

Overarching Critical Inquiry Task Tell a <i>compelling</i> story for a specific audience using evidence (historical, geographic, mathematical, scientific, psychological...) about how significant an impact the Pandemic 1918 had on Canadian society.				Total Score /36
Assessment Criteria for judging the quality of student story-telling Your story...	Excellent! The impact of the Pandemic in your story had me glued to it! (4 points each)	Good 😊 You helped me better understand the impact of the Pandemic. (3 points each)	Okay... I now have at least a little understanding of the impact of the Pandemic. (2 points each)	Oh No 😞 I'm unclear about the impact of the Pandemic. (1 point each)
Is appropriate for your selected audience	<input type="checkbox"/> your audience will be able to fully understand and relate to your story's theme and purpose	<input type="checkbox"/> your audience will be able to fully understand the theme/purpose	<input type="checkbox"/> your audience will be able to partially understand the theme/purpose	<input type="checkbox"/> your audience will struggle to understand the theme/purpose
Is presented using an effective medium/format	<input type="checkbox"/> medium/format allows your audience to fully appreciate the significance of the Pandemic and fully holds the attention of the audience from the beginning to the end	<input type="checkbox"/> medium/format allows your audience to generally appreciate the significance of the Pandemic and for the most part holds the attention of the audience throughout the story	<input type="checkbox"/> medium/format allows your audience to partially appreciate the significance of the Pandemic and holds the attention of the audience sporadically	<input type="checkbox"/> medium/format does not allow the audience to understand the significance of the Pandemic and the audience struggles to pay attention
Includes appropriate Interdisciplinary evidence of the significance of the impact of the Pandemic 1918	<input type="checkbox"/> evidence is relevant, accurate, and informative and draws from a wide range of disciplines	<input type="checkbox"/> evidence is relevant, accurate, and informative and draws on a limited range of disciplines	<input type="checkbox"/> some evidence is relevant and accurate and draws on only one discipline	<input type="checkbox"/> evidence is mostly irrelevant and inaccurate

Assessment Criteria Your story...	Excellent! (4 points each)	Good 😊 (3 points each)	Okay... (2 points each)	Oh No 😞 (1 point each)
Consistently communicates the purpose and theme of the story	<input type="checkbox"/> <u>purpose and theme</u> consistent throughout the entire story making <u>both the nature and the degree of the impact</u> of the Pandemic on Canadian society clear and easy to understand	<input type="checkbox"/> <u>purpose and theme</u> consistent throughout most of the story making the degree of the impact of the Pandemic on Canadian society clear	<input type="checkbox"/> <u>purpose OR theme</u> consistent throughout only some of the story making the degree of the impact of the Pandemic on Canadian society at times clear	<input type="checkbox"/> <u>purpose or theme</u> of the story is unclear
Communicates an important lesson	<input type="checkbox"/> communicates an important lesson that is meaningful and insightful	<input type="checkbox"/> communicates a <u>lesson</u> that is meaningful	<input type="checkbox"/> communicates a clear lesson	<input type="checkbox"/> <u>lesson</u> is confusing or unclear
Is well organized	<input type="checkbox"/> <u>organized in a</u> clear and connected manner flowing seamlessly from the opening to the main body to the closing	<input type="checkbox"/> <u>organized with a</u> clear opening, main body, and closing	<input type="checkbox"/> <u>organized with an opening, main body, and closing</u> some of which are unclear	<input type="checkbox"/> <u>unorganized</u> with only either a clear opening, main body, OR closing
Includes an effective opening	<input type="checkbox"/> <u>opening</u> clearly describes the setting and context; the detailed roles of the most important people in the story; and makes the <u>issue and theme</u> of the story clear	<input type="checkbox"/> <u>opening</u> clearly describes the setting and <u>context</u> ; the <u>roles</u> of the most important people in the story; and makes either the <u>issue OR theme</u> of the story clear	<input type="checkbox"/> <u>opening</u> clearly describes the setting, clearly identifies the <u>people</u> in the story, and introduces an <u>issue or theme</u> that is not entirely clear	<input type="checkbox"/> <u>opening</u> vaguely describes the setting, clearly identifies some of the people in the story, and attempts to introduce an <u>issue or theme</u> that is not entirely clear

Assessment Criteria Your story...	Excellent! (4 points each)	Good 😊 (3 points each)	Okay... (2 points each)	Oh No 😞 (1 point each)
Includes an effective conclusion	<input type="checkbox"/> <u>conclusion</u> provides a clear end to the story that ties up any loose ends; <u>informs</u> the viewer/reader of either an appropriate resolution to the issue presented or the lasting change that results	<input type="checkbox"/> <u>conclusion</u> provides a clear end to the story and informs the viewer/reader of an appropriate resolution to the issue presented	<input type="checkbox"/> <u>conclusion</u> clearly brings an end to the story	<input type="checkbox"/> there is <u>no conclusion</u> or the ending is unclear
Is compelling	<input type="checkbox"/> <u>story</u> moves the audience to take action on issues related to the Pandemic and effectively convinces the audience that the Pandemic is a memorable defining moment	<input type="checkbox"/> <u>story</u> effectively convinces the audience that the Pandemic is a memorable defining moment	<input type="checkbox"/> <u>story</u> convinces the audience that the Pandemic is a defining moment	<input type="checkbox"/> <u>story</u> is unable to convince the audience that the Pandemic is a defining moment

Enrichment Task In your story, suggest how the Pandemic 1918 might have contributed to a more liveable Canada today.				Total Score /44
Assessment Criteria for judging the quality of student story-telling Your story...	Excellent! The impact of the Pandemic in your story had me glued to it! (4 points each)	Good 😊 You helped me better understand the impact of the Pandemic. (3 points each)	Okay... I now have at least a little understanding of the impact of the Pandemic. (2 points each)	Oh no 😞 I'm unclear about the impact of the Pandemic. (1 point each)
Provides specific evidence on how the Pandemic impacted the quality of life of Canadians	<input type="checkbox"/> <u>evidence</u> is relevant (focused on a rich array of factors affecting quality of life); accurate, informative and <u>draws on</u> a wide range of disciplines	<input type="checkbox"/> <u>evidence</u> is relevant (focused on many factors affecting quality of life); accurate ; and <u>draws on</u> a limited range of disciplines	<input type="checkbox"/> <u>evidence</u> is relevant (focused on some factors affecting quality of life); accurate ; and <u>draws on</u> a limited range of disciplines	<input type="checkbox"/> <u>evidence</u> is irrelevant with no focus on factors affecting quality of life); and inaccurate
Uses this evidence to communicate a sound inference on the Pandemic's potential impact	<input type="checkbox"/> <u>inference</u> is fully consistent with the evidence from the past and current quality of life of Canadians	<input type="checkbox"/> <u>inference</u> is generally consistent with the evidence from the past and current quality of life of Canadians	<input type="checkbox"/> <u>inference</u> is somewhat consistent with the evidence from the past and current quality of life of Canadians	<input type="checkbox"/> <u>inference</u> is inconsistent with the evidence from the past and current quality of life of Canadians