

## Unit 4 Performance Assessment Task: Pitch Me a (Canadian) Figure

### Social Studies 20-1

#### **Background:**

The cliché saying “in order to know oneself, one must know where they come from” holds true for some aspects of sociological study. To some extent, Canada’s identity is a product of all the influential and significant individuals or events from its past. Each of these, past, present, and future leave an impact that continue to evolve the national psyche. However, the question remains – who should make the cut?

#### **Critical/Essential Question:**

Which historical Canadian figure had the most influence over modern Canadian nationalism?

#### **Task:**

In groups of 2-3, explore one of the following historical Canadian figures:

- Louis LaFontaine and Robert Baldwin
- The Fathers of Confederation (e.g., Macdonald, Cartier, Brown, Tilley, Tupper, etc.)
- Louis Riel
- Sir Clifford Sifton
- Henri Bourassa
- Pierre Trudeau

Create a photo essay in which you will...

- Present a **thorough** overview of their contribution to Canadian Identity and vision of Canada
- Provide an argument for their historical significance by showing **specific** evidence of their impact (or lack thereof) on Canadian nationalism today
- Analyze a source from or about them through the lens of nationalism – an **insightful** analysis of the source should demonstrate support for the overall thesis of the photo essay of the historical figure’s significance in informing Canadian identity and nationalism

#### **Guiding Questions:**

Who is/are the historical figure(s)? How did they contribute to the Canadian mythos?

What are key events or decisions did they have a hand in? How did this continue to impact and inform Canadianism today?

What source (primary or secondary) can be used to encompass their vision and contribution to Canada? What insight does this show us about Canadian nationalism?

	<b>Excellent</b>	<b>Proficient</b>	<b>Satisfactory</b>	<b>Limited</b>	<b>Poor</b>
<b>Quality of Overview</b>	A <b>thorough</b> and <b>comprehensive</b> overview is <b>judiciously</b> and <b>convincing</b> regarding the figure's contribution to Canadian nationalism. [9-10]	A <b>sound</b> overview is <b>purposefully</b> and <b>persuasive</b> regarding the figure's contribution to Canadian nationalism. [7-8]	A <b>generalized</b> overview is <b>appropriately</b> and <b>conventional</b> regarding the figure's contribution to Canadian nationalism. [5-6]	A <b>confused</b> overview is <b>unrelated</b> and <b>confusing</b> regarding the figure's contribution to Canadian nationalism [3-4]	A <b>minimal</b> overview is <b>irrelevant</b> and <b>has not connection</b> regarding the figure's contribution to Canadian nationalism [1-2]
<b>Quality of Evaluation</b>	<b>Specific</b> and <b>purposeful</b> examples regarding their contribution is presented. A <b>thorough</b> and <b>comprehensive</b> discussion is provided with an evaluation. [5]		<b>Conventional</b> and <b>straightforward</b> examples regarding their contribution is presented. A <b>general</b> and <b>acceptable</b> discussion is provided with an evaluation. [3]		<b>Irrelevant</b> and <b>unfocused</b> examples regarding their contribution is presented. A <b>superficial</b> and <b>confused</b> evaluation discussion is provided with an evaluation. [1]
<b>Quality of Analysis</b>	The analysis of the source is <b>insightful</b> and <b>sophisticated</b> ; a <b>comprehensive</b> understanding of the connection to nationalism is demonstrated. [5]	The analysis of the source is <b>capable</b> and <b>adapt</b> ; a <b>sound</b> understanding of the connection to nationalism is demonstrated. [4]	The analysis of the source is <b>conventional</b> and <b>straightforward</b> ; a <b>generalized</b> understanding of the connection to nationalism is demonstrated. [3]	The analysis of the source is <b>incomplete</b> and <b>lacks depth</b> ; a <b>confused</b> understanding of the connection to nationalism is demonstrated. [2]	The analysis of the source is <b>illogical</b> and <b>tangential</b> ; a <b>minimal</b> understanding of the connection to nationalism is demonstrated. [1]