Assessment Historical Significance

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria for Historical Thinking** | **Very well** | **To some extent** | **To a limited degree** | **Not at all** | **Not applicable** |
| When determining historical significance using the **resulting in change** criterion, student identifies *how* an event, person, or development resulted in change. |  |  |  |  |  |
| When determining historical significance using the **resulting in change** criterion, student identifies the degree of impact of the change (on how many people, how profoundly, and for how long). |  |  |  |  |  |
| Student explains how an event, person, or development is **revealing**; that is, how he, she, or it sheds light on enduring historical or contemporary issues. |  |  |  |  |  |
| Student explains how an author **constructs** historical significance by showing how an event, person, or development occupies a **meaningful place in an historical narrative.** |  |  |  |  |  |
| Student **constructs** historical significance by writing an historical narrative that gives an event, person, or development a **meaningful place in the narrative.** |  |  |  |  |  |
| Student identifies a large, **over-arching question** of historical significance under examination (e.g., How was industrialization an important part of nation-building?). |  |  |  |  |  |
| Student describes the **plot** of an historical narrative (e.g., What story of industrialization is being told?). |  |  |  |  |  |
| Student identifies the **role of a particular** (e.g., How did the railroad contribute to industrialization in Canada?). |  |  |  |  |  |
| Student gives an example of historical significance **varying over time.** |  |  |  |  |  |
| Student gives an example of historical significance **varying from group to group.** |  |  |  |  |  |

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