





CURRICULUM GR. 9-12

- 229

CREATIVE EXPRESSION ASSIGNMENT

Name: _____

REMEMBERING LOST CHILDREN

Use software of your choice to ***design a poster, write a song, or create a photo story*** (slideshow of pictures with speech and songs) that will illustrate and honour the lives of children who were lost or stolen due to the impact of Native Residential Schools.

You can probably find software at your school, or maybe you have one of the following packages that you already know how to use: Microsoft Publisher, Smart Ideas, or Corel Draw. These packages are Ministry licensed and if you cannot find one of them, be sure to ask your teacher(s) for help. You may also hand-draw a poster or present a song by singing to the class.

If your teacher provides an opportunity for you to share your media with the class, prepare to discuss what you have learned. Provide constructive comments for your classmates.

Take a look at the rubric (provided below) for this activity so that you know in advance what features your poster should have.

RUBRIC

| Categories | Level 1 (50-59%) | Level 2 (60-69%) | Level 3 (70-79%) | Level 4 (80-100%) |
|---|--|--|---|---|
| <i>Knowledge/Understanding:</i> Use of knowledge and content. | Demonstrates poor use of knowledge and content regarding issues concerning residential school. | Demonstrates fair use of knowledge and content regarding issues concerning residential school. | Demonstrates good use of knowledge and content regarding issues concerning residential school. | Demonstrates excellent use of knowledge and content regarding issues concerning residential school. |
| <i>Thinking & Inquiry:</i> Use of critical/creative thinking processes to create awareness of residential schools. | Demonstrates poor use of critical thinking processes to create awareness of residential school. | Demonstrates fair use of critical thinking processes to create awareness of residential school. | Demonstrates good use of critical thinking processes to create awareness of residential school. | Demonstrates excellent use of critical thinking processes to create awareness of residential school. |
| <i>Communication:</i> Expression and organization of ideas and information. | Poor sentence structure inadequate organization, several grammar and/or spelling errors. Ineffective illustrations used to convey key ideas. | Complete sentences, comprehensible, organization could be improved to present a more coherent argument or statement. Posting has three or more grammar and/or spelling errors per paragraph. Provides illustrations that fairly well convey key ideas. | Complete sentences, well organized, but some (two or less per paragraph) grammar and/or spelling errors contained in posting. Provides illustrations that do a good job of conveying key ideas. | Complete sentences, well organized, grammatically correct and free of spelling errors. Provides illustrations that well convey key ideas. |
| <i>Application:</i> Application of knowledge and skills. | Poor application of knowledge and skills. | Fair application of knowledge and skills. | Good application of knowledge and skills. | Excellent application of knowledge and skills. |

The rubric is based on the Ontario Ministry of Education expectations listed in the expectations section of the lesson. Expectations are categorized under the four strands of learning: knowledge/understanding, thinking/inquiry, communication, application.