

8e année Histoire: Projet d'Enquête 2019

But d'Apprentissage: Comment les gens se sont-ils organisés pour un changement social?

Tu as déjà examiné quelques changements qui ont marqué le Canada de l'époque 1890 jusqu'à la Première Guerre mondiale (1914).

Avec un(e) partenaire, tu rechercheras un groupe parmi les sujets ci-dessous. Puis, tu créeras une présentation sur Google Slides en répondant aux questions des critères de succès.

Sujets/Groupes:

- 1. La communauté noire**
- 2. La communauté chinoise**
- 3. Incident du Komagata Maru**
- 4. Comment les femmes ont combattu pour le changement?**
- 5. Les Premières Nations - Politiques d'assimilation visant à faire en sorte que les Premières nations vivent dans des réserves**
- 6. Les Juifs**
- 7. La situation des Franco-ontariens en 1912 (le règlement 17 de l'Ontario de 1912)**
- 8. Guerre de Boers**
- 9. Henri Bourassa et Le nationalisme québécois**

Critères de succès:

- Tu découvriras les expériences et les défis relevés au Canada par différents groupes, différentes communautés et personnes de l'époque 1890-1914.
- Quelle est l'incidence des injustices et inégalités vécues par différents groupes ou différentes personnes de l'époque?
- Comment ils ont organisé et combattu pour améliorer leur statut dans la société canadienne? Quels ont été les conséquences?
 - Comment se comparent les moyens d'action citoyenne ou de résistance civile de l'époque pour faire avancer le droit ou la justice sociale au Canada à ceux d'aujourd'hui?

Tu as besoin d'écrire une bibliographie aussi les références dans le texte (STYLE APA)

**La Date Limite: _____ . LES PRÉSENTATIONS AURONT
LIEU LE _____**

Attentes du curriculum:

B1.1 analyse key similarities and differences in the experiences of various groups and communities in present-day Canada and the same groups in Canada between 1890 and 1914

B1.2 analyse some of the challenges facing different individual, groups, and/or communities in Canada between 1890 and 1914

B1.3 analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives

B2.2 gather and organize information and evidence about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period, using a variety of primary sources

B2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools

B2.5 evaluate evidence and draw conclusions about perspectives of different groups on some significant events, developments, and/or issues that affected Canada and/or Canadians during this period

B2.6 communicate the results of their inquiries using appropriate vocabulary

CANADA: A CHANGING SOCIETY 1890-1914

Grade 8- History Inquiry Evaluation

Names: _____

	Level 1	Level 2	Level 3	Level 4
<u>History</u> <u>Includes:</u> -perspectives of different groups -similarities and differences between now and then -challenges facing different groups -additional questions points of interest	-demonstrates limited understanding of different perspectives of different group and challenges they faced	demonstrates some understanding of different perspectives of different group and challenges they faced	demonstrates considerable understanding of different perspectives of different group and challenges they faced	demonstrates thorough understanding of different perspectives of different group and challenges they faced
<u>Oral</u> -communicates the results of the inquiry using appropriate vocabulary (e.g., immigrant, industrialization) -speaks clearly and effectively to present the information	The student expresses ideas and information with limited effectiveness, including vocabulary and terminology of the subject -The student does not speak clearly and minimal eye contact	The student expresses ideas and information with some effectiveness including vocabulary and terminology of the subject -Difficult to understand the student and minimal eye contact	The student expresses ideas and information with considerable effectiveness including vocabulary and terminology of the subject Able to understand the student and has good eye contact	The student expresses ideas and information with a high degree of effectiveness including vocabulary and terminology of the subject Exceptional understanding of the content and outstanding eye contact
<u>Media</u> -produced a Google Slide of some technical complexity using an appropriate form and effective Techniques -References are stated and properly cited	The student applies knowledge and skills in familiar contexts with limited effectiveness	The student applies knowledge and skills in familiar contexts with some effectiveness	The student applies knowledge and skills in familiar contexts with considerable effectiveness	The student applies knowledge and skills in familiar contexts with a high degree of effectiveness

Comments:

