

Social Studies 20-2 – Unit 5 – **Assignment 5.3.5** – Perspectives on National Identity

Student Name:

Hopefully you are now aware, Canada's national identity continues to evolve and involves many groups of people. Canada's national identity has been impacted by the original Indigenous peoples, and through settlement, sovereignty, and immigration, Canada's national identity has changed over time. In this assignment, you will choose one group to research and show their challenges, goals, and development in their integration into Canada's national identity.

Step 1: Choose ONE group from the following list, and plan your research using the chart in Step 2. Pages in Understanding Nationalism have been provided as a starting point for your research, but you are expected to go to outside sources to complete your research.

- **Francophone/Quebecois (pages 299 to 301)**
- **Chinese immigration (pages 302 to 303)**
- **European immigration (pages 299, 302 to 305)**
- **First Nations/Metis (pages 302, 306 to 308)**

Step 2: Complete the research chart below for your chosen group. Remember to copy/paste your URLs for your maps, graphs, or pictures as part of the research process.

My chosen group:		Insert any images, graphs, charts, maps or other media to support your research.
When (what years) did your group start experiencing growth in Canada?		

What population growth (in numbers or percent) has your group experienced? What were some major causes of this growth?		
In which area(s) of Canada did your chosen group initially settle? In which areas are they now predominantly located?		
What policies/government initiatives affected your chosen group (and in what ways were they affected)?		
What are some challenges that impacted your chosen group in Canada? How have the challenges been addressed?		
How does your chosen group perceive its identity in Canada today? What goals do they have for the future as part of Canada's Identity?		

Sources list and cited properly:

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Step 3: Write a summary based on the information you organized in the research chart. Discuss how/why government initiatives or policies impacted your group's identity as part of Canada, the ways in which your group's actions or views reveal their perception of how they fit into the Canadian identity and apply the Social Studies terms: collective identity and national identity.

Your response here:

Scoring Criteria for Research	Explanations and Support (20 marks)	Communication (5 marks)

Chart and Summary		
Excellent E	<ul style="list-style-type: none"> Explanations are thorough and comprehensive revealing a perceptive understanding. Support is specific and accurate and errors, if present, do not detract from the response. <p>18-20</p>	<ul style="list-style-type: none"> The presentation is fluent and effectively organized. Vocabulary is precise and effective. The presentation demonstrates confident control of sentence construction, grammar, and mechanics. The occurrence of error is rare <p>5</p>
Proficient Pf	<ul style="list-style-type: none"> Explanations are appropriate and purposeful revealing a clear understanding. Support is relevant and appropriate, but may contain some minor errors. <p>15-17</p>	<ul style="list-style-type: none"> The presentation is clearly organized. Vocabulary is accurate and appropriate. The presentation frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of error is infrequent. <p>4</p>
Satisfactory S	<ul style="list-style-type: none"> Explanations are general and straightforward revealing an acceptable understanding. Support is relevant but general. may be incompletely developed, and/or contains errors. <p>12-14</p>	<ul style="list-style-type: none"> The presentation is generally clear and functionally organized. Vocabulary is generally accurate but not specific. The presentation demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. <p>3</p>
	<ul style="list-style-type: none"> Explanations are over-generalized and/or redundant 	<ul style="list-style-type: none"> The presentation is uneven and incomplete but is discernibly organized.

Limited L	<p>revealing a confused, though discernible, understanding.</p> <ul style="list-style-type: none"> Support is superficial, may not always be relevant and may contain significant errors. <p>9-11</p>	<ul style="list-style-type: none"> Vocabulary is imprecise and/or inappropriate. The presentation demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication. <p>2</p>
Poor P	<ul style="list-style-type: none"> Explanations are tangential or minimal revealing a, negligible, understanding. Support, if present, is incomplete, may be marginally relevant, and contains significant and/or frequent errors. <p>6-8</p>	<ul style="list-style-type: none"> The presentation is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication. <p>1</p>
Insufficient INS	<p>Insufficient is a special category. It is not an indicator of quality. 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.</p>	<p>The attempt will be sent back to the student for a redo.</p>

5.3.5 Assignment Grade	Total: /25	Percentage:
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Teacher comments:

Teacher/Date:

Social Studies 20-2 Outcomes:

- Use a variety of sources to present informed positions on issues
- Assess the authority, reliability and validity of electronically accessed information
- Select relevant information when conducting research
- Cite sources correctly to respect the ownership and integrity of information
- Communicate effectively
- Demonstrate discriminatory selection of electronically-accessed information
- Select relevant information when conducting research
- Plan and perform searches using digital sources
- Analyze connections among patterns of historical change by identifying cause and effect relationships