

Teacher Package

Canadian and World Studies Exemplar Task Grade 10 History – Applied Teacher Package

Title: Events That Shaped Canadian Identity

Time Requirement: 5 periods of 75 minutes each

Description of the Task

The teacher will present students with the following scenario: A delegation of visitors from overseas is coming to their area. The class has been asked to develop a display depicting important events that helped to shape elements of our current Canadian identity. The students' work will be on display at a reception for the visitors.

The teacher will then select a historical period that the class has studied in the course. Within this time frame, each student will select one event that he or she considers to be important in helping to shape an element of Canadian identity. Each student will then 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. (Visuals may be representational or symbolic. Students may use the Canadian flag as a symbol of Canadian identity, regardless of the time period in which the chosen event occurred.)

Final Product

The final product will consist 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 choice of visual images used to represent it
- a bibliography that includes all sources used by the student in completing the necessary research for this task

Note: The bibliography will not be evaluated as part of the exemplar task but is required to ensure that students list all the sources used in their research.

Teachers should advise students that any quotes taken directly from a source must be appropriately recognized.

Assessment and Evaluation

Self- and peer assessments of the draft supporting statements and preliminary designs will help to ensure that the students are completing all of the elements of the task. Students will use the Self/Peer Assessment Checklist (Appendix B) to complete the assessment.

The final product will be assessed by the teacher using the task-specific rubric.

Expectations Addressed in the Exemplar Task

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.

Teacher Instructions

Prior Knowledge and Skills

To complete this task, students should 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

Accommodations

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

You may wish to review the relevant course profile for specific suggestions for accommodations appropriate for students in special education programs.

Materials and Resources

Ensure that the following materials and resources are available for students:

- print materials (e.g., textbooks, Canadiana scrapbooks, magazines)
- Internet access, if available
- art supplies

Rubric

Introduce the task-specific rubric* when you begin to discuss the task with the students.

Review the rubric with the students and ensure that each student understands the criteria and the descriptions of achievement at each level.

Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. It will be important to note the characteristics of their work in relation to the criteria in the assessment rubric and to provide feedback to help them improve.

The Exemplar Task (5 periods of 75 minutes each)

1. Introduction of task; brainstorming: 1 period of 75 minutes

- Introduce the task to the students and outline the time allotment.
- With the class, thoroughly review the concepts of national identity and defining moments.
- Identify, for the class, a historical period that has already been covered in the course.
- Brainstorm with the class to identify key events from the selected historical period.
- Ask each student to select from this historical period an event that he or she feels constitutes a defining moment that helped to shape an element of Canadian identity. Review each student's choice to confirm that it is suitable for the task.

2. Research; drafts of visual representation and supporting statement: 3 periods of 75 minutes each

- Have students research background information on their selected event. Instruct them to use the Research Organizer (Appendix A) to assist them with the selection and research process. Instruct students to follow these steps when researching the event:
 - gather information about the event, keeping track of sources used;
 - build an argument that clearly explains the impact of the event on Canadian identity;
 - support the argument with evidence.
- Ask students to plan and produce a preliminary version of their visual representation. They may include images, symbols, drawings, sketches, and/or pictures. *Copyrighted material must not be used.*
- Ask students to draft a supporting statement that evaluates the significance of the event they have selected and justifies the choice of images used in the visual representation. The supporting statement should be approximately three hundred words in length.
- Have students conduct self- and peer assessments of their preliminary visual representation and draft supporting statement, using the Self/Peer Assessment Checklist provided (Appendix B).

3. Completion of the final product: 1 period of 75 minutes

- Ask students to prepare a final copy of their illustration on the template provided (Appendix C).
- Ask students to write a final copy of their supporting statement and bibliography.

Appendices

Appendix A: Research Organizer

Appendix B: Self/Peer Assessment Checklist

Appendix C: Template

*The rubric is reproduced on pages 56 of this document.

Appendix A

Research Organizer

Time Period: _____

Event Influencing Canadian Identity	Date of Event	Importance for Canada	Supporting Ideas	Possible Designs

Sources Used

-
-
-
-

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Appendix B

Self/Peer Assessment Checklist

Criteria	Yes (✓)	No (✓)
- historical period is identified		
- event is identified by name		
- statement explains the impact of the event on Canadian identity		
- statement evaluates the significance of the event		
- illustration depicts an event that helped to shape an element of Canadian identity		
- statement justifies the choice of illustration		
- statement is clearly written		
- spelling and punctuation have been checked		
- a bibliography is included		

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Appendix C – Template

Historical Period _____

Name of Event _____

