

History

Grade 8

Canada: A Changing Society

The Task

This task required each student to read and analyse information from a variety of primary and secondary sources. Students discussed the information and identified significant changes in the Canadian workplace and the reasons for these. Each student then designed a storyboard highlighting key scenes for a documentary film on how conflict and change from Confederation to the present have affected Canadian children in the workforce.

Expectations

This task gave students the opportunity to demonstrate their achievement of the following selected overall and specific expectations from the strand History: A Changing Society. Note that the codes that follow the expectations relate to the Ministry of Education's *Curriculum Unit Planner* (CD-ROM).

Students will:

1. analyse and describe the conflicts and changes involving Canadians from Confederation to 1918 (8h36);
2. identify and demonstrate an understanding of major developments that affected the working conditions of Canadian workers (e.g., development of unions, Winnipeg General Strike, the provision of unemployment insurance and workers' compensation) (8h41);
3. identify major developments in the changing role of children in the Canadian workforce (e.g., mandatory school attendance, working restrictions) (8h43);
4. analyse, synthesize, and evaluate historical information (e.g., compare and evaluate the role of women in the nineteenth century and the twentieth century) (8h51);
5. communicate the results of inquiries for specific purposes and audiences, using media works, political cartoons, oral presentations, written notes and reports, drawings, tables, charts, and graphs (8h53);
6. describe how events in the Canadian labour movement have influenced workers today (8h55).

Prior Knowledge and Skills

To complete this task, students were expected to have some knowledge or skills related to the following:

- the following terms: *Industrial Revolution, capital, labour, Royal Commission, conflict, change, working conditions, labour force, unions*
- developing storyboards
- working with primary and secondary sources

For information on the process used to prepare students for the task and on the materials, resources, and equipment required, see the Teacher Package reproduced on pages 69–76 of this document.

Task Rubric – Canada: A Changing Society

Expectations*	Level 1	Level 2	Level 3	Level 4
Understanding of concepts				
The student:				
1, 2, 3	– shows a limited understanding of why and how working conditions and the role of children in the workforce have changed over time	– shows some understanding of why and how working conditions and the role of children in the workforce have changed over time	– shows considerable understanding of why and how working conditions and the role of children in the workforce have changed over time	– shows a thorough understanding of why and how working conditions and the role of children in the workforce have changed over time
Inquiry/research skills and map and globe skills				
The student:				
4	– demonstrates a limited ability to synthesize historical information	– demonstrates some ability to synthesize historical information	– demonstrates considerable ability to synthesize historical information	– demonstrates an extensive ability to synthesize historical information
Communication of required knowledge				
The student:				
5	– selects, organizes, and presents information about the changing role of children in the workforce with limited clarity and effectiveness	– selects, organizes, and presents information about the changing role of children in the workforce with some clarity and effectiveness	– selects, organizes, and presents information about the changing role of children in the workforce with considerable clarity and effectiveness	– selects, organizes, and presents information about the changing role of children in the workforce with a high degree of clarity and effectiveness
Application of concepts and skills				
The student:				
6	– describes, with limited detail, how events in the labour movement affect children in the workforce today	– describes, with some detail, how events in the labour movement affect children in the workforce today	– describes, with considerable detail, how events in the labour movement affect children in the workforce today	– describes, with extensive detail, how events in the labour movement affect children in the workforce today

*The expectations that correspond to the numbers given in this chart are listed on page 44.

Note: This rubric does not include criteria for assessing student performance that falls below level 1.