

## Performance Assessment Task

### **The Great Depression: Changing Ways of Life**

You are a junior writer for a well-known financial magazine. Your editor has decided that the feature article in the upcoming issue will be about the economic meltdown of 2008. You have been assigned to assist the lead writer by providing the historical context about the last time an economic crisis of this magnitude occurred, namely the Great Depression of the 1930s.

As you write your part of the article, you will complete the following tasks.

#### **Explain impact of economy on ways of life**

- Provide background information about the Great Depression in Canada.
- Explain how the Great Depression affected ways of life in both urban and rural communities in Canada.

#### **Select photographs to make meaning**

- Select photographs that illustrate how the Great Depression affected life in urban and rural communities in Canada.
- Ensure you note the source of each photograph you use.
- Write captions to appropriately describe what the photograph is depicting.

Submit your part of the article and related photographs to the editor. Remember that the purpose of the article is to encourage the audience to pause and reflect. Consider how photographs and the effective use of language will work together to achieve this purpose.

## Rubric: The Great Depression: Changing Ways of Life

Student \_\_\_\_\_

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
<b>Explain impact of economy on ways of life</b> (5.3.4.2, 5.S.2.3)	Provides <b>comprehensive</b> information about the Great Depression.  Makes <b>insightful</b> connections between the economy and how ways of life were affected.	Provides <b>thorough</b> information about the Great Depression.  Makes <b>meaningful</b> connections between the economy and how ways of life were affected.	Provides <b> cursory</b> information about the Great Depression.  Makes <b>simplistic</b> connections between the economy and how ways of life were affected.	Provides <b>incomplete</b> information about the Great Depression.  Makes <b>irrelevant</b> connections between the economy and how ways of life were affected.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Select photographs to make meaning</b> (5.S.2.1, 5.S.7.4)	Selects photographs that provide <b>significant</b> support for the article and creates <b>perceptive</b> captions to clarify what the pictures are illustrating.	Selects photographs that provide <b>relevant</b> support for the article and creates <b>focused</b> captions to clarify what the pictures are illustrating.	Selects photographs that provide <b>predictable</b> support for the article and creates <b>basic</b> captions to clarify what the pictures are illustrating.	Selects photographs that are <b>unrelated</b> to the article and creates <b>trivial</b> captions that do little to clarify what the pictures are illustrating.	
<b>Communicate information</b> (5.S.8.1)	Communicates information in a <b>skillful</b> manner to <b>engage</b> the audience.	Communicates information in an <b>effective</b> manner to <b>interest</b> the audience.	Communicates information in a <b>straight-forward</b> manner that <b>generally holds</b> the attention of the audience.	Communicates information in an <b>ineffective</b> manner that <b>does little to sustain</b> attention of the audience.	

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