Shapeshifting Final Project
Why did "The Great War" Happen?

Project Objective: Use *Inspiration* to create an online mind-map that explores the factors that led to European instability prior to World War I.

Benchmarks:

A. Use your understanding of the late 1800's to identify at least three main concepts that led to instability in Europe. On the diagram provided, three concepts are identified in relation to the main idea, Europe's instability. You may use this example, or you may interchange the main concepts with any of the concepts from the list below.

<div align="center">Factors that led to World War I</div>

- ❑ Emergence of New Nations (Balance of Power Shift)
  - o Italy
  - o Germany
- ❑ Competing Major Powers

- ❑ Imperialism and Rivalry
- ❑ The Eastern Question (Balkans)
- ❑ Arms Race/Militarism
- ❑ Nationalism
- ❑ Others?

B. Fill in minor ideas related to each of these major concepts (see example). To complete the project, each main concept should have at least two related minor ideas. The greater the number of appropriate minor ideas you have, the higher your mark will be (see marking rubric). Make sure you select minor ideas that you think are most significant in the development of the major concept.

C. To complete the project, write at least one note for each main concept. This note can be attached to the main concept or any of the minor ideas. The greater the number of appropriate notes you add, the higher your mark will be (see marking rubric). The notes should be detailed, written in complete sentences, and provide effective and clear content that helps the viewer of your mind map to understand your thinking.

D. Optional: to improve your overall mark, link your inspiration page to an external website so that the viewer of your mind-map can read a related article. The greater the number of appropriate hyperlinks, the better your mark will be (see marking rubric).

E. Organize your mind map using colour-coding and linking arrows. Each main concept should have a common colour that links the idea 'bubbles' together. Arrows should be used to show relationships, and if necessary, should be labeled to add clarity. Try to note any interrelationships between main ideas (see example)

F. Present your information with creativity and purpose. Use occasional images to enhance the content. Create an overall image so that it is interesting, but remember that the content is most important.

Due: You will have class time until Wednesday, June 1—After that, you finish on your time.
                 The project must be handed in to me by Friday, June 3.
            Email the project to brad.kinnie@masters.ab.ca and hand in dated benchmark sheet

Name: _____

Assessment Rubric: Familiarize yourself with this rubric so that you know how you will be assessed on this project. This project will be assessed in the minor assignment category.

Category	5	4	3	2	1
Depth and Completion x2	Four or more appropriate minor ideas support each main concept; Three or more notes explain each main concept and its related minor ideas; One hyperlink is used to connect to an external source for each main idea.	Three minor ideas support each main concept; Two notes explain each main concept and its related minor ideas; One hyperlink is used to connect to an external source.	Two minor ideas support each main concept; One note explains each main concept and its related minor ideas	PROJECT IS INCOMPLETE NO MARK WILL BE ASSESSED UNTIL ENOUGH DEPTH IS ADDED TO YOUR PRESENTATION	
Content and Analysis	Three main concepts are significantly developed by perceptive minor ideas. The student has demonstrated maturity and insight in his/her exploration of the complexity of the relationships between these concepts and ideas.	Three main concepts are adeptly developed by clear minor ideas. The student has demonstrated clarity and competency in his/her exploration of the complexity of the relationships between these concepts and ideas.	Three significant concepts are developed by straightforward minor ideas. The student has demonstrated general understanding in his/her exploration of the complexity of the relationships between the concepts and ideas.	Three significant concepts are incompletely developed by minor ideas. The student has demonstrated limited understanding in his/her exploration of the complexity of the relationships between the concepts and ideas.	Three significant concepts are minimally explored. The student has not attempted to explore the complexity of the relationships between concepts and ideas.
Organization	The student skillfully uses advanced organization strategies; these strategies facilitate significant depth and understanding of the issues being presented.	The student uses effective organization strategies; the strategies enhance the understanding of the issues being presented.	The student uses adequate organization strategies; the strategies present the content in a general, straightforward presentation	The student's organization strategies are inconsistent and may be occasionally confusing in developing the content.	The student ineffectively organizes the information; little or no attention is given the organization of the information.
Writing	The writing and notation is mature and skillfully structured. Mature vocabulary and sentence structure results in insightful communication. Little or no errors are seen.	The writing and notation is clear and fluently structured. Effective vocabulary and sentence structures result in clear communication. Minor errors do not distract.	The writing and notation is clear. Adequate vocabulary and sentence structures result in straightforward communication. Minor errors occasionally impede understanding.	The writing lacks clarity and is ineffective. Imprecise vocabulary and sentence structures produce awkward communication. Errors distract and impede understanding.	The writing is unacceptable, or is inadequately developed. Vocabulary is inaccurate or imprecise and/or so little is written that it is difficult to assess.
Presentation and Creativity	The overall presentation is highly creative and employs effective, well-thought-out imagery.	The overall presentation is creative and employs appropriate imagery.	The overall presentation is adequate and uses loosely connected imagery.	The overall presentation lacks creativity and imagery is unconnected to the content.	The overall presentation displays little thought or creativity and imagery is not used.