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| Criteria | 1 | 2 | 3 | 4 |
| AContinuity and change (questions 1 and 2) | Fails to recognize ongoing contention over rights and title and pivotal role of the land to Aboriginal people.Fails to identify any changes. | Student makes basic observations about both continuity and change. | Supports accurate claims of continuity and change with specific historical events from a variety of sources. Shows how title and rights remain points of contention. Recognizes that the land remains pivotal to Aboriginal cultures. | All of (3) plus: presents insightful arguments and incorporates different perspectives.Recognizes power relations associated with continuity and change. |
| BPerspective-taking (question 3) | Does not identify multiple perspectives | Provides basic understanding of multiple perspectives. Wording such as ìusî and ìthemî indicate that student is writing from one perspective only. | Uses sources and differentiates multiple historical perspectives, without identifying solely with one position. | All of (3) plus relates different perspectives to their differences in power, material interests, historical circumstances, and/or relationship to each other. |
| CMoral Dimension: students use historical sources to inform judgments about moral and policy questions in the present. (questions 4 and 5) | Student makes a random, inaccurate and/or partial list without an argument.Does not offer a title and explanation for the choice.  | Student offers a basic list and argument for why negotiators should know this information. Offers a title and basic explanation. | Offers an argument, with specific, well-selected historical references. Offers a reasonable title, with an explanation that reflects the challenges of communicating the issue to the public. | Student offers a creative argument, with well-selected historical references. Demonstrates sensitivity in addressing moral issues surrounding Aboriginal title and rights.Offers a reasonable and creative title. Shows sensitive, original and insightful ideas about communicating the issue to the public. |
| DNote: Teachers may also want to assess the use of vocabulary introduced in the lesson |  |  |  |  |
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| F |  |  |  |  |