

Performance Assessment Task

A Day at the Museum

You are applying for a job as a tour guide for the National Museum of Canada, assigned to a new exhibit that will examine the diversity and complexity of Canadian identity. The exhibit will share the stories of the many groups of people who made Canada what it is today. As part of your application, you will become an expert on one group and create a presentation to share. By listening to the presentations of the other applicants, you will make some conclusions about the diversity and complexity of Canadian identity. The museum curator requires guides who are knowledgeable about Canada, both past and present.

In preparation for your presentation, you will need to:

1. Research significant stories from groups who were instrumental in making Canada what it is today. This may include biographies, autobiographies, news items, photographs, novels or short stories. Ensure that the stories and histories you select contain significant information about how this group lived, their hardships and their accomplishments. Select one of the following groups:
 - Aboriginal peoples
 - people of New France (coureurs des bois, voyageurs, habitants)
 - fur traders
 - United Empire Loyalists
 - immigrants from the British Isles during the Great Migration
 - North West Mounted Police
 - non-European immigrants, and
 - European immigrants.
2. Use a visual or oral format to create an exciting and informative presentation about your selected group that:
 - shares important information from your research (how they lived, their hardships and their contributions to present-day Canada), and
 - draws conclusions about how they felt about their lives (their sense of identity) supported with evidence obtained from your research.
3. Before the exhibit opens, you and the other applicants will share your presentations with one another. After viewing the presentations, record your thoughts in writing for the museum curator in response to the following:

Share your impression of what you think it means to be Canadian.

Rubric: A Day at the Museum

Student _____

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
Share information (5.2.1.5, 5.2.2 through 5.2.9)	Provides significant information about the selected group.	Provides meaningful information about the selected group.	Provides predictable information about the selected group.	Provides superficial information about the selected group.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Draw and support conclusions (5.2.1.1, 5.S.7.3)	Draws conclusions about the identity of the group and provides pertinent supporting evidence.	Draws conclusions about the identity of the group and provides relevant supporting evidence.	Draws conclusions about the identity of the group and provides appropriate supporting evidence.	Draws conclusions about the identity of the group and provides unrelated evidence.	
Communicate information (5.S.8.1, 5.S.8.7)	Communicates information in a compelling manner to engage the audience.	Communicates information in a purposeful manner to interest the audience.	Communicates information in a straight-forward manner that generally holds the attention of the audience.	Communicates information in an ineffective manner that does little to sustain attention of the audience.	
Share impression of Canadian identity (5.2.1.1)	Shares insightful impression(s) of Canadian identity.	Shares thoughtful impression(s) of Canadian identity.	Shares simplistic impression(s) of Canadian identity.	Shares vague impression(s) of Canadian identity.	

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