

Moving Toward Powerful Understanding: Historical Significance¹

	Level 4	Level 3	Level 2	Level 1
Factors that result in change	Student is able to make strong arguments about historical significance based on events, people, or developments that resulted in change	Student is able to differentiate historical significance from the past by showing events, people, or developments that resulted in change	Student is able to understand historical significance, but will occasionally rely on authority to establish significance.	Student relies on authority to establish significance or relies on personal preference.
Factors that reveal change	Student is able to construct historical significance by arguing what events, people, or developments reveal about history.	Student is able to demonstrate historical significance by showcasing what events, people, or developments reveal about history.	Student understands that historical significance can reveal important information about history, but struggles to put it into practice.	Student limits historical significance to the time closest to the event.
Recognition of narratives as constructs	Student is able to construct historical significance by piecing together the components of a historical narrative.	Student is able to connect historical significance to the components and construct of historical narratives.	Student is able to understand that narratives are constructed, but struggles to understand its components.	Student struggles to comprehend how significance is constructed.
Recognition that significance varies	Student is able to develop and stronger understanding of significance by examining how significance varies over time and between groups.	Student is able to interpret how historical significance will vary over time and between different groups.	Student is able to discuss how historical significance may vary, but struggles to do it on a consistent basis.	Student has limited understanding that historical significance varies between people and time

¹ Peter Seixas and Tom Morton, *The Big Historical Thinking Concepts* (Toronto: Nelson, 2013), p. 24.