

Canadian History in the Twentieth Century

Applied

Events That Shaped Canadian Identity

The Task

Students were presented with the following scenario: A foreign delegation is coming to their area, and the class has been asked to prepare a display to be exhibited at a reception for the visitors. The display is to focus on events that helped to shape elements of our current Canadian identity.

Each student was then asked to select one event that he or she considered to be important in helping to shape an element of Canadian identity. The event was to be selected from a historical period studied in the course and chosen by the teacher. Each student was required to research background materials, create a visual representation of the event, and write a supporting statement evaluating the significance of the event and justifying the choice of visual images used to represent it. (The visuals could be representational or symbolic. The Canadian flag could be used to symbolize Canadian identity, regardless of the period in which the chosen event occurred.)

To monitor their progress, students were encouraged to use the Research Organizer, the Self/Peer Assessment Checklist, and the template that were provided to them (see the appendices to the Teacher Package, reproduced on pages 84–85 of this document).

The final product consisted of:

- a visual representation of an event that helped to shape an element of Canadian identity
- a supporting statement of approximately three hundred words that evaluates the significance of the event and justifies the images chosen for the visual representation

Students were also asked to supply a bibliography, but the bibliography was not evaluated as part of the final product.

Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from two strands: Communities: Local, National, and Global; and Methods of Historical Inquiry.

Students will:

1. demonstrate an understanding of the elements of Canadian identity;
2. evaluate information when researching historical topics or issues;
3. demonstrate competence in research and writing (e.g., gathering information, building an argument, supporting the argument with evidence, writing clearly, editing);
4. express ideas and arguments in a coherent manner during discussions and debates, or in graphic displays;
5. demonstrate an ability to draw conclusions based on adequate and relevant supporting evidence.

Prior Knowledge and Skills

To complete this task, students were expected to have:

- an understanding of the history of the selected period
- experience with research methods
- an understanding of the concepts of national identity and defining moments
- experience in writing supporting statements
- experience in preparing a bibliography

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 82–85 of this document.

Task Rubric – Events That Shaped Canadian Identity

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
The student:					
1	– demonstrates an understanding of an element of Canadian identity through the selection and accurate description of a relevant historical event	– demonstrates limited understanding of an element of Canadian identity	– demonstrates some understanding of an element of Canadian identity	– demonstrates considerable understanding of an element of Canadian identity	– demonstrates a high degree of understanding of an element of Canadian identity
Thinking/Inquiry					
The student:					
2, 3	– evaluates the importance of the chosen event effectively in the supporting statement (e.g., builds a convincing argument, provides appropriate evidence to support the argument)	– evaluates the importance of the event with limited effectiveness	– evaluates the importance of the event with some effectiveness	– evaluates the importance of the event with considerable effectiveness	– evaluates the importance of the event with a high degree of effectiveness
Communication					
The student:					
3, 4	– communicates the significance of the event clearly and coherently through the text (e.g., writes clearly, edits writing), in combination with the visual	– communicates the significance of the event with limited clarity and coherence	– communicates the significance of the event with some clarity and coherence	– communicates the significance of the event with considerable clarity and coherence	– communicates the significance of the event with a high degree of clarity and coherence
Application					
The student:					
5	– effectively justifies the images chosen and/or created to illustrate the event	– justifies the images with limited effectiveness	– justifies the images with some effectiveness	– justifies the images with considerable effectiveness	– justifies the images with a high degree of effectiveness

*The expectations that correspond to the numbers given in this chart are listed on page 54.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.