

Mapping Canadian Moments of Justice, Injustice, and Change

This Culminating Activity is worth 10% of your overall course mark (only if it **improves** your final mark).

PART 1 — SELECT YOUR THEME AND 3 HISTORICAL EVENTS, MOMENTS, &/OR DEVELOPMENTS

Choose ONE Theme Listed Below —

1. Canada's Evolving Relationship with Indigenous Peoples (e.g., Reconciliation)
2. Immigration and Canadian Society (e.g., Refugees)
3. The Evolving Roles of Women and/or Issues of Gender
4. Social Protest and/or Labour Movements
5. French-English Relations in Canada
6. Canada's Contribution to War and/or Peace (e.g., peacekeeping, peacemaking, counter-terrorism, etc.)
7. Canada's Evolving Relationship with the International Community (i.e., other countries, international organizations)
8. Moving Towards a Multicultural, Inclusive Society (e.g., human rights, anti-racism, etc.)
9. Science & Technology in Canada
10. Economic Development
11. Environmentalism and Environmental Issues
12. Culture and the Arts
13. Human Rights and/or the Canadian Charter of Rights and Freedoms (e.g., legal rights activism)
14. A Theme of Your Choice (*DISCUSSED WITH AND AGREED UPON BY YOUR TEACHER*)

Choose THREE Events, Moments, or Developments from Canadian History

1. One moment/event/development must be focused on **Justice**.
One moment/event/development must be focused on **Injustice**.
One moment/event/development must be focused on **Change**.
2. Choose one event/moment/development **before the end of WWII** (pre-September 1945).
Choose one event/moment/development **after WWII** (between the end of WW2 and 17 April 1982).
Choose one event/moment/development **post 1982** (after 17 April 1982).

Choose ONE Historical-Critical Thinking Tool as Your Culminating Focus

Either Historical Significance, Continuity & Change, Cause & Consequence or Historical Perspective.

PART 2 — RESEARCH & WORKS CITED (2.5%)

Collect 6 Sources — i.e., 2 Sources per Event, Moment, or Development (EMD) (i.e., 2 sources for Justice EMD, 2 sources for Injustice EMD, and 2 sources for Change EMD).

For each Event, Moment, or Development (EMD) —

- 1 source showcases specific facts, details, evidence, & information from a **PRIMARY SOURCE**.
- 1 source showcases specific facts, details, evidence, & information from a **SECONDARY SOURCE**.

Complete a Works Cited for your 6 sources (M.L.A or A.P.A. citation style).

PART 3 — OUTLINE (2.5%)

Complete the Outline Worksheet Provided in this Package

→Connect your three events together through an introduction that explains how your events are connected to your theme and your chosen historical-critical thinking tool.

→Your introduction **MUST** include a **thesis** that articulates this connection between your theme, your 3 chosen events/moments/developments, and your chosen historical-critical thinking tool effectively.

FOR EACH — Event, Moment, or Development (EMD)

→Provide critical facts, details, evidence, & information about your chosen EMD.

→Explain why your chosen EMD is one of justice, injustice, or change.

→Focus on using the specific criteria language under your chosen historical-critical thinking tool (e.g., for *Historical Significance* use the words “*resulted in change*” “*affected many*” “*in a deep way*” “*over a long period of time*” “*it revealed*” “*it is part of a dominant/overlooked narrative*”).

PART 4 — FINAL PRODUCT (5%)

TASK — Make your pitch as to why your chosen events/moments/developments effectively capture justice, injustice, & change within your chosen theme.

Focus on your chosen historical-critical thinking tool

(i.e., *Historical Significance*, *Continuity & Change*, *Cause & Consequence*, or *Historical Perspective*).

Pitch Options: Choose a format. Include both words (written analysis) and images in your final product.

1. Slide Deck Presentation (i.e., Google Slides)
EMD)

2. Visual Timeline (incl. written analysis for each

3. Written Essay

OUTLINE

HISTORICAL THEME: _____

HISTORICAL CRITICAL THINKING TOOL (FOCUS): _____

INTRODUCTION: (Explain how your *Events, Moments, or Developments (EMDs)* are connected to your theme and your chosen historical-critical thinking tool.)

EMD focused on **Justice**.

EMD focused on **Injustice**.

EMD focused on **Change**.

Thesis (that articulates the connection between your theme, your 3 chosen EMDs, and your chosen historical critical thinking tool)

BODY PARAGRAPH 1: Event, Moment, or Development (EMD) _____

Intro. Sentence _____

→Provide critical facts, details, evidence, & information about your chosen EMD.

→Explain why your chosen EMD is one of **JUSTICE**. (Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, or Historical Perspective* (i.e., your chosen historical-critical thinking tool) of your chosen theme and craft your arguments to support your thesis.)

Link to thesis and next paragraph: _____

BODY PARAGRAPH 2: Event, Moment, or Development (EMD) _____

Intro. Sentence _____

→Provide critical facts, details, evidence, & information about your chosen EMD.

→Explain why your chosen EMD is one of **INJUSTICE**. (Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, or Historical Perspective* (i.e., your chosen historical-critical thinking tool) of your chosen theme and craft your arguments to support your thesis.)

Link to thesis and next paragraph: _____

BODY PARAGRAPH 3: Event, Moment, or Development (EMD) _____

Intro. Sentence _____

→Provide critical facts, details, evidence, & information about your chosen EMD.

→Explain why your chosen EMD is one of **CHANGE**. (Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, or Historical Perspective* (i.e., your chosen historical-critical thinking tool) of your chosen theme and craft your arguments to support your thesis.)

Link to thesis and next paragraph: _____

CONCLUSION: Restatement of thesis (re-worded connection between your chosen theme, your 3 chosen EMDs, and your chosen historical critical thinking tool):

Thought provoking statement to end:

