Hist 30 Interactions and Interdependence: Performance Task Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Outcome:

**IN 30.2 -** Compare and contrast decision making models of First Nations to European Models

Task:

Using the dialectical decision making model, compare and contrast the Iroquois Decision Making Model to that of the system of mercantalism put in place by the powers of New France. You are to include diagram and description of all of the major players within the two systems. You are to fully explain the responsibilities of these players and the transfer of power within each model. Then, you are to complete the evaluation sheet (Dialectical Evaluation Model) to decide which model best supports a democratic model.

**You can a number of methods to demonstrate your knowledge:**

**Written:** - history poster and timeline – brochure – editorial (newspaper) – essay – research report

**Demonstrations:** - teach a lesson – interview – oral report - audiotape

**Presentations:** -poster -multi-media -digital presentation (music and analog) – banner – powerpoint - website design – prezi

**Required elements**:

* completion of jot notes/rough draft/charts
* written component of the project
* completion of definition/illustrations/diagrams/images/examples
* use APA format to cite your sources/resources list

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning**  **Outcome** | **Consistently exceeding & profound** | **Often exceeding/ insightful** | **Beginning to exceed/ highly-developed** | **Moving toward exceeding/ initiating insight** | **Consistently meeting, relevant and appropriate** | **Occasionally meeting - almost there** | **Beginning to transition away from assistance** | **Seeking and receiving assistance** | **Regularly dependent on assistance** | **Approaching readiness for outcome** | **Developing readiness for outcome** | **Highly challenged by outcome** |
| **EU +** | **EU** | **EU-** | **FM+** | **FM** | **FM-** | **MM+** | **MM** | **MM-** | **NY+** | **NY** | **NY-** |
| 100-96 | 95-92 | 91-88 | 87-84 | 83-80 | 79-76 | 75-72 | 71-65 | 64-56 | 55-46 | 45-41 | 40-36 |
| **IN 30.2**  **Compare and contrast decision making models of First Nations to European Models** | I have provided an insightful explanation that is clear and extensive in detail and support, as well as complex in its application beyond the content to real life/new situation. | | | I have provided a relevant and appropriate explanation (details, description and examples) that reflects sound understanding. | | | I have provided a basic explanation of how issues of global consequence require globally involved solutions.   * Can I provide more details and description? * Why do issues of global consequence require global solutions? | | | I am having difficulty explaining how global consequences require global involved solutions.   * Be clear in your details of the global issue. * What type of solutions was sought out by more than one nation? * Was it necessary to have more than one nation involved to deal with the consequence? | | |
| **Essential Questions** | How do nations make decisions?  Does the government always make decisions based on what is best for society? | | | | | | | | | | | |

