

Towards Powerful Understanding: The Ethical Dimension¹

	Level 4	Level 3	Level 2	Level 1
Implicit and Explicit Judgements	Student is able to critique explicit and implicit ethical stances in different media.	Student is able to analyze explicit and implicit ethical stances in different media.	Student is able identify explicit and implicit ethical stances in different media.	Student struggles to state or recognize explicit and implicit ethical stances in different media.
Ethics and Context	Student is able to use their knowledge of historical context to create strong ethical arguments with many supporting points about the past.	Student is able to use their knowledge of historical context to make reasoned ethical judgements about the past and has evidence to back up their claims.	Student is able to use their knowledge of historical context to make ethical judgements about the past, but may not have concrete evidence to back their findings.	Student may struggle to make ethical judgements on the past that or inconsistently considers the historical context.
Historical Ethical Standards	Student is able to make convincing ethical judgements about the past without imposing contemporary moral standards	Student is able to make ethical conclusions about the past without imposing contemporary moral standards	Student is able to make ethical decisions about the past, but occasionally uses contemporary moral standards	Student struggles to make judgements of the past that do not include contemporary moral standards
Historical Implications	Student is able to construct thorough arguments for our responsibility to remember and respond to important past events	Student is able to examine the past to determine our responsibilities to remember and respond to the important past events	Student is able to occasionally make connections between our responsibilities to remember and respond to the past	Student struggles to understand why there is a need to remember or respond to past events

¹ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2013), p. 184.

Ethical Lessons	Student is able to assemble historical facts to learn about contemporary issues and uses their findings to make strong judgements about the present	Student is able to relate the past to contemporary issues and tries to learn from the historical lessons.	Students is able to identify some historical and contemporary connections, but struggles to make strong judgements based on the lessons	Student struggles to link historical and contemporary issues, or over simplifies the lessons from the past.
------------------------	---	---	---	---