

## Local History and CHI4U1 (Canada150 Edition)



In many university courses you will be issued numerous textbooks rather than just one core book. For CHI4U1 you have two: Canada: A North American Nation and The Extraordinary History of Flamborough: East Flamborough, West Flamborough and Waterdown.

Local history will be a key foundation of this course because it is our communities that ground us in society. By learning the development of Waterdown, as well as the rest of the local area, we will see how we fit into the larger national story. The War of 1812 is not some far-off story, it happened right here in our area. Evidence of human habitation stretching back millennia can be found throughout Flamborough. Fun Fact: Waterdown High School is older than Confederation.



Like Canada, Waterdown continues to develop and evolve, reflecting global and national change. As residents, we are prime movers and participants in that change. The best way to understand our country is to start here in Waterdown and work our way out.

*The Extraordinary History of Flamborough: East Flamborough, West Flamborough and Waterdown* was published by the Waterdown East Flamborough Heritage Society in January 2017 and is required reading for this course. **Copies of the book have been purchased by the Department of Canadian and World Studies, and will be distributed by Mr. Tidridge.**

Throughout our discussions, local history will be tied into national and international events. Local history will also be the subject of **seminars** and **tests**, and will be covered in this course's **Final Examination**.

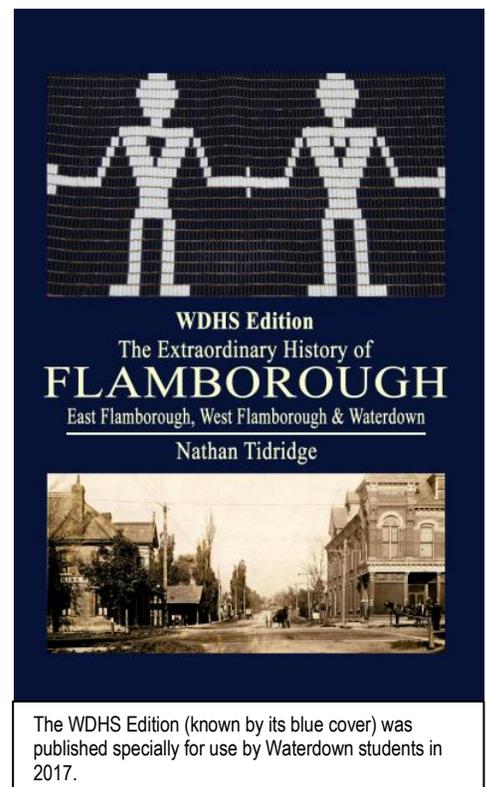
## Seminars

Throughout your university careers you will be required to take part in seminars as part of your regular classes. Seminars are a way to shrink a large class into a manageable group for a discussion and are run by either the course's professor or their teaching assistants (or TAs).

In university, seminars are the one time attendance will be taken. Readings will be provided beforehand, and participation in discussion will be graded. To prepare you for this experience, CHI4U1 will include seminars as part of the course's evaluations.

Readings will be given to you beforehand, which you will be required to be familiar with on the day of the seminar. A class discussion, directed by the teacher, will be given that day with marks being awarded for active participation. Your participation will be awarded a level, based on the following criteria:

0	Level One	Level Two	Level Three
No participation in class discussion is noted.	Student asks one question after prompting by the teacher.	Student asks one or two questions, or offer one or two points, that somewhat relate to the topic.  Student may have needed prompting by the teacher.  Student may have only asked one question, or offer a point, but it was well thought out and contributed greatly to the class discussion.	Student is able to ask multiple questions, or offer multiple points, that greatly contribute to the class discussion.
0%	33%	67%	100%



# Final Exam Essay Question:

## PART C: ESSAY QUESTION<sup>1</sup>

Students are strongly advised to construct a point form outline before writing their answer to ensure that their answer is both complete and unified. The answer itself must be written in full sentences and paragraphs, adhering to proper sentence structure, paragraph structure, spelling, grammar, etc. Marks will be awarded according to the rubric supplied below:

(30 marks) Time: 50 minutes

### RUBRIC FOR MARKING

	Below Expectations	Level One	Level Two	Level Three	Level Four
Answer	<p>Answer is below expectations.</p> <p>Reason:</p>	<p>One community was selected. Examples are barely explained and linked to Waterdown's internal development only. Conclusion is not developed.</p> <p><input type="checkbox"/> More events/individuals from your selected communities are needed.</p> <p><input type="checkbox"/> Answer needs to focus more on the relationship between Flamborough &amp; Canada</p> <p><input type="checkbox"/> Other:</p>	<p>Two communities were selected. Events/individuals from the selected communities are explained and linked to Canada's development as a modern society.</p> <p><input type="checkbox"/> More events/individuals from your selected communities are needed.</p> <p><input type="checkbox"/> Answer needs to focus more on the relationship between Flamborough &amp; Canada</p> <p><input type="checkbox"/> Other:</p>	<p>Two communities were selected. Events/individuals from the selected communities are explained and linked to Canada's development as a modern society. Answer offers opinions about the relationship between Flamborough and Canada and why the student thinks they should be highlighted as part of local Canada150 commemorations.</p>	<p>Two communities were selected. Multiple and thoughtful events/individuals from the selected communities are explained and linked to Canada's development as a modern society. Answer offers clear and educated opinions about the relationship between Flamborough and Canada and why the student thinks they should be highlighted as part of local Canada150 commemorations.</p>
Marks	0-9	10-14	15-19	20-25	26-30



Students are to complete the following essay question:

**“Local history informs our national history, identity and culture.”**

By looking at two Flamborough communities from the book The Extraordinary History of Flamborough<sup>2</sup> (example: Waterdown and Strabane), highlight as many concrete examples (individuals or events, positive or negative) that connect them with a major theme in the development of Canada that you think should be highlighted as part of local Canada150 commemorations (example themes could be: Indigenous Relationships, Industrialization and/or Unity).

<sup>1</sup> Overall curriculum expectations addressed: (Methods of Historical Inquiry and Communication): use methods of historical inquiry to locate, gather, evaluate, and organize research materials from a variety of sources; interpret and analyze information gathered through research, employing concepts and approaches appropriate to historical inquiry; communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication.

<sup>2</sup> Issued within the first three weeks of class.