

## Performance Assessment 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.

## Rubric: Expanding a Nation

Student \_\_\_\_\_

Level Criteria	Excellent	Proficient	Adequate	Limited *	Insufficient / Blank *
<b>Explain 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>Develop and support 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 that does little to support position.	
<b>Communicate 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 to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the student improve.