

The Gold Rush and ESP Conditions

(1) Understanding the Terms: Concept Mapping

- *Divide the class into groups, either three larger groups or, six smaller groups (each concept is discussed by two groups).*
- *Handout some chart-paper and markers to each group.*
- *Assign each group one of the three concepts (Economic Conditions, Social Conditions, Political Conditions).*
- *Ask each group to write the focus concept in the middle of the page, and to print related ideas around the concept, using lines, arrows and colours to show connections and relations between ideas.*
- *Groups then write how the ideas are connected on the connecting lines.*
- *Groups present their ideas to the class and teacher records.*

(2) Economic, Social & Political Criteria for Assessment

- *Groups fill in the Economic, Social, Political, Criteria for Assessment Chart (pg.2).*

(3) Social, Political and Economic Conditions Data Collection Chart

- *Distribute the Social, Political and Economic Conditions Data Collection Chart & its Teacher Assessment Rubric (pg. 3 & 4) and explain to students that working in groups of three or for, they will fill in the chart with economic, political and social data related to their topic.*
- *Ask them not to fill out the section on First Nations.*
- *Explain that everyone will hand in a completed chart for assessment.*

Economic, Social, Political Criteria for Assessment Chart

	<i>Economic</i>	<i>Social</i>	<i>Political</i>
<i>CRITERIA FOR ASSESSMENT</i>			

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Economic, Social & Political Data Collection Chart

	<i>Economic</i>	<i>Social</i>	<i>Political</i>
<i>BEFORE THE GOLD RUSH</i>			
<i>AFTER THE GOLD RUSH</i>			
<i>FIRST NATIONS</i>			

Teacher Assessment Rubric

This rubric is to assess how well students identify the key social, political and economic conditions. Give intermediate marks for evidence falling between the descriptors.

	<i>Underdeveloped</i>	<i>Competent</i>	<i>Well Developed</i>
<i>Accurate information</i>	<i>There are many factual errors.</i> 1	<i>There are three or four relatively minor factual errors.</i> 3	<i>All of the information is accurate.</i> 5
<i>Specific Information</i>	<i>Most information is very vague.</i> 1	<i>Some of the information is vague.</i> 3	<i>The information is specific and clear.</i> 5
<i>Important facts</i>	<i>Most of the important facts about each of the group's wellbeing are missing.</i> 1	<i>One or two important facts about each group's wellbeing are missing.</i> 3	<i>All the important facts about each group's wellbeing are provided.</i> 5

Total: _____ / 15