

**Student Name:**

**Social Studies 20-2**

**Unit 1, Assignment 1.5.9**

**My Identity and Nation**

**/25**



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In this assignment you will:

- identify the factors that connect your unique identity to your nation,
- review an example 1.5.9 student response and the related marking rubric, and
- reflect on your writing through a self-assessment and explanation of your mark

Many factors have influenced the person you are today. Your parents, your community, your heritage, your customs and beliefs, your friends, your role models, your nationality, and your interests have all played a role to shape your unique identity. These factors often tie you to a larger group through **collective identities**, where you may share similar values and beliefs with others within a **nation** and/or in the same country.

### **TASK:**

**Step 1: Review and choose the main factors that influence your identity.**

Revisit course pages 1.3, 1.4, and 1.5, if needed.

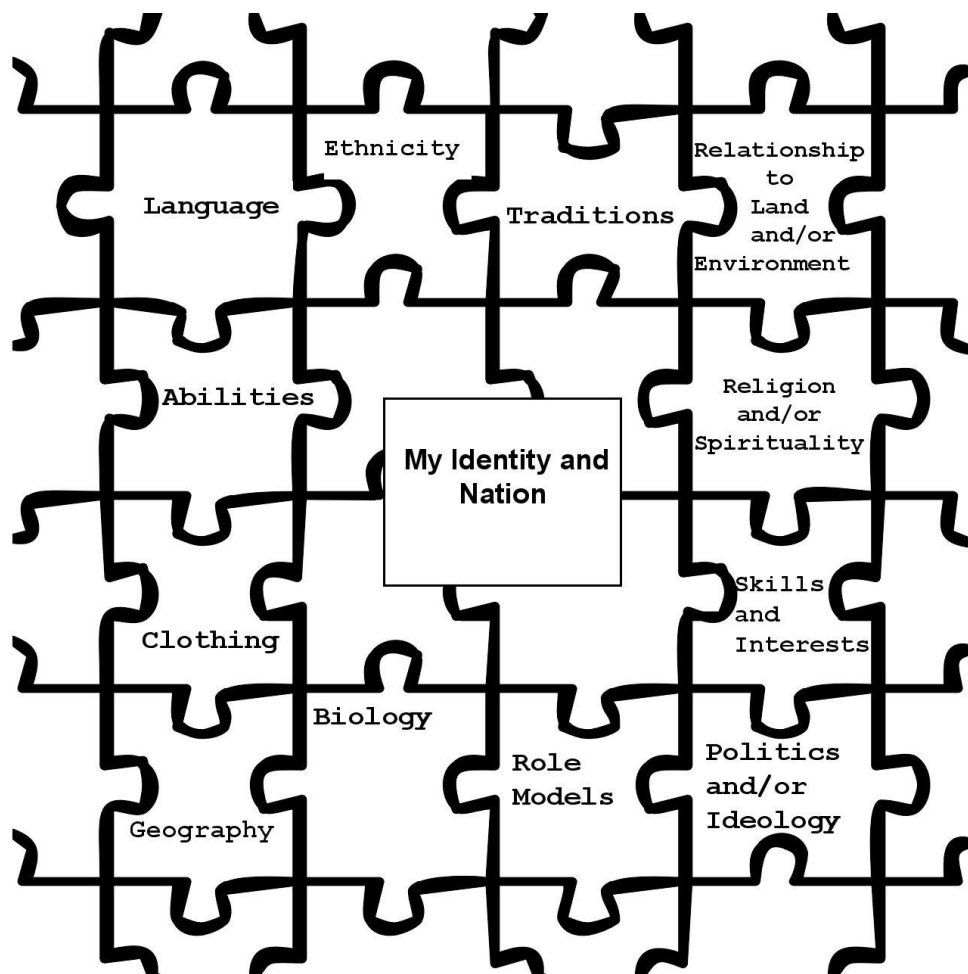
**Step 2: Plan your response using the chart provided.**

**Step 3: Write a response** that discusses the **factors** that influence your unique identity. You may also choose to submit this response as a verbal/audio recording file.

**Step 4: Review the 1.5.9 student example response and the comments and marks on the rubric that follows.**

**Step 5: Mark yourself on the Self-Assessment Rubric provided.**

**Step 6: Explain the reasons for your Self-Assessment mark.** Refer to your 1.5.9 response, and the guiding sections. You may also submit this step as a verbal/audio recording file.



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**/5 Step 2: Plan your response using the chart provided. An example has also been provided for you.**

Guiding Questions	Your Responses	<b>Kelly's Example Response</b>
What factors have you chosen that influence your identity? Choose <b>at least three</b> factors to discuss.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Skills and interests</li> <li>• Traditions</li> <li>• Role models</li> <li>• Abilities</li> </ul>
What examples should you include that demonstrate each factor's influence on your identity?		<p><i>I want to include:</i></p> <ul style="list-style-type: none"> <li>-travel/history and its impact on my perspective</li> <li>-where my parents came from/traditions</li> <li>-sports</li> </ul>

In point form, how (or in what ways) do these factors influence your identity?		<i>-Canadian and British/English identity</i> <i>-how history leads me to travel</i> <i>-sports for relaxing</i>
To which nation or nation-state do you feel a strong sense of belonging (a collective identity to your "nation")?		<i>I'm from Hanna, Alberta, which is a very small town. I would identify myself as belonging to the nation-state of Canada. Especially since my dad is an orphan (and my mom has a British background but isn't really invested in it with a group of British people) I don't believe I have a "nation" within Canada according to the definition.</i>

**/10 Step 3: Write a response in paragraph form (or submit as a verbal/audio recording)** that discusses the **factors** that influence your unique identity. *An example student response has been included for you in **Step 4**.*

**Your response here:**

**Step 4: Review the 1.5.9 student example response and the comments and marks on the rubric that follows.** You may also view a copy of the example and mark online on page 1.5.9 of your course.

### Student Example-1.5.9 Response

**10 Step 3: Write a response in paragraph form** that discusses the **areas** that influence your unique identity. An example response has been included for you in **Step 4**.

#### Kelly's response here:

My name is Kelly Smith and I live in Hanna, Alberta. My mother was born in Durham, England and my dad was born in Saskatchewan. His father was an orphan so we really don't know where that part of the family line goes to. I probably inherited the connection to my Canadian identity through my father because it was the only focus he had for his identity. My mother's English background makes me interested in British history. Most of the cultural traditions in our household are a mixture of British and our own inventions which makes for interesting contradictions sometimes. This mixture makes my Canadian identity clear to me because I see myself as Canadian before anything else (especially since Hanna is a small town). History is also passion for me which has led me to travel. I have travelled in Europe, Middle East, South America, and United States as well as around Canada. These experiences have left me with a true appreciation of the diversity of people and the background for cultural growth.

I enjoy sports especially baseball, hockey, and football. For leisure I like to golf as much as I can and get out into the mountains to fly fish.

#### Step 5: Mark yourself on the Self-Assessment Rubric provided.

Using the example in **Step 4** as a guide, use the marking rubric below to circle/highlight the areas where you see your 1.5.9 response, and then give yourself a mark out of 10.

1.5.9-Self-Assessment Rubric	Explanations and Support (6.4/8 marks)	Communication (1.2/2 marks)
<b>Proficient</b>	<ul style="list-style-type: none"> <li>Explanations are appropriate and purposeful revealing a clear understanding.</li> <li>Support is relevant and appropriate, but may contain some minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>The writing is clearly organized.</li> <li>Vocabulary is accurate and appropriate.</li> <li>The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</li> <li>The occurrence of error is infrequent.</li> </ul>
	<b>6.4</b>	<b>1.6</b>

Kelly's Self-Assessment

1.5.9 My Identity and Nation: 8 /10

**Step 6: Explain** the reasons for your mark on the Self-Assessment Rubric. Refer to examples from your written response, and the guiding sections below. Refer to the scoring criteria in **Step 5** if you need more information.

For **Explanations and Support**, I gave myself a 6.4 out of 8.

<p>The explanations of my identity, nation, and the areas that influence me are (choose 1):</p> <ul style="list-style-type: none"> <li>thorough/comprehensive/perceptive</li> <li><b>appropriate/purposeful/clear</b></li> <li>general/straightforward/acceptable</li> <li>overgeneralized/confused</li> <li>off-track/minimal</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p> <p><i>I think my explanation of how my identity connects to my nation (Canada) is appropriate and clear. I connected to my parents' backgrounds and cultures, and how my small town makes me feel more Canadian than a nation within Canada. I also included my travels and the impact it has had on me.</i></p>
<p>The supporting evidence and examples that I have chosen are (choose 1):</p> <ul style="list-style-type: none"> <li>specific and accurate</li> <li><b>relevant and appropriate/minor errors</b></li> <li>relevant but general/may be incomplete</li> <li>superficial/not always relevant</li> <li>incomplete/may contain errors</li> </ul>	<p>Explain your choice by including examples from your 1.5.1 My Identity and Nation response:</p> <p><i>I mentioned specific places I've gone to, and how diverse each place was. I know I could have explained our traditions in my house more, or what specifically about history I am interested in.</i></p>

For **Communication**, I gave myself a 1.6 out of 2.

<p>My writing organization is (choose 1):</p> <ul style="list-style-type: none"> <li>fluent/effectively organized</li> <li>clearly organized</li> <li><b>generally clear/functionally organized</b></li> <li>uneven/incomplete but somewhat organized</li> <li>unclear/disorganized</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p> <p><i>I do try and have a focus throughout my writing, but I noticed that my sports/interests section seems to come after my travels, history, and family.</i></p>
<p>My writing control is (choose 1):</p> <ul style="list-style-type: none"> <li>confident</li> <li><b>frequently effective</b></li> <li>basically control</li> <li>faltering in control</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p> <p><i>I think I have some short and long sentences, and overall my structure and how my writing</i></p>



<ul style="list-style-type: none"> <li>▪ lacking in control</li> </ul>	<i>is put together seems effective. I tried to take some risks in my focus and how I stated my ideas.</i>
<p>My vocabulary/errors are (choose 1):</p> <ul style="list-style-type: none"> <li>▪ precise/effective/errors are rare</li> <li>▪ <b>accurate/appropriate/infrequent errors</b></li> <li>▪ general/not specific/errors do not impact</li> <li>▪ imprecise/inappropriate/errors impact communication</li> <li>▪ ineffective/incorrect/prevent communication</li> </ul>	<p><i>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</i></p> <p><i>I don't see any glaring errors. I'm not sure about British versus English background though.</i></p>

Student- 1.5.9 My Identity and Nation Self-Assessment Mark:

8/10

**Step 5: Mark yourself on the Self-Assessment Rubric provided.**

Using the example in **Step 4** as a guide, use the marking rubric below to circle/highlight the factors where you see your 1.5.9 response, and then give yourself a total mark out of 10.

1.5.9-Self-Assessment Rubric	Explanations and Support ( /8 marks)	Communication ( /2 marks)
<b>Excellent E</b>	<ul style="list-style-type: none"> <li>▪ Explanations are thorough and comprehensive revealing a perceptive understanding.</li> <li>▪ Support is specific and accurate and errors, if present do not detract from the response.</li> </ul> <p style="text-align: center;"><b>8</b></p>	<ul style="list-style-type: none"> <li>▪ The writing is fluent and effectively organized.</li> <li>▪ Vocabulary is precise and effective.</li> <li>▪ The writing demonstrates confident control of sentence construction, grammar and mechanics.</li> <li>▪ The occurrence of error is rare.</li> </ul> <p style="text-align: center;"><b>2</b></p>
	<ul style="list-style-type: none"> <li>▪ Explanations are appropriate and purposeful revealing a clear understanding.</li> <li>▪ Support is relevant and appropriate, but may contain some minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The writing is clearly organized.</li> <li>▪ Vocabulary is accurate and appropriate.</li> <li>▪ The writing frequently demonstrates effective control of</li> </ul>

<b>Proficient Pf</b>		<p>sentence construction, grammar, and mechanics.</p> <ul style="list-style-type: none"> <li>▪ The occurrence of error is infrequent.</li> </ul> <p><b>1.6</b></p>
<b>Satisfactory S</b>	<p><b>6.4</b></p> <ul style="list-style-type: none"> <li>▪ Explanations are general and straightforward, revealing an acceptable understanding.</li> <li>▪ Support is relevant but general, may be incompletely developed, and/or contains minor errors.</li> </ul> <p><b>4.8</b></p>	<ul style="list-style-type: none"> <li>▪ The writing is generally clear and functionally organized.</li> <li>▪ Vocabulary is generally accurate, but not specific.</li> <li>▪ The writing demonstrates basic control of sentence construction, grammar, and mechanics.</li> <li>▪ Errors do not seriously interfere with communication.</li> </ul> <p><b>1.2</b></p>
<b>Limited L</b>	<ul style="list-style-type: none"> <li>▪ Explanations are overgeneralized and/or redundant revealing a confused, though discernible, understanding.</li> <li>▪ Support is superficial, may not always be relevant, and may contain significant errors</li> </ul> <p><b>3</b></p>	<ul style="list-style-type: none"> <li>▪ The writing is uneven and incomplete but is discernibly organized.</li> <li>▪ Vocabulary is imprecise and/or inappropriate.</li> <li>▪ The writing demonstrates a faltering control of sentence construction, grammar and mechanics.</li> <li>▪ Errors hinder communication.</li> </ul> <p><b>1</b></p>
<b>Poor P</b>	<ul style="list-style-type: none"> <li>▪ Explanations are tangential or minimal revealing a negligible understanding.</li> <li>▪ Support, if present, is incomplete, may be marginally relevant, and contains significant and /or frequent errors.</li> </ul> <p><b>1.6</b></p>	<ul style="list-style-type: none"> <li>▪ The writing is unclear and disorganized.</li> <li>▪ Vocabulary is ineffective and frequently incorrect.</li> <li>▪ A lack of control of sentence construction, grammar, and mechanics is demonstrated.</li> <li>▪ Errors impede communication</li> </ul> <p><b>.4</b></p>

<b>Insufficient INS</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> It is assigned to responses that are: -off-topic -do not contain a discernible attempt to address the task -or that are too brief to assess in any scoring category
	<b>1.5.9 My Identity and Nation Assignment: /10</b>

**Step 6: Explain** the reasons for your Self-Assessment mark. Refer to and include examples from your 1.5.9 response, as well as the guiding sections below. Refer to the scoring criteria in **Step 5** if you need more information.

**For Explanations and Support, I gave myself a \_\_\_\_ out of 8.**

<p>The explanations of my identity, nation, and the factors that influence me are (<i>choose 1</i>)</p> <ul style="list-style-type: none"> <li>▪ thorough/comprehensive/perceptive</li> <li>▪ appropriate/purposeful/clear</li> <li>▪ general/straightforward/acceptable</li> <li>▪ overgeneralized/confused</li> <li>▪ off-track/minimal</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p>
<p>The supporting evidence and examples I have chosen are (<i>choose 1</i>)</p> <ul style="list-style-type: none"> <li>▪ specific and accurate</li> <li>▪ relevant and appropriate/minor errors</li> <li>▪ relevant but general/may be incomplete</li> <li>▪ superficial/not always relevant</li> <li>▪ incomplete/may contain errors</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p>

**For Communication, I gave myself a \_\_\_\_ out of 2.**

<p>My writing organization is (<i>choose 1</i>):</p> <ul style="list-style-type: none"> <li>▪ fluent/effectively organized</li> <li>▪ clearly organized</li> <li>▪ generally clear/functionally organized</li> <li>▪ uneven/incomplete but somewhat organized</li> <li>▪ unclear/disorganized</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p>



<p>My writing control is (<i>choose 1</i>):</p> <ul style="list-style-type: none"> <li>▪ confident</li> <li>▪ frequently effective</li> <li>▪ basic in control</li> <li>▪ faltering in control</li> <li>▪ lacking in control</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p>
<p>My vocabulary/errors are (<i>choose 1</i>):</p> <ul style="list-style-type: none"> <li>▪ precise/effective/errors are rare</li> <li>▪ accurate/appropriate/infrequent errors</li> <li>▪ general/not specific/errors do not impact communication</li> <li>▪ imprecise/inappropriate/errors impact communication</li> <li>▪ ineffective/incorrect/hinder communication</li> </ul>	<p>Explain your choice by including examples from your 1.5.9 My Identity and Nation response:</p>

### Student- 1.5.9 My Identity and Nation Self-Assessment Mark:

/10

Your teacher will grade your response according to the following scoring criteria.

Scoring Criteria: 1.5.9 Response	Explanations and Support ( /8 marks)	Communication ( /2 marks)
<p><b>Excellent</b> <b>E</b></p>	<ul style="list-style-type: none"> <li>▪ Explanations are thorough and comprehensive revealing a perceptive understanding.</li> <li>▪ Support is specific and accurate and errors, if present do not detract from the response.</li> </ul> <p><b>8</b></p>	<ul style="list-style-type: none"> <li>▪ The writing is fluent and effectively organized.</li> <li>▪ Vocabulary is precise and effective.</li> <li>▪ The writing demonstrates confident control of sentence construction, grammar and mechanics.</li> <li>▪ The occurrence of error is rare.</li> </ul> <p><b>2</b></p>
	<ul style="list-style-type: none"> <li>▪ Explanations are appropriate and purposeful revealing a clear understanding.</li> <li>▪ Support is relevant and appropriate, but may contain some minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The writing is clearly organized.</li> <li>▪ Vocabulary is accurate and appropriate.</li> </ul>

<b>Proficient Pf</b>	<b>6.4</b>	<ul style="list-style-type: none"> <li>▪ The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics.</li> <li>▪ The occurrence of error is infrequent.</li> </ul> <b>1.6</b>
<b>Satisfactory S</b>	<ul style="list-style-type: none"> <li>▪ Explanations are general and straightforward, revealing an acceptable understanding.</li> <li>▪ Support is relevant but general, may be incompletely developed, and/or contains minor errors.</li> </ul> <b>4.8</b>	<ul style="list-style-type: none"> <li>▪ The writing is generally clear and functionally organized.</li> <li>▪ Vocabulary is generally accurate, but not specific.</li> <li>▪ The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.</li> </ul> <b>1.2</b>
<b>Limited L</b>	<ul style="list-style-type: none"> <li>▪ Explanations are overgeneralized and/or redundant revealing a confused, though discernible, understanding.</li> <li>▪ Support is superficial, may not always be relevant, and may contain significant errors</li> </ul> <b>3</b>	<ul style="list-style-type: none"> <li>▪ The writing is uneven and incomplete but is discernibly organized.</li> <li>▪ Vocabulary is imprecise and/or inappropriate.</li> <li>▪ The writing demonstrates a faltering control of sentence construction, grammar and mechanics.</li> <li>▪ Errors hinder communication.</li> </ul> <b>1</b>
<b>Poor P</b>	<ul style="list-style-type: none"> <li>▪ Explanations are tangential or minimal revealing a negligible understanding.</li> <li>▪ Support, if present, is incomplete, may be marginally relevant, and contains significant and /or frequent errors.</li> </ul> <b>1.6</b>	<ul style="list-style-type: none"> <li>▪ The writing is unclear and disorganized.</li> <li>▪ Vocabulary is ineffective and frequently incorrect.</li> <li>▪ A lack of control of sentence construction, grammar, and mechanics is demonstrated.</li> <li>▪ Errors impede communication</li> </ul> <b>.4</b>

<b>Insufficient INS</b>	Insufficient is a special category. <b>It is not an indicator of quality.</b> It is assigned to responses that are: -off-topic -do not contain a discernible attempt to address the task -or that are too brief to assess in any scoring category
<b>Teacher Comments</b>	
<b>Teacher Assessment</b>	<b><i>1.5.9 My Identity and Nation Assignment: /10</i></b>

<b>Grade Received</b>	
Planning Chart	<b>/5</b>
Student self-assessment for 1.5.9 Response	<b>/10</b>
Teacher assessment for 1.5.9 Response	<b>/10</b>
<b>1.5.9 My Identity and Nation Response</b>	<b>Total: /25</b>

### Social 20-2 Outcomes

- Evaluate personal assumptions and opinions.
- Communicate effectively.
- Explore a range of expressions of nationalism.
- Appreciate why people seek to promote their identity through nationalism.