**Understanding Nationalism Research Project**

**Heritage Research Project**

It is amazing how many cultural groups exist in Canada. Many of these groups have been able to maintain a sense of their identity and a sense of nationalism over many years. They are able to maintain a sense of nation through language, history, citizenship, etc.

Research your own nationality.

* Start by creating a family tree that shows your link to the family members who first came to Canada in order to show the history of your family. If you are First Nations, try to do at least 4 generations in your family tree.
* Many of us in Canada are a mix of different cultures - so choose one ethnicity from your own background that you feel most influences your identity.
* Research one of the nationalities you find in your past. This does not mean you will necessarily be researching a country but the customs, foods, beliefs, speech, and other aspects that make your heritage unique. In addition, include the historical, geographic, religious and/or spiritual influences on your ethnic group.
  + One excellent source of research is your own family – talk to parents, grandparents, relatives or even family friends. Find out what it means to be Ukrainian, Irish, Pakistani or Japanese.

**Evaluation:**

**/ 20**

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|  | Family Tree (5) | Research information (10) | Visual (5) |
|  | When marking family tree, the markers should consider how effectively the student   * completed chart showing that students took the time to contact family members to collect information. * organized and presented the information presented. | When marking research, the markers should consider whether the information   * is relevant and accurate * reflects depth and/or breadth | When marking the visual, the markers should consider how effectively the student   * organizes the information * maintains a controlling idea (response to the Main Question) |
| Excellent | The information on the family tree is complete, well organized and easy to follow. | Information is sophisticated and deliberately chosen. The relative absence of error is impressive. A thorough and comprehensive discussion of the background reveals an insightful understanding of the heritage. | The presentation is skillfully structured and judiciously organized. A controlling idea is effectively sustained and integrated. |
| Proficient | The information on the family tree is mostly complete and organized. Information is mostly easy to follow. | Information is specific and purposeful. Information may contain some minor errors. A capable and adept discussion of the background reveals a solid understanding of the heritage. | The presentation is clear and purposefully organized. A controlling idea is coherently sustained and presented. |
| Satisfactory | The information on the family tree may be incomplete, unorganized or hard to follow. | Information is conventional and straightforward. The information may contain minor errors and/or a mixture of relevant and extraneous information. A generalized and basic discussion reveals an acceptable understanding of the heritage. | The writing is straightforward and functionally organized. A controlling idea is presented and generally maintained; however coherence may falter. |
| Limited | The information on the family tree does not demonstrate research and depth. The information is unorganized and difficult to follow. | Information is potentially relevant but is unfocused and/or incompletely developed. The information contains inaccuracies and/or extraneous detail. The discussion reveals a superficial and/or confused understanding of the heritage. | The presentation is awkward and lacks organization. A controlling idea is inconsistently maintained. |
| Poor | The information on the family tree is incomplete and lacks all depth and detail or chart is difficult to follow. | information is either irrelevant and/or inaccurate. The information contains major and revealing errors. A minimal or scant discussion reveals a lack of understanding of the heritage. | The presentation is unclear and disorganized. A controlling idea is difficult to discern or is absent |
| Insufficient | Insufficient is a special category. It is assigned to responses that do not contain a discernible attempt to address the assignment or responses that are too brief to assess in one or more scoring categories. | | |