

Instructional Supports for All Students: High School Social Studies
Social Studies 20-4 Formative Assessment Summary

Related Issue 1: Should nation be the foundation of identity?

Suggested Activity from What Makes Canada “Canada”?	Formative Assessment	Sample Tool
Describing Nationalism	<p>Describe Nationalism as an Internalized Feeling Engage students in a <i>self-reflection</i> about the strengths and weaknesses in their description of how each video represents an internalized feeling of Canadian nationalism. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Will the information I gathered be useful in helping me reach and support a position? • If not, what do I need to do to make the information useful? 	<p>Describing Nationalism as an Internalized Feeling: Student Self-reflection Tool</p>
Media Carries the Message	<p>Analyze Media Messages Involve students in <i>peer coaching</i> so they can provide and receive feedback about the comprehensiveness of their analysis of the media messages. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Is a specific perspective clear (evident) in the video? • How well have I identified: <ul style="list-style-type: none"> – how the perspective might have influenced the message? – how the context of the video might have influenced the message? 	N/A

Suggested Activity from What Makes Canada “Canada”?	Formative Assessment	Sample Tool
In My Opinion ...	<p>Support Recommendations Involve students in <i>peer coaching</i> so they can provide and receive feedback about the persuasiveness of the support they used in making their recommendations. Use the feedback prompts below to guide students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Is the support I provided: <ul style="list-style-type: none"> – focused on the topic? – supportive of my recommendation? – convincing? – specific? 	N/A
Suggested Activity from Contending Nationalist Loyalties	Formative Assessment	Sample Tool
When Loyalties Are in Conflict	<p>Describe Contending Nationalist Loyalties Involve students in <i>peer coaching</i> so they can provide and receive feedback about the perceptiveness of their descriptions of contending nationalist loyalties in Canada. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I described the contending nationalist loyalties from the perspective of each group? • Have I explained the reasons why each group holds a specific nationalist view? 	N/A
To Reconcile – Or Not?	<p>State and Support Position Engage students in a <i>self-reflection</i> about the persuasiveness of the arguments they used to support their position. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Is my evidence focused on the topic? • Did I provide enough evidence? • Did I provide convincing evidence? 	State and Support Position: Student Self-reflection Tool

Related Issue 2: Should nations pursue the national interest?

Suggested Activity from Ultrationalism: Nationalism Gone Too Far?	Formative Assessment	Sample Tool
Making Sense of the Second World War: Identifying Key Actions	<p>Summarize Key Actions Involve students in <i>peer coaching</i> to provide and receive feedback about the pertinence of the information they provided in their summary of the key actions of their selected nation–state during the Second World War. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I focused on the big ideas? • Did I provide accurate information? • Did I provide enough information? • Is the information I gathered on-topic? 	Summarize Key Actions: Peer Coaching Tool
Historical Context: More than a Summary	<p>Describe Historical Context Involve students in <i>peer coaching</i> so they can provide and receive feedback about the comprehensiveness of their descriptions of the historical context. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>How well have I explained the:</p> <ul style="list-style-type: none"> • political reasons for my selected nation–state’s involvement in the Second World War? • social reasons for my selected nation–state’s involvement in the Second World War? • economic reasons for my selected nation–state’s involvement in the Second World War? <p>How well have I described the effects that:</p> <ul style="list-style-type: none"> • political factors had on my nation–state? • social factors had on my nation–state? • economic factors had on my nation–state? 	Describe Historical Context: Peer Coaching Tool

Suggested Activity from Ultrationalism: Nationalism Gone Too Far?	Formative Assessment	Sample Tool
<p>Crossing the Line to Ultrationalism?</p>	<p>State and Support Position Engage students in a <i>self-reflection</i> about the quality of arguments and evidence they provided for supporting a position on whether the actions of the nation–state were nationalistic or ultrationalistic. Use the feedback prompts below to guide students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • How well have I stated and supported my position? Have I ... <ul style="list-style-type: none"> – stated my position clearly so the audience knows where I stand on the issue? – provided specific reasons that explain why I believe the nation–state was acting nationalistically or ultrationalistically? – provided evidence that supports my reasons? – provided reasons and evidence that are convincing? 	<p>State and Support Position: Student Self-reflection Tool</p>
<p>Communicating for Maximum Impact</p>	<p>Communicate Information Involve students in <i>peer coaching</i> to provide and receive feedback on how effectively they have communicated their ideas. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts for Magazine Article:</p> <ul style="list-style-type: none"> • Do I use appropriate tone and language for a magazine article? • Do I share the information in a concise manner? • Does my writing interest the audience? <p>Feedback Prompts for Images and Captions:</p> <ul style="list-style-type: none"> • Do my images and captions relate to the experiences of the selected nation–state? • Do my images and captions connect to the background information provided in my article? • Do my images show how people’s lives were affected? 	<p>Communicate Information: Peer Coaching Tool</p>

Suggested Activity from Lessons from the Past	Formative Assessment	Sample Tool
Remembering the Unthinkable	<p>Describe Historical Context</p> <p>Involve students in <i>peer coaching</i> so they can provide and receive feedback about the comprehensiveness of the information they provided as they described the historical context of why historic sites from the Holocaust were established and should be maintained. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Did I provide enough information to help the reader understand the enormous impact of the Holocaust? • Did I describe the impact of the Holocaust on the victims? • Did I describe the long-term impact of the Holocaust on our global consciousness? 	<p>Describe Historical Context: Peer Coaching Tool</p>
What Will It Take to Remember?	<p>Support Position</p> <p>Engage students in a <i>self-reflection</i> about the quality of support they provided for describing the importance of maintaining historic sites related to the Holocaust. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I provided specific reasons that explain why maintaining historic sites such as Auschwitz is important? • Do my reasons and evidence support the position? • Are my reasons and evidence convincing? 	<p>Support Position: Student Self-reflection</p>

Suggested Activity from Nationalism and Self-determination	Formative Assessment	Sample Tool(s)
<p>A Question of Sovereignty</p>	<p>Describe Federalist Perspective and Describe Sovereignist Perspective Engage students in <i>self-reflections</i> to examine the pertinence of their descriptions of the two distinct perspectives. Use the feedback prompts below to provide structure in guiding students through these formative assessment opportunities.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Did I ... <ul style="list-style-type: none"> – focus the description by providing details and information about the federalist perspective? – include a description of reasonable advantages of separation from the federalist perspective? – include a description of reasonable disadvantages of separation from the federalist perspective? – consider how this specific perspective will determine whether something is seen as an advantage or a disadvantage? • Did I ... <ul style="list-style-type: none"> – focus the description by providing details and information about the sovereignist perspective? – include a description of reasonable advantages of separation from the sovereignist perspective? – include a description of reasonable disadvantages of separation from the sovereignist perspective? – consider how this specific perspective will determine whether something is seen as an advantage or a disadvantage? 	<p>Describe Federalist Perspective: Student Self-reflection Tool Describe Sovereignist Perspective: Student Self-reflection Tool</p>
<p>Seeking Self-determination</p>	<p>State and Support Position Involve students in <i>peer coaching</i> to provide and receive feedback about the quality of the reasons and evidence they provided to support their position. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>In supporting my position, did I ...</p> <ul style="list-style-type: none"> • provide enough evidence? Have I provided enough evidence so that anyone reading my work will understand why I arrived at my position? • provide convincing reasons and evidence? Do my reasons and evidence provide specific and useful support to make my position convincing? 	<p>State and Support Position: Peer Coaching Tool</p>

Related Issue 3: Should internationalism be pursued?

Suggested Activity from Committing to Internationalism	Formative Assessment	Sample Tool
<p>Why Become Involved in Internationalism?</p>	<p>Explain Motives for Internationalism Involve students in <i>peer coaching</i> to provide and receive feedback about the significance of the motives and examples of why countries would want to be involved in international affairs. Ask students to explain how they know what parts have been well done and what needs further attention. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Did I provide enough information to help the reader understand motives for internationalism? • Did I provide information that is correct and focused on the topic? • Are my examples specifically connected to the particular motive? 	<p>N/A</p>
<p>Exploring the Connections: Foreign Policy and Internationalism</p>	<p>Describe How Foreign Policy Could Support Internationalism Involve students in <i>peer coaching</i> to provide and receive feedback about the comprehensiveness of their description of how internationalism can be supported by foreign policy. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>Is the information I provided focused? Did I ...</p> <ul style="list-style-type: none"> • provide a specific example of international involvement in <i>peacekeeping</i>? • relate the example to the country’s foreign policy goals? • provide a specific example of international involvement in <i>foreign aid</i>? • relate the example to the country’s foreign policy goals? 	<p>Describe How Foreign Policy Could Support Internationalism: Peer Coaching Tool</p>

Suggested Activity from Committing to Internationalism	Formative Assessment	Sample Tool
Getting Your Message Across	<p>Communicate Information Engage students in a <i>self-reflection</i> about the effectiveness of their communication. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <p>Did I persuade my audience by ...</p> <ul style="list-style-type: none"> • using language skillfully? • providing concise and relevant information? <p>Did I engage my audience by ...</p> <ul style="list-style-type: none"> • balancing text and visuals? • using visuals that support my message? 	<p>N/A</p>
Suggested Activity from Promoting Internationalism	Formative Assessment	Sample Tool
Research to Make a Decision	<p>Gather Information Engage students in a <i>self-reflective peer coaching opportunity</i> about the pertinence of the information they gathered about the organizations. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts for Self-reflection:</p> <ul style="list-style-type: none"> • Is my information on topic? • Did I provide <i>accurate</i> information? • Did I provide <i>enough</i> information? • Did I provide <i>concise</i> information? <p>Feedback Prompts for Peer Coaching:</p> <ul style="list-style-type: none"> • I think that you might not need the information about ... • I think that you might need more information about ... • Here are some questions I have: 	<p>Gather Information: Self-reflective Peer Coaching Tool</p>

Suggested Activity from Promoting Internationalism	Formative Assessment	Sample Tool
Justifying a Decision	<p>Defend Choice Involve students in <i>peer coaching</i> to provide and receive feedback about the persuasiveness of their justifications regarding which organization most effectively promotes internationalism for its members. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Did I select a single organization as most effective in promoting internationalism for its members? • Did I explain why my selected organization was most effective by providing specific examples of actions taken by the organization? • Did I explain why the other choices are not as effective? • Did I choose a format for my explanation that best illustrates the reasons for my choice? 	N/A
Suggested Activity from Pursuing Internationalism: At What Cost?	Formative Assessment	Sample Tool
Effects Felt Around the World	<p>Determine Impact of Internationalism Engage students in <i>peer coaching</i> to provide and receive feedback about their descriptions of advantages and disadvantages to Canada of pursuing internationalism. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • To what extent have I clearly explained the ... <ul style="list-style-type: none"> – advantages of internationalism? – disadvantages of internationalism? – short-term consequences of internationalism? – long-term consequences of internationalism? 	Determine Impact of Internationalism: Peer Coaching Tool

Suggested Activity from Pursuing Internationalism: At What Cost?	Formative Assessment	Sample Tool
<p>Canada's Pursuit of Internationalism</p>	<p>State and Support Position Involve students in <i>peer coaching</i> to provide and receive feedback about the persuasiveness of their justifications of whether or not Canada should pursue internationalism through a set commitment of funds. Consider pairing students who chose opposing sides of the issue to provide coaching to each other. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I provided specific reasons to support my position? • Are my reasons convincing? • Are my reasons focused on the topic? • Have I provided specific examples to illustrate my reasons? 	<p>N/A</p>

Related Issue 4: Should individuals and groups in Canada embrace a national identity?

Suggested Activity from Exploring the Person Behind the Name	Formative Assessment	Sample Tool
<p>Exploring a Controversial Historical Figure</p>	<p>Describe Multiple Perspectives Ask students to engage in a <i>self-reflection</i> on the comprehensiveness of their explanation of the varied perspectives. Encourage students to consider the feedback prompts and highlight where they have addressed the prompts in their response.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I identified more than one perspective about whether or not this person should be honoured? • Have I explained the reasons that some groups would: <ul style="list-style-type: none"> – agree with having this person's name on a public place? – oppose having this person's name on a public place? 	<p>N/A</p>

Suggested Activity from Exploring the Person Behind the Name	Formative Assessment	Sample Tool
<p>Pursuing National Unity</p>	<p>Identify Opportunities and Challenges to Promoting National Unity Engage students in <i>peer coaching</i> to provide and receive feedback on the perceptiveness of their identification of the opportunities and challenges to promoting national unity. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I identified an opportunity for promoting national unity? • Have I provided reasons and examples that explain why it is an opportunity rather than a challenge? • Have I identified a challenge to promoting national unity? • Have I provided reasons and examples that explain why it is a challenge rather than an opportunity? <p>State and Support a Position Engage students in a <i>self-reflection</i> about the quality of support they provided for their position on the renaming of public places based on modern understandings. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I stated a position, rather than simply restating information? • Have I provided specific reasons and examples (evidence)? • Do my reasons and examples (evidence) support my position? • Are my reasons convincing? • Are my examples specific and relevant? 	<p>Identify Opportunities and Challenges to Promoting National Unity: Peer Coaching Tool</p>
Suggested Activity from Visions of Canada’s Past, Present and Future	Formative Assessment	Sample Tool
<p>Examining Varied Visions of Canada</p>	<p>Explain Historical Perspectives Involve students in <i>peer coaching</i> to provide and receive feedback about the pertinence of the information they provided and the perceptiveness of their explanation of the changing visions of Canada as a nation. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts: How well have I described visions of Canada from the perspective of:</p> <ul style="list-style-type: none"> • the Fathers of Confederation? • government officials who developed the First Nations treaties and the <i>Indian Act</i>? • First Nations, Métis and Inuit peoples in pursuit of self-governance? • Pierre Trudeau? 	<p>Explain Historical Perspectives: Peer Coaching Tool</p>

Suggested Activity from Visions of Canada's Past, Present and Future	Formative Assessment	Sample Tool
My Future Canada	<p>Describe a Future Vision of National Identity Ask students to engage in a <i>self-reflection</i> on the quality of their explanation for the future vision of national identity. Encourage students to consider the feedback prompts and highlight where they have addressed the prompts in their response.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Have I considered Canada's role as a global leader in my future Canada? • Have I respected the role of First Nations, Métis and Inuit peoples and considered self-governance in my future Canada? • Have I considered how Canada will be structured as a nation in my future Canada? Will it be part of one North American nation with the United States and Mexico or part of a group of provincial/territorial nations? • Have I clearly explained why my vision would reflect an ideal Canada? 	N/A
Sharing Your Vision	<p>Communicate Information Involve students in <i>peer coaching</i> to provide and receive feedback on how effectively they have communicated their ideas. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.</p> <p>Feedback Prompts:</p> <ul style="list-style-type: none"> • Is my information logically organized? • Are my tone and language appropriate for my audience? • Do I use specific words and phrases to make my writing interesting for the reader? 	N/A