

Louis Riel Day **CARC Social Studies**

Enduring Understanding:

Considering multiple perspectives on historical issues within their context as well as contemporary issues enables students to understand and appreciate the social, cultural and political dimensions of the past, make meaning of the present, and make decisions for the future. In this task students will consider the perspectives in the Red River Resistance.

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

General Outcome		
7.2 Following Confederation: Student 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.		
Specific Outcomes		
Number	Heading and Outcome (and bullet where applicable)	Criteria
7.2.4 7.2.4.1 7.2.4.5 7.2.4.6	assess, critically, the role, contributions, and influence of the Red River Métis on the development of western Canada by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> • what factors led to Louis Riel’s emergence as the leader of the Métis? (TCC, PADM, I, CC) • what were the Métis, First Nations, French and British perspectives on the events that led to the establishment of Manitoba? (TCC, PADM, I, CC) • how was the creation of Manitoba an attempt to achieve compromise between the Métis, First Nations, French and British peoples? (TCC, PADM, I, LPP) 	explain events
7.S.2 7.S.2.1 7.S.2.3 7.S.2.4	develop skills of historical thinking <ul style="list-style-type: none"> • analyze historical issues in order to form or support an opinion • explain the historical contexts of key events of a given time period • distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations of events 	evaluate consequences from a perspective
7.S.1 7.S.1.2	develop skills of critical and creative thinking <ul style="list-style-type: none"> • critically evaluate ideas, information and positions from multiple perspectives 	justify choice from a perspective
7.S.8 7.S.8.1	demonstrate skills of oral, written and visual literacy <ul style="list-style-type: none"> • communicate information in a clear, persuasive and engaging manner, through written and oral means 	communicate ideas

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

Louis Riel Day

Manitoba's new February holiday will be named in honour of the Métis leader Louis Riel, who led the Red River and North-West rebellions. The Manitoba government has since heard dissent among its constituents about honouring Riel in this way and has asked for input. Your task is to consider the perspective of one of the following groups: the Métis, the First Nations, the French, or the British and make a recommendation to the Manitoba government to

Louis Riel Day Rubric

Level Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited	Insufficient/ Blank*
Explains events (7.2.4.1, 7.2.4.5, 7.2.4.6)	Provides a comprehensive description of events before, during, and after the Red River Resistance	Provides a thorough description of events before, during, and after the Red River Resistance	Provides a cursory description of events before, during, and after the Red River Resistance	Provides a sketchy description of events before, during, and after the Red River Resistance	No score is awarded: insufficient evidence of student performance based on the requirements the task.
Evaluates consequences from a perspective (7.S.2.1, 7.S.2.3, 7.S.2.4)	Provides an accurate representation of perspective with an insightful and precise interpretation of consequences.	Provides an reasonable representation of perspective with an logical and relevant interpretation of consequences.	Provides an plausible representation of perspective with an basic and ambiguous interpretation of consequences.	Provides an simplistic representation of perspective with an confusing and irrelevant interpretation of consequences.	
Justifies choice from a perspective (7.S.1.2)	Provides compelling evidence to support decision from the chosen perspective.	Provides convincing evidence to support decision from the chosen perspective.	Provides believable evidence to support decision from the chosen perspective.	Provides weak evidence to support decision from the chosen perspective.	
Communicates information (7.S.8.1)	Communicates information in a captivating manner.	Communicates information in a substantially engaging manner.	Communicates information in a partially engaging manner.	Communicates information in an minimally engaging manner.	

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

TEACHER NOTES

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

- Provide task prior to unit.
- Though this is not a research assignment, students may wish to access information to help them deal with the perspective they have chosen. If this is the case, one of the requirements will be an accurate bibliography in the checklist. A list of websites, approved by the teacher, may be an option to ensure access.
- Students will benefit from discussion of the rubric elements. As the teacher is discussing the elements of a good presentation, the class can create a checklist in keeping with the discussion.

To help students **explain events** (criterion #1):

- discuss with students the types of information they will need to include in the project.

To help students evaluate consequences (criterion #2):

- Students may use a graphic organizer like the modified PMI chart, "Consequences of the Red River Rebellion on the _____ Perspective" below.

To help students justify choice from a perspective (criterion #3):

- students can use the chart "Justifying my Choice from the _____ Perspective" below.

To help students communicate information (criterion #3):

- have students complete "Checklist for Content of 'Louis Riel Day' Project". This checklist will help student to know they have included all the necessary information.
- Students can also do a practice presentation and self evaluate or peer evaluate using the "Checklist for Presentation of the 'Louis Riel Day' Project".

When the project is completed have students evaluate their own project using the rubric.

**Consequences of the Red River Rebellion
from the _____ Perspective**

Short-Term Consequences			Long-Term Consequences		
Positive	Negative	Interesting	Positive	Negative	Interesting

Justifying My Choice from the _____ Perspective

Recommendation: I recommend the name for "Louis Riel Day" be _____.

Reason #1 _____

Explanation _____

Reason #2 _____

Explanation _____

Reason #3 _____

Explanation _____

Reason #4 _____

Explanation _____

Reason #5 _____

Explanation _____

Student Self Reflection Checklist for Content of "Louis Riel Day" Project

Student Name _____ Date _____

Task Perspective _____

Project clearly shows:	Yes	Not Yet	I know this because . . .
Why Riel was leader			
Role of Riel in the Red River Resistance			
The sequence of events			
The reaction of the government			
The perspective from which you are addressing the events			
The short-term effects on the people in your perspective group			
The long-term effects on the people in your perspective group			
Your decision to maintain the name of the holiday or rename it			
Justification (your reasons why) you reached your decision on the holiday's name			
Considers the perspective in the context of the historical time period			
My bibliography of resources I used (if I needed to research)			

Checklist for Presentation of "Louis Riel Day" Project

Student Name _____ Date _____

Task Perspective _____

Requirements:	Yes	Not Yet	I know this because. . .
My presentation is clearly organized			
Any visuals I used are easy to see from a distance			
Any text I used is easily readable from a distance			
Any diagrams I used are easy to read and are visible from a distance			
Any sounds I used enhance the message			
My tone was appropriate and interesting			
My voice was loud enough for size of the audience and clear			