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| Analyzing Policies - Historical Globalization Social Studies 10The Canadian Centre for Indigenous Globalization Studies is creating a bank of student-friendly presentations about historical globalization. You have been commissioned to create a sample presentation on a policy or practice of historical globalization and the contemporary effects in Canada. Your presentation should include:* Overview of a policy or practice of historical globalization
* Whether actions should be taken as a result of this policy or practice
* Whether the actions taken have been effective, or what an effective response would be.

Your presentation should be based on a variety of sources (written, visual, and/or oral) and should reflect that variety as well. It should also, of course, be engaging for the audience as well as informative. In doing so, you should probably consider using an electronic format such as a video, SMART notebook file, or electronic presentation (prezi, sliderocket, etc.). A list of possible policy/practices to use…* Indian Act
* Gradual Civilization Act
* Inuit relocation schemes
* Inuit numbering system (discs)
* Loss of indigenous languages
* Treaty negotiations
* Reserve system
* Status/non-status
* Banning of potlatch
* Numbered Treaties
* Land Claims
* Etc.
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| SOCIAL STUDIES RUBRICLegacies of Historical Globalization |

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|  **Level****Criteria**  | **4****Excellent** | **3****Proficient** | **2****Adequate** | **1****Limited** \* | **Insufficient / Blank \*** |
| **Overview and Examination**  **(10.2.10** examine imperialist policies and practices that affected Indigenous peoples**)** | The overview and examination are **compelling and comprehensive.** | The overview and examination are **convincing and relevant.** | The overview and examination are **believable and generally accurate.** | The overview and examination are **undeveloped and has weak support.** | No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task. |
| **Position Taken** (**10.s.2.7** develop a reasoned position that is informed by historical and contemporary evidence) | The position taken is **astute** and **thoroughly** informed by historical and contemporary evidence. | The position taken is **logical** and **largely** informed by historical and contemporary evidence. | The position taken is **plausible** and **somewhat** informed by historical and contemporary evidence. | The position taken is **questionable** and **minimally** informed by historical and contemporary evidence. |
| **Conclusions Reached** **(10.2.12** evaluate various attempts to address consequences of imperialist policies and practices onIndigenous peoples in Canada and other locations**)** | Evaluation of efforts is **precise and insightful**. | Evaluation of efforts is **correct and convincing**. | Evaluation of efforts is **predictable and general**. | Evaluation of efforts is **superficial, questionable, or incorrect**. |
| **Variety of Sources** (**10.s.8.5** use a variety of oral, written and visual sources to present informed positions on issues) | There is a **wide variety** of sources chosen, and the sources chosen reflect a **high degree of relevancy**. | There is a **reasonable variety** of sources chosen, and the sources chosen reflect a **good degree of relevancy**. | There is **some variety** of sources chosen, and the sources chosen are **mostly relevant**. | There is a **narrow variety** of sources chosen, and the sources chosen reflect a **low degree of relevancy**. |
| **Presentation** **(10.s.8.1** communicate effectively to express a point of view in a variety of situations**)** | Presentation is **purposeful and vivid.** | Presentation is **competent and effective.** | Presentation is **appropriate but simplistic.** | Presentation is **inappropriate, or ineffective.** |

**\*** When work is judged to be limited or insufficient, the teacher makes decisions about appropriate intervention to help the

 student improve.