

History Inquiry

LG: Use the historical inquiry process to investigate perspectives of different groups on some of the major events, developments, and/or issues related to the French colony of New France:

	Level 4	Level 3	Level 2	Level 1
Formulate Questions	Questions were all level three questions that directly related to our learning goal and reflect historical thinking.	Questions were all level two or three questions that mostly related to our learning goal and reflected historical thinking.	Questions were level one or two questions that somewhat related to our learning goal and reflected some historical thinking.	Questions were all level one questions.
Gather and Organize	More than 4 credible primary and secondary sources were used that thoroughly answered the questions.	3 credible primary and/or secondary sources were used to answer questions.	2 credible primary and/or secondary sources were used to answer the questions.	1 somewhat credible source was used to answer questions.
Interpret and Analyze	Student was always able to accurately analyse their research information and correctly select which information to include in their inquiry independently. Student was always able to identify which points of view were represented in their research and which were missing.	Student was able to analyse their research information and correctly select which information to include in their inquiry most of the time. Student was able to identify which points of view were represented in their research and which were missing.	Student was able to somewhat accurately analyse their research information and correctly select which information to include in their inquiry with assistance. Student was somewhat able to identify which points of view were represented in their research and which were missing.	Student was unable to analyse their research information or select which information to include in their inquiry. Student was unable to identify which points of view were represented in their research and which were missing.
Evaluate and Draw Conclusions	Student was able to successfully synthesize their information which made many; connections between past and present, determined short and long –term consequences,	Student was mostly able to synthesize their information which made; connections between past and present, determined short and long –term consequences, assessed whether	Student was somewhat able to synthesize their information which made few; connections between past and present, determinations of short and long –term	Student was unable to synthesize their information or make connections between past and present, determine short and long –term consequences,

[Type text]

	assess whether the actions were ethically justifiable given the time period and reach conclusions about events with supporting evidence.	the actions were ethically justifiable given the time period and reached conclusions about events with supporting evidence	consequences, assessments of whether the actions were ethically justifiable given the time period or reach conclusions about events with supporting evidence	assess whether the actions were ethically justifiable given the time period or reach conclusions about events with supporting evidence
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 select 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.