

# ***CHV20 ~ CIVICS***

## ***CULMINATING ACTIVITY***

### ***CIVICS IN CANADA***

#### ***RATIONALE:***

Having studied political perspectives and significance while learning about Canadian government structures and social issues, students are well positioned to further explore important moments and individuals in the nation's history.

Students will research and showcase their learning in a multi-platformed assignment that serves as 30% culminating activities for the course.

#### ***WHAT DO WE HAVE TO DO?***

Students will select an important symbol, person or event from Canadian history. This subject can represent either a positive or negative aspect of the history of Canadian Civics.

The goal of the research is to find reasons why and how the selected subject should be commemorated.

For example, should David Suzuki have a statue named after him for his work in Canadian civic history? Maybe we should name a school after him?

In the case of a symbol/event/person who would be seen negatively, how should it be respectfully observed to ensure Canadians are educated about the subject? (i.e., a national day of mourning, an exhibit at the Museum, etc.,)

Students will research the individual, using no less than 3 different sources of information and source them using the Chicago Style Guide.

## **POTENTIAL SUBJECTS IN CANADIAN CIVIC HISTORY**

<b>Charter of Rights and Freedoms</b>	The bill of rights entrenched in the Constitution of Canada.
<b>Quebec Referendum of 1995</b>	The second referendum to ask voters in Quebec about whether Quebec should proclaim national sovereignty and become an independent country.
<b>David Suzuki</b>	Environmentalist, Media Personality and Japanese Internment Survivor
<b>Fred Rose</b>	Unionist, Politician and Member of the Communist Party
<b>Chanie Wenjack</b>	Ojibwe boy. Ran away from Residential School in Kenora and died on way home.
<b>Universal Health Care</b>	The publicly funded, single-payer health care system of Canada.
<b>Léa Roback</b>	Canadian trade union organizer, social activist, pacifist, and feminist.
<b>Gord Downie</b>	Musician, poet and indigenous rights advocate
<b>Terry Fox</b>	Canadian athlete, humanitarian, and cancer research activist
<b>Rosemary Brown</b>	Politician, first Black Canadian woman elected to provincial parliament
<b>Irshad Manji</b>	Canadian author. Advocate for diversity and freedom of speech
<b>Gloria Baylis</b>	Barbadian-Canadian civil rights activist, nurse and entrepreneur. Won first-ever case of employment-related racial discrimination in Canada,
<b>Canadian Flag</b>	The decision to select the current flag was controversial at the time.
<b>René Lévesque</b>	Quebec politician and separatist
<b>Joey Smallwood</b>	Newfoundlander and Canadian politician. Brought the Dominion of Newfoundland into Canadian Confederation in 1949,
<b>Viola Desmond</b>	Canadian civil rights activist and businesswoman of Black Nova Scotian descent.
<b>Lincoln Alexander</b>	Canadian lawyer who became the first black Member of Parliament in the House of Commons and the first black federal Cabinet Minister
<b>Dudley Laws</b>	Civil rights activist and executive director of the Black Action Defence Committee
<b>Clayton Ruby</b>	Lawyer and activist, specializing in constitutional and criminal law and civil rights.
<b>Charles Roach</b>	Canadian civil rights lawyer and an activist in the Black community in Toronto. He wanted to end Canada's ties to the Monarchy.
<b>Barbara Jackman</b>	Canadian lawyer specializing in immigration and refugee law,
<b>Access to Information Act (1985)</b>	An act describing the procedures through which Canadians can request to see specific information, documents, or data held by the Government of Canada.
<b>Canada Elections Act (2000)</b>	Outlined procedures government uses for managing Canadian federal elections and placed limitations on spending and advertising for candidates.
<b>Canadian Human Rights Act (1976)</b>	The act that protects Canadians from discrimination or hate speech on the basis of race, sex, age, ethnicity, disability, sexual orientation or gender identity, as well as creating a process for adjudicating human rights complaints.
<b>Civil Marriage Act (2005)</b>	Established modern marriage system in Canada, which includes same-sex marriage.
<b>Truth &amp; Reconciliation Commission (2008)</b>	The Truth and Reconciliation Commission of Canada (TRC) was officially launched in 2008 and was designed to guide Canadians through the discovery of the facts behind the residential school system. The TRC was also meant to lay the foundation for lasting reconciliation across Canada.
<b>The King-Byng Affair</b>	Canadian constitutional crisis that occurred in 1926
<b>Multiculturalism Act</b>	Passed in 1988, this aims to preserve and enhance multiculturalism in Canada.
<b>The Famous Five</b>	Five prominent Canadian suffragists who advocated for women and children and fought to have Suffrage extended to all women.
<b>The Sixties Scoop</b>	Practice of taking, or "scooping up", Indigenous children from their families and communities for placement in foster homes or adoption.
<b>Gordon Indian Residential School</b>	The last Residential School in Canada. It closed in 1996 and was located in Punnichy, Saskatchewan
<b>Other Subjects</b>	If students want to explore another subject, they are encouraged to think on it and ask their teacher for guidance before starting.

## ***COMPONENTS:***

1. Students will write a 500-600 word (1-2 page) report that analyzes the significance of the selected subject to Canadian Civic History.
2. Students will deliver a 2 minute deputation or Public Service Announcement (PSA) promoting why the selected subject should be commemorated.
3. A Visual Component that highlights or promotes the civic importance of the selected subject

### ***COMPONENT ONE: WRITTEN REPORT***

Using formal written conventions, students will ***write a report*** that analyzes the significance of the selected subject to Canadian Civic History and discuss the manner in which the subject should be showcase or observed.

#### ***INTRODUCTION (ONE PARAGRAPH)***

Introductory paragraph where the idea/subject is introduced. Include basic details that people should know here. At the end of Introduction, be sure to write a **Thesis sentence** that would like this:

**"A"** is an important moment in Canadian Civics because of **"B"** and should be commemorated by doing **"C"**.

A = Your selected Subject

B = The reasons why it is so important.

C = How the important moment should be commemorated.

(i.e., statute, song, stamp, name a school after it, etc.,)

#### ***ARGUMENT (TWO TO THREE PARAGRAPHS)***

2-3 arguments, including evidence that helps answer the **Thesis** provided in Introduction.

Students should clearly use evidence from their research to prove why the subject is important to Canadian Civics.

#### ***CONCLUSION (ONE PARAGRAPH)***

Students finish their report by suggesting the manner in which the subject should be commemorated. If students select a statue at Queen's Park, they should explain why they have chosen that manner and that location.

## ***COMPONENT TWO: DEPUTATION OR PUBIC SERVICE ANNOUNCEMENT***

Students will orally present their findings in one of two ways.

### **Option A: Deputation**

Students will prepare a well-researched presentation (deputation) for the appropriate audience or governing body, in which you will explain the importance of the subject and advocate for an appropriate way to commemorate it.

This is a two to three minute oral presentation with no props or technology made to a Governing Body (i.e., a Town Hall, Provincial Government, Ministry of National Heritage)

### **Option B: Public Service Announcement**

Students create a 30 second Public Service Announcement (PSA) designed to teach Canadians about the importance of the selected subject and advocate for an appropriate way to commemorate it.

This is a recorded or performed commercial that uses props and a script to enlighten citizens watching from home.

## ***COMPONENT THREE: VISUAL COMPONENT***

Students will create a visual product that uses imagery and some text to show the importance of the selected subject.

The Visual Component should be used to convince citizens that the selected subject is important to the study and understanding of Canadian Civics.

<b>Possible Media for the Creative Component</b>	
A Colourful Poster	A Colourful Painting
A Statue or Sculpture	A Charcoal Sketch
A Filmed Montage with Music	A Diorama
Something Else (must be approved by teacher)	

## ***THE BIBLIOGRAPHY***

Each student must include a Bibliography.

This Bibliography shows the teacher the list of sources you used for research and is part of Academic Honesty.

The class will be shown how to create a Bibliography using the Chicago Manual of Style when in the Library.

Student: \_\_\_\_\_

Subject: \_\_\_\_\_

<b>CRITERIA</b>	<b>BELOW STANDARD</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>KNOWLEDGE/ UNDERSTANDING</b> - understanding importance of subject to Canadian Civics	Off topic or does not present necessary/relevant information 2.5 3.5 4.5	Limited understanding of subject with beginning awareness of Civic legacy 5.1 5.4 5.8	Some understanding of subject with some awareness of Civic legacy 6.1 6.4 6.8	Clear understanding of subject with effective awareness of Civic legacy 7.1 7.4 7.8	Insightful understanding of subject and levels of Civic legacy 8.0 8.5 9.0 9.5 10
<b>THINKING</b> - explain the political significance of subject through analysis of objectives and results	Doesn't use/reference political significance of the subject 2.5 3.5 4.5	Limited use of political significance of the subject 5.1 5.4 5.8	Some use of credible political significance of the subject 6.1 6.4 6.8	Use of credible political significance of the subject 7.1 7.4 7.8	Persuasive use of political significance of the subject 8.0 8.5 9.0 9.5 10
<b>COMMUNICATION</b> - communicate clearly in written report and oral presentation	Communication unclear and/or writing doesn't meet guidelines PSA or Deputation is not attempted or is unclear 2.5 3.5 4.5	Communicates with limited clarity in written form PSA or Deputation presented with limited clarity 5.1 5.4 5.8	Communicates with some clarity in written form PSA or Deputation is presented with some clarity 6.1 6.4 6.8	Communicates with clarity in written form PSA or Deputation is presented with clarity 7.1 7.4 7.8	Communicates with persuasive clarity in written form PSA or Deputation presented with persuasive clarity 8.0 8.5 9.0 9.5 10
<b>APPLICATION</b> - cites all sources used in Bibliography - Use of deputation or PSA conventions	Bibliography not submitted, or no attempt made to follow Chicago Style Guide No attempt to adhere to PSA of Deputation convention. 2.5 3.5 4.5	Bibliography is provided but doesn't adhere to Chicago School of Citation guidelines Conventions of PSA or Deputation used with limited success 5.1 5.4 5.8	Some accuracy of sources in Bibliography Conventions of PSA or Deputation used with some success 6.1 6.4 6.8	Effective accuracy of sources in Bibliography Conventions of PSA or Deputation used successfully 7.1 7.4 7.8	Highly effective accuracy of sources in Bibliography Application of PSA or Deputation conventions show enhanced and/or extended learning 8.0 8.5 9.0 9.5 10

# ***ROUGH NOTES AND ORGANIZATION PAGE***

## ***WHAT DO I KNOW ABOUT THE SUBJECT***

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

## ***REASONS THE SUBJECT IS SIGNIFICANT FOR STUDY OF CIVICS***

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

## ***WAYS TO COMMEMORATE OR OBSERVE THE SUBJECT***

Media to use? (Statue, School naming, etc.)	Reason why to use this way