
- What's important isn't the facts.
- How is Canada different today because of this event?
- What should we learn from Canadian history?
- Why does this event matter to Canadians today?
- How has this event resurfaced throughout history?
- How has it echoed throughout Canadian history?
- What is the theme of the event? ie pain, struggle, conflict, hope, opportunity, trade, commerce

Step 1: Explain your event using the textbook, Canadian History For Dummies and 1 website

- 5 Ws - The WHY is why did it happen not yet why it's important
- Have teachers model constructed arguments and debate.
- Each teacher makes a 60 second info only summary of the event
- Then each teacher answers the question: "Why should every single Canadian know and understand this event?" 60 second time limit
- Then time for arguments: "Which of these events is the least important?"
- Each participant argues which event is least important and why
- Students take notes during the debate: who made the strongest arguments and counter arguments, create a scorecard as to who is scoring points and winning the debate.
- Have "Today's Meet" up, allowing students to make comments and questions as it happens. Have it scrolling by as the debate happens.

Step 2: Speak to the significance of the event

- As a class we will develop this criteria. Why is it important?

Step 3: How does it echo throughout history/What is the theme

- Boil your event down to 1 word.

- Find episodes throughout Canadian history that share this theme.

Debate: Each member debates

- Debate groups of 5 or 6
- Think carefully about creating groups where each student will be comfortable; where they won't be intimidated.
- Mix up the events
- Have the Quick Flip Questions for Critical Thinking at each group for students to reference.
- Debate begins with each participant
- At the end of the class, spend 10 or 15 minutes where each student votes against an event. Students have to provide evidence for their choice of which event is not significant.
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- The 5 winning events have a final debate in front of the class
- The winning event gets made into a Common Craft by that group that debated.
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Group is assigned an event (pull from a hat) to create a common craft on this event
criteria:

- funny/engaging
 - covers most important event
 - concise (350 word script)
 - Research: Canadian History for Dummies, textbook, plus 1 website
5. Rubric Development with exemplars
 6. Learning strategy opportunities - reading comprehension (talking to the text), note taking
 7. Each group must also generate 3 higher level questions for the unit test
 8. After watching common crafts, introduce historical significance, generate criteria, have a debate and vote. What is the most significant event in Canadian History pre confederation?
 9. Unit test using questions they have generated.

What we will do:

Assignment 1: Working in groups of three identify a *significant event in Canadian history that you feel Canadians need to learn more about. Then choosing a group perspective (i.e., an Aboriginal nation: Tecumseh and the Shawne Confederacy, Francophone community: Quebecois, Acadian), use the concept of **historical perspective taking to create a 500-700 word written script recounting this event from their perspective.

Assessment criteria:

Script **accurately and vividly recounts** this event through the eyes of a particular perspective community. We will be using the following assessment criteria:

- account **fully describes** the event and is **very specific**; all historical facts are **historically accurate** and highly plausible
- **Considerable historical detail** is provided including: language and items used by people at this time, as well as ways of thinking unique to the historical period
- The entry offers a **revealing and vivid account** that **helps in understanding the event from a particular communities' perspective**
- The entry **richly imagines an historical character's point of view**. The **perspective is very realistic and personal**.

Resource: Snapshots of 19th century Canada journal writing critical challenge:

<http://tc2.ca/pdf/samplecriticalchallenges/Snapshots3.pdf>

Assignment 2: Imagining that you are curator of the Museum of Canadian History set for opening in 2017, tell the story of this event from your group's perspective in a way that would be engaging for a modern generation that demands to be entertained? Specifically, you can choose one of the following four mediums to present your script:

1. Digital narrative/journal
2. Artistic creation with written or oral artist statement in the form of your script (Lori and Joanne?)
3. News broadcast
4. Technology idea (Chris and Dan)

Assessment criteria:

- All images are **extremely vivid and clear**. Each image strongly **reflects the central ideas/events** communicated in that portion of the script. The images are **provocative and draw you in**.
- The voice recording **consistently demonstrates strong feeling** about the event allowing for pauses and emphasis when necessary. The viewer can **clearly hear** the full speech without background noise or any static.

Resource: Dave's Pecha Kucha Script

Disciplines: history (historical perspective taking), museum curator

Core competencies:

Issue: How can we do a better job of telling events in Canadian history from the perspective

of people, including Aboriginal and Francophone communities, who are often underrepresented in mainstream textbooks and film?

Assessment plan for Assignment 1

Assessment Task 1: After learning about the concept of historical perspective taking, make three inferences supported by at least two pieces of supporting evidence for each inference of what the artifacts from the Glenbow Museum artifact kit (Blackfoot Artifacts, Fur trade artifacts) can tell you about the society, culture, and worldview of people that used these artifacts. Identify three things these artifacts can tell us about how their lives were different from ours today? Please explain.

Assessment criteria:

- Ability to **identify three credible inferences**
- Ability to **support these inferences with two pieces of credible evidence**
- Ability to **identify and explain three things these** artifacts can tell us about how these people's lives were different from ours today?

Resources:

Glenbow Museum artifact kits
Inferences graphic organizer

Assessment Task 2: After reading the Globe and Mail article complete a short 250 word reflection around the following question:

What is one issue raised by changing the Museum of Civilization to the Museum of Canadian History; where do you stand on one of these issues and why?

Assessment criteria:

- Ability to **identify and clearly take a position** on one of the two issues explored in the article
- Ability to **thoughtfully explain** why you have taken this position

Resources:

The new Canadian Museum of History: Whose history will it tell? (Globe and Mail):

<http://www.theglobeandmail.com/arts/art-and-architecture/the-new-canadian-museum-of-history-whose-history-will-it-tell/article6390494/?page=all>

Assessment Task 3: Working in groups of two, choose one event from the list provided and then explain that event using a W5 format. To do this, use the application ShowMe, which allows you to explain the event using drawn words and images along with a voice over.

Assessment criteria:

- Ability to **effectively communicate all 5W's** in relation to the event

- Ability to **communicate all 5W's in a short and concise way**
- Ability to communicate the information in a **visually interesting and engaging style**

Resources:

ShowMe: <http://www.showme.com>

W5 Chart

Canadian History for Dummies (Will Ferguson), Textbook pages

Assessment Task 4: Complete a short unit test assessing your knowledge on the 9 events outlined by your peers. The questions will be drawn directly from the group presentations of each event. These questions will be based on written input from each event group and posted in advance. For studying purposes, each of the presentations will be posted on a website accompanied by likely questions for the test.

Assessment criteria:

- **Accuracy of responses** to three questions for each event (27 questions)

Resources:

Blog post with each presentation accompanied by three study questions for each
Open ended unit test

Assessment Task 5: Choosing one event from the list along with a historical perspective, based on the primary sources and other resources provided complete the historical perspective taking worksheet.

Assessment criteria:

- Ability to **identify and thoughtfully explain** how your perspective community thought about this event
- Ability to **identify three credible inferences** about what the sources tell us about the nature of the society, culture, and worldview of perspective community involved in the event
- Ability to **support these inferences with two pieces of credible evidence from the resources provided**
- Ability to identify at least 10-15 vocabulary words that reflect how people talked at this time
- Ability to **identify and explain three things these** artifacts can tell us about how these people's lives were different from ours today

Resources:

Historical perspective taking worksheet

Various primary and secondary sources including video clips for each event

Assignment 1: Working in groups of three use the concept of historical perspective taking to create a 500-600 word script recounting this event from a particular perspective.

- Script **accurately and vividly recounts** this event through the eyes of a particular perspective community. An accurate and vivid script would
- account fully describes the event and is very specific; all historical facts are historically accurate and highly plausible
- Considerable historical detail is provided including: language and items used by people at this time, as well as ways of thinking unique to the historical period
- The entry offers a revealing and vivid account that helps in understanding the event from a particular communities' perspective
- The entry richly imagines an historical character's point of view. The perspective is very realistic and personal.

Resource: Snapshots of 19th century Canada journal writing critical challenge:

<http://tc2.ca/pdf/samplecriticalchallenges/Snapshots3.pdf>

- This will provide us with a strong and weak exemplar and an assessment rubric that we can modify.

To prepare students for this task we will show them an example of a strong script and an example of weak script. In relation to the weak script, using the criteria provided students will consider how this script could be improved to create a stronger script.

After a small group brainstorming session of things they want to include in their script, students will begin writing their script in a google doc.

Once students have a rough draft they will hand this in for formative feedback. The teacher will provide feedback based on each of the four assessment criteria.

*Students will have the opportunity to choose from a range of events and perspectives:

1. The War of 1812 (Tecumseh, the French perspectives)
2. The Battle on the Plains of Abraham 1759 (The French perspective)
3. The Deportation of the Acadians (Acadians perspective)
4. The Rebellions in the 13 Colonies (British perspective)
5. Chief Pontiac and British Forts (Aboriginal perspective)
6. Great Migration of 1815-1850 (lower class British perspective)
7. 1838 Rebellions in Upper and Lower Canada (French, lower class British perspectives)
8. Confederation (Quebecois perspective)
9. Lord Durham and the Act of Union (Quebecois perspective)

**Taking historical perspective means understanding the social, cultural, intellectual, and

emotional settings that shaped people's lives and actions in the past. At any one point, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Though it is sometimes called "historical empathy," historical perspective is very different from the common-sense notion of identification with another person. Indeed, taking historical perspective demands comprehension of the vast differences between us in the present and those in the past. See this Historical Thinking Website:
<http://historicalthinking.ca/concept/historical-perspectives>

Assessment plan for Assignment 2

Assessment Task 7: Develop two questions to ask Kirsten Evendon the Vice President of the Canadian Museum Association and former curator of the Glenbow Museum and now director of Lougheed House. These questions should be related to issues discussed in the Globe and Mail article related to the challenges of telling stories in museums and communicating these stories in a way that is engaging for a modern audience?

Assessment criteria:

- will provide you with lots of information
- related to issues raised by the article
- are open-ended; i.e., can't be answered by yes or no
- may be unexpected

After reflecting upon Kirstin's insights consider how you will represent this script either through an art piece and engaging podcast or a digital narrative/journal entry.

Resources:

LearnAlberta: <http://www.learnalberta.ca/content/ssmt/html/docs/askingpowerfulquestions.pdf>
Kirstin Evenden: Vice President Canadian Museum Association
kirstinevenden@lougheedhouse.com

Assessment task 8: Identify ten powerful images that could be used to represent your event.

Assessment criteria:

- historically accurate/connected to the event
- vivid and clear

Assessment task 9: Identify and carry out four things to make your script more vivid and personal and historically accurate before recording.

Assessment criteria:

- Ability to **identify four areas for improvement**
- Ability to **effectively introduce excellent improvements to the script based on areas of need**

Assignment 2: Imagining that you are curator of the Museum of Canadian History set for opening in 2017, tell the story of this event from your group's perspective in a way that would be engaging for a modern generation that demands to be entertained? Specifically, you can choose one of the following four mediums to present your script:

1. Digital narrative/journal
2. Artistic creation with written or oral artist statement in the form of your script (Lori and Joanne?)
3. News broadcast
4. Technology idea (Chris and Dan)

Start date November 1st

Glenbow artifact box x 2 November 1-14 need to sign out (could pass on the grade 5's after we are done)

Glenbow visit November 21stish? (full day)

End Date Glenbow Showcase December 13th during the day? Still not sure on this one may be easier and better to host showcase at CSS and invite members of Glenbow here

Unit - Museum big Question:

Once students have a sufficient understanding of the concepts they are asked to work in groups of three to identify either a historical period between 1600's-1867 as well as a region/ place in Canada. For this choice students can choose to work with one of the following historical thinking concepts:

1. Establish *historical significance*
2. Understand the *ethical dimension* of historical interpretations (i.e., how can we tell a story from this time that honours the injustices during this time that may have occurred to certain people?)

or students can choose a specific historical event (i.e., 1759, War of 1812, Great Peace of 1701, Acadian Deportation, Rebellions of 1837), as well as a perspective:

A specific Aboriginal community (i.e., Iroquois, Wombat, MikMak)

A specific Francophone community (i.e., priest, Fie de Rois)

A specific Anglophone community (recent immigrant from Ireland, soldier)

Once you have done this you will choose one of the following historical thinking concepts which will guide your research as a historian: <http://historicalthinking.ca/concepts>

1. Analyze *cause and consequence*
2. Take *historical perspectives*
3. Understand the *ethical dimension* of historical interpretations

You are then asked to work in groups of three to write a minimum 500 word maximum 700 word script with an accompanying visual or musical representation that reflects the key insights from your research. This script, which can be communicated orally, and the visual or musical representation must be appropriate for a museum and created in a way that would be interesting and engaging for a modern audience. You will display your creation at a final showcase on December 13th at the Glenbow Museum.

Day 1-2 (4 hours): Introduce the inquiry question that involves a current debate as outlined in this Globe and Mail article.

The new Canadian Museum of History: Whose history will it tell?:

<http://www.theglobeandmail.com/arts/art-and-architecture/the-new-canadian-museum-of-history-whose-history-will-it-tell/article6390494/?page=all>

Read the article aloud to the students, projecting the article on the SmartBoard and then ask students to take turns reading. After reading the first two paragraphs begin discussing what issues are raised by the article. As you continue reading with the class consider the following questions:

1. What issues are raised by changing the Museum of Civilization to the Museum of Canadian History?
2. How does the Rocket Richard jersey or the Ukrainian Church highlight the difficulty of historical storytelling? (i.e., The jersey could be represented as reflecting Canada's love of hockey or the beginning of the Quebec nationalist separatist movement)
3. Why is representing the past in a Museum so controversial? (celebratory versus more critical history-museums often want to focus on the former)
4. What are some events in Canadian history that are similarly controversial? (Louis Riel Rebellion, Residential schools, 1759).
5. Ask students to consider

What is the second issue raised by this article? What might be some examples of interactive displays you have seen in museums that would engage today's generation?

As students are responding, track their responses on the board? Take note of which students

are participating as a part of a discussion participation mark. Make sure to highlight that there are two primary issues involved.

To do this ask students to identify the two sentences that communicates each issue. Placing the article by asking a member to circle the two topic sentences in the article as displayed on the SmartBoard.

1) of all the stories we could tell in Canadian history whose story is going to be told and how will this story be communicated to a modern audience used to being entertained

Taks #1a: Students complete a short 250 word reflection to be posted on Edmodo responding to the question:

What are two issues raised by changing the Museum of Civilization to the Museum of Canadian History?

Where do you stand on one of these issues and why?

Support students in this process by discussing some possible responses to this question, highlighting the way they could draw on the brainstorm on the board to support their response.

Evaluation: Explain to students they will be marked out of 12 on their ability to i) **articulate two issues raised in the article** along with their ability to ii) **take a position in relation to one of these issues along with a ii) thoughtful (developed) explanation as to why they have taken this position.**

To help students write a solid reflection introduce them to a State, Explain, Support Format. The first sentence should clearly articulate the two issues raised in the article. In the second sentence they should identify where they stand on one of these issues. In the third sentence they should explain why they believe this to be true.

Once they are done the reflection, introduce inquiry task to students as outlined in the opening. In this inquiry unit they are going to enter into this debate by researching an area of Canadian history, they will then decide how this event or historical period will be represented based on concepts historians use in their work. They are then asked to create a museum exhibit to be showcased at Glenbow communicating this historical representation in way that would be engaging and interesting for a modern audience.

Day 3-4 (five hours)

Come back and discuss the issues raised by the article again, pointing out that history and the past are two different things and that history is so controversial because it communicates to us in the present who 'we' are. For example, many Canadians don't like talking about residential schools because they consider Canada a human rights leader and this dark chapter in Canadian history contradicts this idea of ourselves. Similarly, key events in Canadian history such as the Louis Riel Rebellion, the Battle on the plains of Abraham, or Western settlement are seen differently by different groups. For example, in Quebec many people see 1759 as a catastrophe where the Quebecois lost their independence and then commenced a long struggle against being assimilated by the English. Western settlement for Aboriginal people meant being forced off their lands, the slaughter of the buffalo and therefore the end of an ancient way of life. However, for many people of European heritage this period of history reflects the triumph of hard work and perseverance and the fulfillment of a better way of life than they had in say the Ukraine. Show heritage clip and compare that with an Aboriginal perspective on settlement.

Lead this discussion through a PowerPoint with appropriate images and quotes for each point.

After discussing these issues and connecting this back to issues of museum representation, inform students that we are going to Skype in the curator of the Canadian History Museum. Then assign the next inquiry task:

Task #2: Based on what you are going to have to do for this inquiry unit, develop two questions you would want to ask the curator of the Museum of Civilization soon to be Museum of Canadian History around the issues raised in the Globe and Mail article:

To support students in this process ask them to consider what makes a good interview question. The following LearnAlberta site will provide the basis for this exercise:
<http://www.learnalberta.ca/content/ssmt/html/docs/askingpowerfulquestions.pdf>

As outlined in the LearnAlberta lesson:

Explore the concept of criteria.

- If the class has not previously worked with the concept of criteria, provide a definition (e.g., the basis for making reasoned judgement) and invite students to provide examples of criteria for familiar things; e.g., What does a respectful person look like? do? sound like? What would a disrespectful person look like? do? sound like?

Determine criteria for a powerful question.

- Invite the students to examine the examples of powerful and not powerful questions and brainstorm the characteristics (or criteria) of powerful question
- From the brainstormed list, ask students to select up to five criteria that they think are most important in recognizing a powerful question. You may want to cluster similar criteria into a more encompassing term.
- While it is important to honour student contributions during a brainstorming session, teachers also have an opportunity to invite a deeper response from students. For example, it is possible to ask a question that meets all of the criteria, and yet is a trivial question. Help students consider other criteria such as relevance to the topic, clarity and focus, and the potential for the question to generate unique and interesting information.
- This list of sample criteria is provided as teacher background information. It may also be shared with students as a sample of what another group of students decided.

Sample Criteria for Powerful Questions

This list of criteria was generated by a multi-aged class of K to 3 students at Charles Dickens Annex in Vancouver, British Columbia.

- give you lots of information
- are specific to the person or situation
- are open-ended; i.e., can't be answered by yes or no
- may be unexpected
- are usually not easy to answer.

Now that you have explore the criteria, ask students to generate two possible questions to ask the criteria. Have them post these questions on Edmodo to be assessed using the criteria generated by the class.

Day 3: Skype in John McAvity, director of the Canadian Museums Association. Based on questions that you thought were particularly good, along with some students you want to engage, ask them to pose their questions to the Curator. Have students take notes as we go. This could occur in a Google Doc.

Task #1b: Students ask him questions and take notes in a chart to be handed in. We may have to record this conversation so all classes can watch. or 50 at time x 2.

Days 5-7?

Dave: Introduce Historical thinking concepts to 50 x 2

Hook: Sopranos episode What historical questions does this exchange with Tony and his son raise?

Re-explain the difference between the past and history. Explain some of the ways historians make sense of the past. Introduce the four concepts we will be working with:

4. Establish *historical significance*
5. Analyze *cause and consequence*
6. Take *historical perspectives*, or
7. Understand the *ethical dimension* of historical interpretations

<http://historicalthinking.ca/concepts>

Create a chart and have students take notes. Do some activity where we go over and review the concepts. Consider telling them there will be a test where they will have to provide a short explanation of each concept and then analyze a document to tell us what it might say about each concept. What is historically significant? How might an event have led to other developments?

Task #3: Historical thinking concept notes for completion marks.

Once these concepts have been introduced present the Glenbow Changing Blackfoot artifacts. Working in groups of five with their gloves on each group will be given a series of artifacts as if they found them. Then, they must decide based on the historical thinking concepts what we could learn about the past based on these artifacts.

Students hand in a worksheet for completion marks.

Task #4: Historical thinking unit test

Do final review of concepts and then students write the test. This test could be a more informal conferencing in small groups. This way the test itself could be a learning experience, allowing the teacher to help explain these concepts when misunderstandings occur.

Day 7-?

Now that students have a sufficient understanding of the concepts they are asked to work in groups of three to identify either a historical period between 1600's-1867 as well as a region/ place in Canada. For this choice students can choose to work with one of the following historical thinking concepts:

1. Establish *historical significance*
2. Understand the *ethical dimension* of historical interpretations (i.e., how can we tell a story from this time that honours the injustices during this time that may have occurred to certain people?)

or students can choose a specific historical event (i.e., 1759, War of 1812, Great Peace of 1701, Acadian Deportation, Rebellions of 1837), as well as a perspective:

A specific Aboriginal community (i.e., Iroquois, Wombat, MikMak)

A specific Francophone community (i.e., priest, Fie de Rois)

A specific Anglophone community (recent immigrant from Ireland, soldier)

Once you have done this you will choose one of the following historical thinking concepts which will guide your research as a historian: <http://historicalthinking.ca/concepts>

8. Analyze *cause and consequence*
9. Take *historical perspectives*
10. Understand the *ethical dimension* of historical interpretations

Task #4: To reaffirm the concept they will be looking at they will have to go home and ask their parents a question based on the concept i.e., What were the three most significant events in our family's history? How did students think when you were in grade 7? How was this different from the attitude and values of students today? What was one of the major consequences for your family of you enrolling in CSS? How did this impact the life of your family?

Students will begin their research through a series of primary source documents supplied to them. Using a KWL type chart they will then consider what areas they need more knowledge about and then generate research questions to guide their research of secondary sources.

Task #5: Complete a sheet where each group writes down the research question along with the criteria they will use to guide their research (this comes from the historical thinking site that also has charts to use). As part of this sheet they need to identify, drawing on a list

provided, at least four primary sources that they will use to guide their research.

Connection with expert/work in concept area: We could bring in Canadian historians to do a talk at this stage in the unit and/or we could divide groups into historical thinking concept areas across pods with each of us focusing on a particular concept accompanied by a historian (I could work with perspective if you wish)

Develop criteria: Introduce the criteria that they will be assessed on based on rubrics from the historical thinking site. Carla Peck at UofA could skype in to talk about these as she created them.

If at all possible they should see some good and bad examples of what their script should look like and evaluate it based on the criteria.

Once students are aware of how they will be assessed they can start writing their 500-700 word script.

Once students are well into their research, they will take a trip to Glenbow to begin the next phase of the project. Here they will listen to a presentation from the President talking about the challenges of a museum curator and while taking a tour of various exhibits consider what makes for an engaging museum exhibit.

Task #6: A sheet with this?

After lunch students will work in their groups at Glenbow to begin planning how they will communicate their historical research. Criteria: appropriate for a museum and there is an expert available to help them with the process.

We will encourage students to create a

Art exhibit and accompanying oral component (Lori leads as expert)

Movie/documentary (Dave leads as expert)

Crazy Techno idea? (Dan)

Traditional but interesting display/journal (Jody)

Chris idea

Music and artist statement (Andrew)

Once students come back to school, they continue writing the script and begin thinking through how they will represent their research question.

Formative feedback loop: Once students have a rough draft of their script they will hand this in for a formative feedback loop. Here we will identify groups that need extra help and using

myself and the student teacher initiate some break out sessions to support them moving forward.

Once they have the script they are then into the home stretch to create their museum exhibit.

Let's look at some of the examples from other museums. How effective are these exhibits.

MUSEUM OF NEW ZEALAND/TE PAPA TONGAREWA:

<http://www.tepapa.govt.nz/pages/default.aspx>

Formative feedback loop: Once they have created their exhibit they display it to members of CSS for evaluation.

Students work on revisions towards the final showcase at the Glenbow December 13th.

Final Showcase begins with a keynote address from the president of Glenbow and we have evaluators from the University and others who evaluate them kind of like a science fair.

Final awards ceremony with prizes?

Once students have written their script they go through a full formative feedback loop.

We break students up with Dave and student teacher as one of the class leaders to reduce class size to work on revisions (work in groups of 12-13).

7. time/place/perspective/concept

8. Support with resources and generate an inquiry question based on their concept

9. research

10. HOOK with Exhibit possibilities.

11. museum visit and presentation on what make an engaging exhibit

13. Potential Spark visit?

We want them to have a deep and meaningful engagement ultimately focusing on a key concept and period of time.

Period of time/place/perspective - 1600-1800

Abo/Franco/Anglo/other (women, jesuit, soldier, explorer)

and choose

What are we going to say?

How are we going to say it?

Script and how you represent - it can take shape

Go to Glenbow museum and look at exhibits. What makes a museum interesting? How could you make a museum more engaging for the 21st century student?

Speak to Donna (Glenbow head)

1. Art +script (500 words)

2. Hologram/ Dan + script

3. Music Andrew + script

4. Movie + script (4 minute movie)

5. Other with approval + script

-Potential showcase is Friday, December 13th

-Start date for this is November 1st.

**Calgary Science School Research and Innovation Fund
Project Proposal Form**

Name(s) Jody Pereverzoff

Date: November 24th, 2013

Project Title: Inquiry and Assessment in the Humanities Classroom

Project Description : In what ways does inquiry-based practice provide opportunities for meaningful and authentic assessment in the Humanities classroom.

For this research and innovation project, I would like to explore the successes and challenges that arise when planning for and implementing

inquiry in my classroom using historical thinking with meaningful, authentic assessment in mind.

Understanding and creating authentic and meaningful assessment has been on my Teacher Learning Plan every year that I have taught at the Calgary Science School. I would like to further investigate the relationship between inquiry and assessment for this research and innovation project.

Relevance and Merit of the Project (Make reference to the Calgary Science School Exemplary Teaching and Exemplary Learning Frameworks in describing the relevance and merit of the project)

Technology Enhanced Teaching - Students will be using “Today’s Meet” as a way to communicate understanding, ongoing teacher and student collaboration through Google Docs, and presenting their understanding and educating a larger audience (Canadians) using Common Craft and Social Media Websites.

Collaboration - There will be collaboration with MRU, Dave Scott, parents, as well as ongoing collaboration with students to better Inquiry-based practice - Examining the relationship between Inquiry based practice and assessment. Students are current answering the question, “What do Canadians need to understand about their past to create a better future?”

Meaningful curriculum implementation - Using the Alberta Social Studies curriculum, students will answer the question above by examining events in Canadian history pre-confederation.

Authentic Assessment - I would like to examine how a variety of formative and summative assessment methods encourage self reflection and academic growth in the classroom. Using methods such as interviews, video, online discussion forums, self assessments, peer assessments, and rubrics, I am hoping to better understand what makes assessment meaningful to both students and parents while helping students understand

themselves as learners.

Student success and engagement - Using the question, “What do Canadians need to understand about their past to create a better future?” I am striving to engage students in a meaningful inquiry about Canadian history using experts, debate, technology, and social media. I feel that this will allow for authentic formative and summative assessment opportunities, while engaging the students and helping to develop strong knowledge and become more confident learners.

Project Implementation Strategies

Plans for reviewing current research and literature on the topic (Describe your plans for gathering background information from the literature related to your project)

I will be working in collaboration with Dave to better understand historical thinking as well as the historical thinking website:
<http://historicalthinking.ca/>

I will use Galileo’s Educational Network research, publications and inquiry rubric to better understand inquiry and assessment in the classroom
<http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/>

Project timelines (Identify key points in the project implementation process and outline the timeframe for the completion of the project)

Plans for communicating progress of the project and final outcomes (How will you share your project development and implementation experience with others and present your final documentation of the project experience?)

Outcomes or deliverables (what will result from the project?)

Indicators of success (How will you know if you have achieved what you intended to achieve?)

Funding Requested (\$2000 will be allocated for individual projects and \$4000 for projects conducted as a team. There is an expectation of approximately 40 hours for each \$2000 unit. Provision can be made to apply for funding in subsequent years to expand on the project)

Research Proposal Notes: