Unit 8 Name:

Date:

8-3: Confederation and the Canadian Identity

**Inquiry**

Identity is who someone is. What has made Canadians who they are?

Choose one of the following to examine this question.

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| **Plan a Canada Day celebration for your community. This will include a re-enactment of Signing the British North America Act.**  Criteria  Your Canada Day celebration must contain:   * A description of the costumes worn. * speeches from Sir John A. MacDonald, Sir George Etienne Cartier, and one other significant character. Show how these individuals contributed to Confederation. * a speech from an aboriginal character who was not involved in Confederation telling why he or she was excluded from negotiations * a skit that shows how Canada became bilingual (English and French). * a song that discusses the progress of the CPR and how it is affecting Canada’s development * an advertisement of Sir Sanford Fleming’s new idea of time zones. * fireworks that have a significant meaning for Confederation or the railroad. Explain what you have chosen and why these fireworks are significant. * Other? |

**Or**

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| **Construct a page for an imaginary newspaper from 1878.  The focus of your articles will be the effects of Confederation and building the CPR.**  Criteria  Your front page must contain:    * a main article about John A. Macdonald and George Etienne Cartier and how they contributed as partners of Confederation * a second article about the circumstances surrounding Confederation and how this led to Canada becoming bilingual (English and French). * a third article about the progress of the CPR (Canadian Pacific Railway) and how it is affecting Canada * a sidebar or advertisement introducing Sir Sanford Fleming’s new idea of time zones. * letters to the editor showing the effects of Confederation from multiple perspectives. Include an Aboriginal perspective. * two images |

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| Canadian Identity Rubric |

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| Criteria | Excellent  5 | | Proficient  4 | Satisfactory  3 | Limited  2 |
| **MacDonald and Cartier /5** | * I had *insightful* ideas about how MacDonald and Cartier helped build a national identity. * I used *precise* details to demonstrate *comprehensive* knowledge of the issue. | | * I had *thoughtful* ideas about how MacDonald and Cartier helped build a national identity. * I used *logical* details to demonstrate *reasonable* knowledge of the issue. | * I had *appropriate* ideas about how MacDonald and Cartier helped build a national identity. * I used *general* details to demonstrate *basic* knowledge of the issue. | * I had *underdeveloped* ideas about how MacDonald and Cartier helped build a national identity. * I used *vague* details to demonstrate *limited* knowledge of the issue. |
| **Bilingualism in Canada**  **/5** | * I had *insightful* ideas about how bilingualism developed in Canada. * I used *precise* details to demonstrate *comprehensive* knowledge of the issue. | | * I had *thoughtful* ideas about how bilingualism developed in Canada. * I used *logical* details to demonstrate *reasonable* knowledge of the issue. | * I had *appropriate* ideas about how bilingualism developed in Canada. * I used *general* details to demonstrate *basic* knowledge of the issue. | * I had *underdeveloped* ideas about how bilingualism developed in Canada. * I used *vague* details to demonstrate *limited* knowledge of the issue. |
| **CPR**  **/5** | * I had *insightful* ideas about how the railway helped build a national identity. * I used *precise* details to demonstrate *comprehensive* knowledge of the issue. | | * I had *thoughtful* ideas about how the railway helped build a national identity. * I used *logical* details to demonstrate *reasonable* knowledge of the issue. | * I had *appropriate* ideas about how the railway helped build a national identity. * I used *general* details to demonstrate *basic* knowledge of the issue. | * I had *underdeveloped* ideas about how the railway helped build a national identity. * I used *vague* details to demonstrate *limited* knowledge of the issue. |
| **The Effects of Confederation**  **/5** | * I had *insightful* ideas about how people such as aboriginals were affected by Confederation and the railway. * I used *precise* details to demonstrate *comprehensive* knowledge of the issue. | | * I had *thoughtful* ideas about how people such as aboriginals were affected by Confederation and the railway. * I used *logical* details to demonstrate *reasonable* knowledge of the issue. | * I had *appropriate* ideas about how people such as aboriginals were affected by Confederation and the railway. * I used *general* details to demonstrate *basic* knowledge of the issue. | * I had *underdeveloped* ideas about how how people such as aboriginals were affected by Confederation and the railway. * I used *vague* details to demonstrate *limited* knowledge of the issue. |
| **Presentation /5** | * I communicated *capably* with *no* errors*.* | | * I communicated *logically* with *few* errors. | * I communicated *clearly* with *some* errors. | * I communicated un*clearly* using *many* errors. |
| **Insufficient** | Your attempt to respond is *insufficient*. **Contact your teacher** to discuss suggestions for improvement. | | | | |
| **Total: /25** | | | | | |
| **Assessment** | | **Areas of Strength:** | | | |
| **Target for Improvement:** | | | |

Template

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| Confederation and the Canadian Identity |
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Total: /25 marks

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Name your file in this format: jsmithss5\_8-3-Canadian-identity and save your file to your Notebook Folder.