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| Criteria | | 1 | | 2 | | 3 | | 4 | |
| A  Continuity 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. | |
| B  Perspective-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. | |
| C  Moral 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 | | Offers an argument, with specific, well-selected historical references.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 | | Student offers a creative argument, with well-selected historical references.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. | |
| D  Note: Teachers may also want to assess the use of vocabulary introduced in the lesson | |  | |  | |  | |  | |
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