**Blog Post**

| | Level 1 (5) | Level 2 (6) | Level 3 (7-8) | Level 4 (9-10) | Mark |
|---|---|---|---|---|---|
| **Thinking** | Not enough reliable sources were used.<br><br>Conclusions and connections between the research and supporting media is weak or illogical.<br><br>Specific ideas are unclear or unsupported. | A few sources were used, or some did not meet the criteria for reliable research.<br><br>Conclusions and connections between the research and supporting media basic.<br><br>Specific ideas are present, but lack exploration. | An appropriate variety of reliable sources were used.<br><br>Conclusions and connections between the research and supporting media is logical.<br><br>Specific ideas are explored. | An excellent variety of reliable sources were used.<br><br>Conclusions and connections between the research and supporting media are significant and meaningful.<br><br>Specific ideas are fully explored. | 9/10 x 5<br><br>=<br><br>45/50 |
| **Communication** | Writing is mostly unclear, unfocused and disorganized.<br><br>Quotation integrations, transitional devices and formal language are essentially absent. | Writing lacks clarity, focus and organization.<br><br>Quotation integrations, transitional phrases and formal language are often choppy. | Writing is clear, focused and organized.<br><br>Quotation integrations, transitional phrases and formal language is used. | Writing is exceptionally clear, focused and organized.<br><br>Quotation integrations, transitional phrases and formal language are used in a sophisticated way. | 9/10 x 3<br><br>=<br><br>27/30 |
| **Application** | Errors in spelling, grammar, punctuation and sentence structure make the piece unreadable.<br><br>Most MLA citations are missing or are mostly flawed | There are many errors in spelling, grammar, punctuation and sentence structure.<br><br>Research and images are missing MLA citations or there are major errors. | Spelling, grammar, punctuation and sentence structure are mostly correct.<br><br>Most research and images include correct MLA citations or there are minor errors. | Spelling, grammar, punctuation and sentence structure are essentially flawless.<br><br>All research and images include correct MLA citations. | 9.5/10 x 2<br><br>=<br><br>19/20 |

91/100

Where Am I From?
Filling in the Blanks of my Past

Before starting this project, if you had asked me where my family was from I would have told you that my maternal roots are in Scotland and England, and my paternal roots are in Germany. But I would be wrong about my paternal roots. Upon further research, it turns out that my paternal roots, while German-speaking, are actually from Yugoslavia.

I am going to focus on the roots that spread from Yugoslavia to Saskatchewan, Canada to Mono, Ontario.



The light-coloured part of the map is the former Yugoslavia, where my great-grandfather immigrated from. Today Yugoslavia doesn't exist as a singular country, rather it is now several independent nations. (Blair).

While my great-grandfather's immigration record shows that his nationality was Yugoslavian, there are family rumours that, to be specific, my paternal family may be from Serbia or even Austria (Kloet). It was just assumed that because my great-grandfather spoke German that he was from Germany. Interestingly, before 1950, two-thirds of German-speakers who immigrated to Canada didn't come from Germany-proper, but rather other countries surrounding Germany (Bassler). This makes sense with regards to my family immigration, as according to the immigration record below, my great-grandfather immigrated in 1929.

## Immigration Records (1925-1935)

| | |
|---|---|
| Surname: | Guldner |
| Given name: | Mathias |
| Age: | 24 |
| Sex: | M |
| Nationality: | Ju |
| Date of arrival: | 1929/04/27 (YYYY/MM/DD) |
| Port of arrival: | Halifax , Nova Scotia |
| Ship: | DRESDEN , North German Lloyd |
| Reference: | RG76 - IMMIGRATION, series C-1-b |
| Volume: | 1929 volume 9 |
| Page: | 192 |
| Microfilm reel: | T-14820 |

**Note:** Due to the poor legibility of the original indexes, some information in this database may be incorrect and/or incomplete.

Source: FINDI76 - 198865

■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

This is a screenshot of my great-grandfather's immigration record. His nationality was "Ju", which was a short-form code for Yugoslavia. ("Immigration Records (1925-1935)--Mathias Guldner").

No one in my family has a specific reason as to why my great-grandfather left Yugoslavia, but according to an email from my cousin, many German-speakers went to Saskatchewan because they already knew people there (Kloet). This was the case for my great-grandfather. In Saskatchewan, he married my great-grandmother Barbara Stork. My great-grandmother's parents were the recipients of a Land Grant of Western Canada, which entitled my great-great-grandfather, Michael Stork to land for farming. In the early 1950s, my great-grandparents, who had bought the land earlier, sold it and moved to Ontario (Kloet).

| | |
|---|---|
| Name: | Michael Stork |
| Part: | SE |
| Section: | 28 |
| Township: | 11 |
| Range: | 8 |
| Meridian: | W3 |
| Folio: | 268 |
| Liber: | 631 |
| Microfilm Reel Number: | C-6438 |
| Item Number: | 168587 |

(Land Grants of Western)

Based on the fact that my great-grandfather's immigration record states that he was Yugoslavian, I am going to go on the theory that my paternal family has roots in Serbia. Despite

the troubles that Serbia has faced in the past, including a genocide in the 1990s, I feel confident that if I was a teenager today in Serbia my life would be decent as a German-speaking minority.

According to the 2002 Serbian census, there are 3901 German-speakers in Serbia, which is dramatic decrease from the roughly 500 000 previous to World War II (OSCE 14).  After World War II, many German-speakers left Yugoslavia, as during the war, Germany occupied the nation. Even before the end of the war, the Yugoslav government were forcing German-speakers out of the country. German-speakers in Yugoslavia faced revenge for the atrocities the Nazis committed during the war. They faced death, suffered persecution, experienced personal and economic losses, and were held in labour camps (Prauser and Rees 53-54). There are long-held family rumours that my great-grandfather's brother, Frank, had some tattoo that identified him as a supporter of Germany during World War II, and at the end of the war, he cut it out of his skin before immigrating to Ontario. Clearly, in the years after World War II, my life in Serbia would have been challenging.

Youth unemployment in Serbia is high compared to Canada (49% vs. 13%), according to the CIA World Factbook. Youth unemployment includes people aged 15-24, so many Canadian youth would still be attending secondary or post-secondary education. Even if Serbia had similar post-secondary opportunities as Canada, there are a lot of young people who are jobless. Unemployment affects people economically, as well as mentally, emotionally, and socially.

Furthermore, with regards to education in Serbia, youth can expect to attend school to age 14, whereas in Ontario, youth are expected to be in school until age 18. Interestingly, Serbia spends 10% of its GDP on education, whereas Canada spends half that ("Serbia"). Both Serbia and Canada have a high literacy rate at 99% of their populations being literate ("Serbia"). Literacy is a key component of building a quality life, as it allows people access to jobs and an avenue to standing up for their rights.

Serbia has a well-developed health care system, as evidenced by its life expectancy rate of 75%; the availability of contraceptives, which are used by 60% of the population in relationships; and, finally, the fact that the nation spends 10% of its GDP on healthcare ("Serbia"). Additionally, Serbia places an importance on sanitation: 99% of people of access to clean water and 96% have access to appropriate sanitation facilities.

With regards to rights and freedoms in Serbia, the government "encourages a spirit of tolerance and intercultural dialogue and takes effective measures to promote mutual respect, understanding and cooperation among all people living on its territory, regardless of their ethnic, cultural, linguistic or religious identity" ("Government of the Republic"). Additionally, as a result of years of ethnic turmoil, Serbia prohibits the forced assimilation of minority ethnic groups. The country also recognizes and protects the language and scripts of ethnic minorities, even in official use.

I believe that the overall quality of my life in Serbia would be relatively comparable to my life in Canada. I am thankful that my ancestors were brave to make the trek overseas to start better lives for themselves, which in turn created a better life for me.

**Blog Post**

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|---|---|---|---|---|---|
| **Thinking** | Not enough reliable sources were used. | A few sources were used, or some did not meet the criteria for reliable research. | An appropriate variety of reliable sources were used. | An excellent variety of reliable sources were used. | /10 x 5 = /50 |
| | Conclusions and connections between the research and supporting media is weak or illogical. | Conclusions and connections between the research and supporting media basic. | Conclusions and connections between the research and supporting media is logical. | Conclusions and connections between the research and supporting media are significant and meaningful. | |

| | | | | | |
|---|---|---|---|---|---|
| | Specific ideas are unclear or unsupported. | Specific ideas are present, but lack exploration. | Specific ideas are explored. | Specific ideas are fully explored. | |
| **Communication** | Writing is mostly unclear, unfocused and disorganized.<br><br>Quotation integrations, transitional devices and formal language are essentially absent. | Writing lacks clarity, focus and organization.<br><br>Quotation integrations, transitional phrases and formal language are often choppy. | Writing is clear, focused and organized.<br><br>Quotation integrations, transitional phrases and formal language is used. | Writing is exceptionally clear, focused and organized.<br><br>Quotation integrations, transitional phrases and formal language are used in a sophisticated way. | /10 x 3<br><br>=<br><br>/30 |
| **Application** | Errors in spelling, grammar, punctuation and sentence structure make the piece unreadable.<br><br>Most MLA citations are missing or are mostly flawed | There are many errors in spelling, grammar, punctuation and sentence structure.<br><br>Research and images are missing MLA citations or there are major errors. | Spelling, grammar, punctuation and sentence structure are mostly correct.<br><br>Most research and images include correct MLA citations or there are minor errors. | Spelling, grammar, punctuation and sentence structure are essentially flawless.<br><br>All research and images include correct MLA citations. | /10 x 2<br><br>=<br><br>/20 |

/100

**Blog Responses**

| | Level 1 (5) | Level 2 (6) | Level 3 (7-8) | Level 4 (9-10) | Mark |
|---|---|---|---|---|---|
| **Thinking** | Responses to others' posts are superficial. | Responses to others' posts demonstrate some understanding of their ideas. | Responses to others' posts demonstrate some understanding of their ideas and attempt to extend the conversation. | Responses to others' posts demonstrate a thorough understanding of their ideas and extend the conversation in a significant way. | /5 x 2<br><br>=<br><br>/10 |
| **Communication** | Writing is mostly unclear, unfocused and disorganized. | Writing lacks clarity, focus and organization. | Writing is clear, focused and organized. | Writing is exceptionally clear, focused and organized. | /5 |
| **Application** | Errors in spelling, grammar, punctuation and sentence structure make the piece unreadable. | There are many errors in spelling, grammar, punctuation and sentence structure. | Spelling, grammar, punctuation and sentence structure are mostly correct. | Spelling, grammar, punctuation and sentence structure are essentially flawless. | /5 |

/20