**Case 1854: The Trial of Louis Riel**

As a jury member in the trial, it is your job to look at the evidence and determine whether or not Louis Riel should be found guilty of treason.

Your job is to write a speech to convince the other jurors that they should agree with your verdict. You must use SPECIFIC evidence to back up your points.

**Your trial verdict must be informed by a specific perspective: That is to say, you must explicitly write from the perspective of a Metis person, Francophone, or Anglophone, with your choices below clearly linking to this notion!**

You must include detail about **at least 3** of the following events/ people in your speech to help strengthen your verdict.

* Selkirk Scots
* Pemmican Proclamation
* Battle of the Seven Oaks
* Purchase of Rupert’s Land
* 1st Red River Resistance
* Death of Thomas Scott
* Creation of Manitoba
* First Nations and Metis grievances
* 2nd Red River Resistance at Batoche

Your speech should be in paragraph form and follow this format.

I, jury member \_\_\_\_\_your name\_\_\_\_\_ find Louis Riel \_\_\_\_guilty/not guilty\_\_\_\_\_ of treason. The reasons for my verdict include the following,

Description of Event 1 // Why it proves my verdict

Description of Event 2 // Why it proves my verdict

Description of Event 3 // Why it proves my verdict

In conclusion, I find the defendant \_\_\_\_\_Guilty/ Not guilty\_\_\_ of treason and I feel that you, as other jury members, would bring justice to this case by agreeing with me.

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| Criteria | 3 | 2 | 1 | 0 |
| Conventions | Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling | Off-topic  Copied text  Unintelligible |
| Evidence | Comprehensive evidence from sources is integrated; references are relevant and specific | Adequate evidence from sources is integrated; some references may be general | Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague | Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used |
| Purpose | Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task | Claim is clear, and the focus is mostly maintained for the purpose, audience, and task | Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task | Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task |
| Information | Students comprehensively understand the role of Louis Riel in the events surrounding the Red River Resistance. | Students have a basic understanding of Louis Riel’s role in the events surrounding the Red River Resistance. | Students have a limited understanding of Louis Riel’s role in the events surrounding the Red River Resistance. | Students have no understanding of Louis Riel’s role in the events surrounding the Red River Resistance. |
| Perspective | Student offers perceptive understanding of the chosen perspective, judiciously selecting events and language that inform their perspective. | Student offers thoughtful understanding of the chosen perspective, credibly selecting events and language that largely inform their perspective. | Student offers basic understanding of the chosen perspective, selecting events and using language that partially inform their perspective. | Student does not offer one of the necessary perspectives for the task.  Events are seemingly chosen at random. |