Social Studies Grade 6 Mrs.Weiser

History Inquiry

LG: Use the historical inquiry process to investigate different perspectives on the historical or current experience of a community of people who have settled in Canada

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	Level 4	Level 3	Level 2	Level 1
Formulate	Questions were all	Questions were all	Questions were	Questions were
Questions	level three	level two or three	level one or two	all level one
	questions that	questions that	questions that	questions.
	directly related to	mostly related to	somewhat related	
	our learning goal	our learning goal	to our learning	
	and reflect	and reflected	goal and reflected	
	historical thinking.	historical thinking.	some historical	
			thinking.	
Gather and	More then 4	3 credible primary	2 credible primary	1 somewhat
Organize	credible primary	and/or secondary	and/or secondary	credible source
	and secondary	sources were used	sources were used	was used to
	sources were used	to answer	to answer the	answer
	that thoroughly	questions.	questions.	questions.
	answered the			
	questions.			
Interpret and	Student was	Student was able	Student was able	Student was
Analyze	always able to	to analyse their	to somewhat	unable to
	accurately analyse	research	accurately analyse	analyse their
	their research	information and	their research	research
	information and	correctly select	information and	information or
	correctly select	which information	correctly select	select which
	which information	to include in their	which information	information to
	to include in their	inquiry	to include in their	include in their
	inquiry	independently	inquiry with	inquiry.
	independently.	most of the time.	assistance.	
Evaluate and Draw	Student was able	Student was able	Student was able	Student was
Conclusions	to successfully	to mostly	to somewhat	unable to
	synthesize their	successfully	synthesize their	synthesize their
	information to	synthesize their	information to	information to
	discover some key	information to	discover some key	discover some
	economic, social	discover some key	economic, social	key economic,
	and cultural	economic, social	and cultural	social and
	aspects of their	and cultural	aspects of their	cultural aspects
	community, how	aspects of their	community, how	of their
	their community	community, how	their community	community,
	contributed to	their community	contributed to	how their
	Canada's	contributed to	Canada's	community
	development,	Canada's	development,	contributed to
	some significant	development,	some significant	Canada's
	events in their	some significant	events in their	development,
	community,	events in their	community,	some
	significant changes	community,	significant changes	significant
	over time to their	significant changes	over time to their	events in their
	community and	over time to their	community and	community,
	why their	community and	why their	significant
	community came	why their	community came	changes over
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	to Canada.	community came to Canada.	to Canada.	time to their community and why their community came to Canada.
Communicate findings	Student selected exceptionally appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and could communicate their findings exceptionally clearly and logically. All sources were cited, grammar and spelling were correct, and historical terminology was used effectively.	Student selected appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and could communicate their findings clearly and logically. Most sources were cited, grammar and spelling were mostly correct, and historical terminology was used.	Student selected a somewhat appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and could somewhat communicate their findings. Few sources were cited, grammar and spelling were somewhat correct, and historical terminology was used somewhat.	Student did not selected an appropriate presentation form (oral, visual, written, kinaesthetic) for their audience and struggled to communicate their findings. Sources were not cited, grammar and spelling were mostly incorrect, and historical terminology was not used.

Inquiry due Monday, November 13th.