Confederation Project

* This project will be done individually
* You will be given **ONE** colony in Canada that will then join confederation (Canada East, Canada West, Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island and British Columbia).
* Use this website:

<https://www.collectionscanada.gc.ca/confederation/kids/023002-2000-e.html>

<http://www.thecanadianencyclopedia.ca/en/article/confederation/>

**Individual Research:**

You will individually research the following:

**Explain key factors for and against Confederation**

* Based on the colony you were assigned, research reasons for and against Confederation. Consider the following factors when gathering information, keeping in mind that not allfactors may apply to your selected colony (province).
* This is done on the note sheet we give you, you will fill in your own colony’s information (to be shared with small groups later)
* geography (cities, landforms)
* demographics (culture, population)
* First Nations groups in the area
* economic needs

**Visual Presentation (just to demonstrate your understanding, not in front of the class):**

**Develop and support position**

* Include the 5W’s of the colony actually joining Confederation
* Pros and cons for your colony joining Canada.
* When did the colony join Canada?
* What reasons led to them joining?
* Who played a part in deciding to join?
* Based on your findings, develop a position for or against Confederation, with supporting evidence. “We should join because….”
* Then you must communicate WHY or WHY NOT your colony should choose to join confederation. BE CLEAR! You can decide not to join!
* This can be done through a prezi, powerpoint, brochure, poster etc.
* This will be handed in to your teacher

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Outcomes** | **1** | **2** | **3** | **4** |
| **Explains key factors for and/or against Confederation**  *-Constructs meaning and makes connections through speaking*  *- Demonstrates knowledge and understanding of citizenship and identity* | Provides **insufficient** information about key factors *for* Confederation  and/or  Provides **insufficient** information about key factors *against* Confederation. | Provides **superficial** information about key factors *for* Confederation  and/or  Provides **superficial** information about key factors *against* Confederation. | Provides **well-developed** information about key factors *for* Confederation  and/or  Provides **well-developed** information about key factors *agains*t Confederation. | Provides **thorough** information about key factors *for* Confederation  and/or  Provides **thorough** information about key factors *against* Confederation. |
| **Develops and supports position**  *- Communicates ideas in an informed and persuasive manner* | Develops a position and uses evidence in an **insufficient** manner that does little to support position through a visual. | Develops a position and uses evidence in a **simplistic** manner that does little to support position through a visual. | Develops a position and uses evidence in an **in-depth** manner to support position through a visual. | Develops a position and uses evidence in a **credible** manner to support position through a visual. |
| **Critical Thinking and Research**  *- Manages and evaluates information and ideas*  *- Demonstrates skills and processes for inquiry and research* | Project presents research that is **insufficient** and/or unreliable. Little effort was put into research. | Project presents research that is somewhat reliable, demonstrating a **basic** knowledge and understanding of the topic. | Project presents research that is usually reliable, demonstrating a **well-developed** knowledge and understanding on colony joining confederation. | Project presents research that is thorough and reliable, demonstrating a **broad** knowledge and understanding of the topic. |
| **Communication and organization**  *- Expresses ideas and creates understanding through a variety of media* | An ineffective format has been used in making communication unsuccessful. Information is difficult to follow due to randomness and disorganization. | A simple format has been used to communicate information. Presentation can only be followed some of the time due to disorganization. | A basic format has been used to communicate information. Presentation can be followed but there are some minor organization errors. | An effective format has been used to creatively communicate information and presentation is easy to follow and understand. |
| **Note sheet**  *-Constructs meaning and makes connections through listening* | Student has an **insufficient** amount of information for all colonies presented. | Student has a **simplistic** amount of information for each colony presented. | Student has an adequate amount of information for each colony presented. | Student has a thorough amount of information for each colony presented. |