

## Expanding a Nation CARC Social Studies

### Enduring Understanding:

Students, as interpretive guides, will take on the role of a resident in one of three provinces (British Columbia, Prince Edward Island, or Newfoundland) and develop and support a position about whether or not to join Confederation.

"Historical thinking allows student to develop sense of time and place to help define their identities. Exploring the roots of the present...develops citizens willing to engage in a pluralistic democracy and to promote and support democratic institutions." (Social Studies Program of Studies, 2005, p.9)

This performance task addresses the following learner outcomes from the Alberta Social Studies Program of Studies.

<b>General Outcome 7.2</b> Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.		
<b>Specific Outcomes</b>		
<b>Number</b>	<b>Heading and Outcome (and bullet where applicable)</b>	<b>Criteria</b>
<b>7.2.5</b> 7.2.5.13 7.2.5.14	<b>evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>What factors led to British Columbia's joining Confederation?</li> <li>What factors led to Prince Edward Island's joining Confederation? (TCC, LPP, PADM)</li> </ul>	explain key factors for and against Confederation  <b>Note:</b> Not all of the outcomes 7.2.5.13, 7.2.3.14 and 7.2.6.1 in the Knowledge and Understanding section will be addressed through the assessment task, but only the one that relates to the topics the student has selected.
<b>7.2.6</b> 7.2.6.1	<b>assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues:</b> <ul style="list-style-type: none"> <li>What were the reasons for, and the consequences of, Newfoundland's joining Confederation?</li> </ul>	
<b>7.S.2</b> 7.S.2.3	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>explain the historical contexts of key events of a given time period</li> </ul>	
<b>7.S.2</b> 7.S.2.1	<b>develop skills of historical thinking:</b> <ul style="list-style-type: none"> <li>analyze historical issues to form or support an opinion</li> </ul>	develop and support position
<b>7.S.7</b> 7.S.7.1	<b>apply the research process:</b> <ul style="list-style-type: none"> <li>develop a position that is supported by information gathered through research</li> </ul>	
<b>7.S.8</b> 7.S.8.1	<b>demonstrate skills of oral, written and visual literacy:</b> <ul style="list-style-type: none"> <li>communicate information in a clear, persuasive and engaging manner, through written and oral means</li> </ul>	communicate information

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**Grade 7 Social Studies**  
**Performance Assessment: Student Task**

**Expanding a Nation**

In 1867, four provinces joined together to form the country of Canada. In the years following, other regions were encouraged to join Confederation. You are an interpretative guide at a historical site in British Columbia, Prince Edward Island or Newfoundland. Part of your work involves informing visitors about historical events in your region. The curator has assigned you the task of preparing a presentation for a mock town hall meeting to inform visitors about the benefits and drawbacks of your region joining Confederation.

While these three regions did become Canadian provinces, some residents were in favour of joining Confederation and there were others who held the opposing view. You will take on the role of a community resident in one of the regions.

In preparation for your presentation you will need to complete the following.

**Explain key factors for and against Confederation**

- Select a region that you will represent (BC, PE, NF) and research reasons for and against Confederation for your selected region. Consider the following factors when gathering information, keeping in mind that not all factors may apply to your selected region (province).
  - geography (cities, landforms)
  - demographics (culture, population)
  - First Nations groups in the area
  - economic needs

**Develop and support position**

- Based on your findings, develop a position for or against Confederation, with supporting evidence.
- For each piece of evidence, include an explanation that describes its potential impact for the region.

**Communicate information**

- Using the information you have gathered, create a speech that you would present at the town hall meeting.

Because the town hall meeting is a public event for the historical site, make sure your presentation is persuasive and polished.

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### Expanding A Nation Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank*
<b>Explains key factors for and against Confederation</b> (7.2.5.13, 7.2.5.14, 7.2.6.1, 7.S.2.3)	Provides <b>comprehensive</b> information about key factors <i>for</i> Confederation.	Provides <b>thorough</b> information about key factors <i>for</i> Confederation.	Provides <b>basic</b> information about key factors <i>for</i> Confederation.	Provides <b>superficial</b> information about key factors <i>for</i> Confederation.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
	Provides <b>comprehensive</b> information about key factors <i>against</i> Confederation.	Provides <b>thorough</b> information about key factors <i>against</i> Confederation.	Provides <b>basic</b> information about key factors <i>against</i> Confederation.	Provides <b>superficial</b> information about key factors <i>against</i> Confederation.	
<b>Develops and supports position</b> (7.S.2.1, 7.S.7.1)	Develops a position and uses evidence in a <b>compelling</b> manner to support position.	Develops a position and uses evidence in a <b>credible</b> manner to support position.	Develops a position and uses evidence in a <b>simplistic</b> manner to support position.	Develops a position and uses evidence in an <b>inconclusive</b> manner to support position.	
<b>Communicates information</b> (7.S.8.1)	Communicates information in a <b>persuasive</b> manner to inform and engage the audience.	Communicates information in a <b>convincing</b> manner to inform and engage the audience.	Communicates information in a <b>believable</b> manner to inform and engage the audience.	Communicates information in an <b>unconvincing</b> manner that does little to inform or engage the audience.	

\* When work is judged limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.

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**Grade 7 Social Studies**  
**Performance Assessment: For Best Results**

**Expanding a Nation**

**FOR BEST RESULTS**

This section provides suggestions for **additional instruction** and **assessment for learning support**. A variety of student self-reflection and peer coaching tools have been provided in this package. These tools are **not** intended to be used for grading purposes, but rather to scaffold students along the way to successful completion of the performance task. As not all students will require the same type and/or amount of scaffolding, teachers make instructional and coaching decisions based on student needs.

After initial suggestions on preparing for the task, the information in this section is organized around the criteria for evaluation as found on the rubric. Thus, teachers can target the areas where they feel students require additional support and guidance.

To help **prepare students for the task...**

Assessment for Learning Support

- ✓ Share the assessment task and criteria with students at the beginning of the unit to help focus their learning during the unit of study.
- ✓ Introduce the rubric to the students and discuss the various levels of quality described. Help the students understand the language of the rubric or adapt the language as necessary for your students. Refer to the AAC Rubric Wordwall or use the assessment for learning tools provided in this document.
- ✓ Exemplars are a powerful way to help students understand the expected standard of performance by viewing work at a variety of levels of proficiency. However, exemplars are currently not available for this task. [Contact AAC](#) for information on how to submit exemplars for publication.

To help students **explain key factors for and against Confederation (criterion #1)...**

- Use one of the four original provinces and model the identification of key factors for and against Confederation by examining the following:
  - geographic location
  - demographics (culture, population)
  - First Nations perspectives
  - economic needs and issues
- To help students access possible sources of background information, consider:
  - authorized resources
  - class discussions and notes
  - websites\*, including:
    - [www.collectionscanada.gc.ca/confederation/kids/index-e.html](http://www.collectionscanada.gc.ca/confederation/kids/index-e.html)
    - [www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr6/blms/6-1-3d.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr6/blms/6-1-3d.pdf)
    - [www.heritage.nf.ca/law/debate.html](http://www.heritage.nf.ca/law/debate.html)
    - [www.canadiana.org/citm/themes/constitution/constitution14\\_e.html#alberta](http://www.canadiana.org/citm/themes/constitution/constitution14_e.html#alberta)

\* These websites were active as of April 2011. The Alberta Assessment Consortium provides these links for convenience and cannot guarantee the content or accuracy of the sites. **Please preview these sites for availability and content before directing your students to use them.**
- Encourage students to develop their own graphic organizer to record the information they will be gathering.

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**Grade 7 Social Studies  
Performance Assessment: For Best Results**

**Expanding a Nation**

Assessment for Learning Support

**Peer Coaching Tool #1 (p. 5 of this document)**

- ✓ Model how to use the question prompts on the tool to provide feedback before having students work with a peer.
- ✓ After receiving feedback, students identify specific action they will take to improve their work in progress.

To help students **develop and support a position (criterion #2)**...

- Discuss the importance of having a definite position when answering the question.
- Remind students that it is not enough to simply arrive at a position; they also need to provide specific pieces of information that act as evidence to support their position. It is also important to explain how that evidence supports the position they have taken.
- Brainstorm with students a list of qualities for strong supporting evidence. Some examples might include the following.
  - o evidence is focused on the topic
  - o evidence supports the stated position
  - o explanation describes the potential impact on the region for each of the arguments used
- Provide students with a template to ensure they are actually providing evidence for their position and not simply providing information.  
 Nova Scotia should <join/not join> Confederation because <evidence>. <explanation of supporting evidence>.  
**e.g.**  
 Nova Scotia should join Confederation because the federal government will pay for the development of a railway. This will connect the distant Maritimes to the rest of Canada. This is particularly important during the winter months when waterways are not available for transportation.

Assessment for Learning Support

**Peer Coaching Tool #2 (p. 6 of this document)**

- ✓ Model how to use the question prompts on the tool to focus the feedback before having students work with a peer.
- ✓ After the coach has provided feedback, students should consider the question prompts at the bottom of the page as they consider adjustments they want to make to their work in progress.

To help students **communicate information (criterion #3)**...

- Brainstorm the qualities for an effective oral presentation. Some suggestions may include
  - o speak clearly
  - o speak with appropriate volume
  - o speak at an appropriate pace
  - o make my voice expressive to engage my audience

Assessment for Learning Support

**Student Self-reflection Tool (p. 7 of this document)**

- ✓ Using the qualities that students brainstormed, fill in the left-hand column of the tool.
- ✓ Model how students could use the tool to reflect on their work to identify areas of strength and areas in need of further attention.

Students may wish to record a practice presentation and use the self-reflection tool to examine their performance.

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**Performance Assessment: For Best Results**  
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**Grade 7 Social Studies**  
**Peer Coaching Tool #1: Explain Key Factors for and against Confederation**  
**Expanding a Nation**

Student \_\_\_\_\_

Coach \_\_\_\_\_

**Student**

How well did I explain key factors for and against Confederation?

**Coach**

**Student**

<b>In my explanation, did I...</b>	<b>My feedback to you is...</b>	<b>Specific action I will take is...</b>
<ul style="list-style-type: none"> <li>• address reasons <b>for</b> joining Confederation?</li> </ul>		
<ul style="list-style-type: none"> <li>• address reasons <b>against</b> joining Confederation?</li> </ul>		
<ul style="list-style-type: none"> <li>• provide accurate information?</li> </ul>		
<ul style="list-style-type: none"> <li>• provide sufficient information to allow me to develop a position?</li> </ul>		

**Grade 7 Social Studies**  
**Peer Coaching Tool #2: Develop and Support Position**  
**Expanding a Nation**

**Student** \_\_\_\_\_

**Coach** \_\_\_\_\_

Use this tool to examine the quality of the evidence provided to support the position.

**Student**

**Coach**

Does my...	Yes	A Good Start	Not Yet	I have some suggestions for you to make your evidence stronger...
<ul style="list-style-type: none"> <li>• evidence stay focused on the topic?</li> </ul>				
<ul style="list-style-type: none"> <li>• evidence support the stated position?</li> </ul>				
<ul style="list-style-type: none"> <li>• explanation describe the potential impact on the region for each of the arguments I used?</li> </ul>				

After you have received feedback on your work, use these three questions to guide your revisions.

- What evidence do I need to add, remove or correct?
- What additional resources do I need to consult?
- What questions could I ask, so my coach can help me clarify the issue?

**Grade 7 Social Studies**  
**Student Self-reflection Tool: Communicate Information**  
**Expanding a Nation**

**Student** \_\_\_\_\_

How well am I communicating my information?

<b>In my presentation did I ...</b>	<b>Yes, I showed this when I...</b>	<b>Not yet, but here's how I can make it stronger...</b>
• <b> speak clearly?</b>		
• <b> speak with appropriate volume?</b>		
• <b> speak at an appropriate pace?</b>		
• <b> make my voice expressive to engage my audience?</b>		
•		