**Social Studies 10 Canadian Identity Summative Assessment**

**Statement of Inquiry: *Perspective changes how we view identity***

**Key Concept: *Change***

**Related Concepts: *Identity, Perspective***

**Task:** In this summative assessment for our Canadian Identity unit you will take on the role of journalist and you will interview a Canadian immigrant or a First Nation’s individual to investigate what Canadian identity means to them. You will then take that interview and write an article or create a video news story for a Canadian newspaper or news channel that addresses an updated view of Canadian identity for the 21st century.

**Purpose:** The purpose of the assessment is to understand that Canada is a multicultural society with vastly different perspectives on what it means to be Canadian. You will be assessed on **Criterion C (Communicating) and Criterion D (Thinking Critically).**

**Process:** You will first need to find someone who was either born outside of Canada and has since moved here or someone of First Nations background whose family background has been here for generations.

Next, formulate a set of **at least 10 questions** that you will use to interview your subject. When interviewing immigrants, focus on the interviewee’s perception of Canada before immigrating and then compare how their view changed (if at all) after immigrating. Find out the push and pull factors were involved in immigrating to Canada. In addition, ask for the interviewee’s opinion on multiculturalism in Canada. If interviewing someone of First Nations descent, investigate what Canadian identity means to him/her and if s/he identities with that perception. Find out how his/her perception of Canadian identity has evolved over time as well as if they believe that multiculturalism works in Canada. *You are encouraged to investigate the interviewee’s experiences in Canada to support the idea of regional identity within Canada, as well.*

Finally, you will take the interview and create one of the product options outlined below.

**Product options:** The interview and article **can be in a film or written format**. The film should be no longer than 10 minutes. The entire video should not only be the interview. You should add anecdotal information, images and dialogue to compliment your interview.

Written submissionswill include a copy of the questions and answers from the interview along with the written article itself. The interview responses do not need to be recorded word for word, but can be summarized to highlight the main point of the response. The article should have at least one image that supports what is written in the text.

**Presentation:** In addition to the above, there will be an in-class **Gallery Walk** with printed articles and images that show your work. You are free to be as creative as you want. Photos, images, pertaining to the interviewee and Canadian identity are encouraged. Significant quotes from the interview can also be included to highlight the theme of your project. Some film submissions will also be played on this day.

**Criterion C: Communicating**

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| **Achievement****level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:* communicates information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose
* structures information and ideas according to the specified format in a **limited way**
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| 3-4 | The student:* communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose
* structures information and ideas in a way that is **somewhat** appropriate to the specified format
 |
| 5-6 | The student:* communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose
* structures information and ideas in a way that is **mostly** appropriate to the specified format
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| 7-8 | The student:* communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose
* structures information and ideas in a way that is **completely** appropriate to the specified format
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**Criterion D: Thinking Critically**

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| **Achievement****level** | **Level descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1-2 | The student:* **analyses** concepts, issues, models, visual representation and theories to a **limited extent**
* **summarizes** information to a **limited extent** to make arguments
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| 3-4 | The student:* **analyses** concepts, issues, models, visual representation and theories
* **summarizes** information to make arguments
 |
| 5-6 | The student:* **discusses** concepts, issues, models, visual representation and theories
* **synthesizes** information to make **valid** arguments
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| 7-8 | The student:* completes a **detailed discussion** of concepts, issues, models, visual representation and theories
* **synthesizes** information to make **valid, well-supported** arguments
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