

Mapping Canadian Moments of Justice, Injustice, and Change

This Culminating Activity is worth 30% of your overall course mark.

It will be marked out of **40 MARKS**:



KNOWLEDGE /10, **THINKING** /10, **COMMUNICATION** /10, **APPLICATION** /10

PART 1 — SELECT YOUR THEME AND HISTORICAL EVENTS, MOMENTS, DEVELOPMENTS

Choose **ONE** Theme — **Possible Themes**:

1. Canada's Evolving Relationship with Indigenous Peoples (ex. Reconciliation)
2. Immigration and Canadian Society (ex. Refugees)
3. The Evolving Roles of Women *and/or* Issues of Gender
4. Social Protest *and/or* Labour Movements
5. French-English Relations within Canada
6. Canada's Contribution to War *and/or* Peace (ex. peacekeeping/peacemaking, counter-terrorism)
7. Canada's Evolving Relationship with the International Community (with Britain, the USA, etc.)
8. Moving Towards a Multicultural, Inclusive Society. (ex. addressing racism)
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 (ex. legal rights activism)
14. A Topic/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 the war and 17 April 1982)**.
Choose one event/moment/development **post 1982 (after 17 April 1982)**.

Choose **ONE** Historical Critical Thinking Tool to Focus your Culminating On

(Either *Historical Significance, Continuity & Change, Cause & Consequence, Moral & Ethical Dimensions & Judgement*)

PART 2 — RESEARCH & ANNOTATED WORKS CITED LIST (support) K /5 A /5

Collect 9 Sources, 3 Sources per Event/Moment/Development (i.e. 1 Justice, 1 Injustice, 1 Change)

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

Complete a works cited list and for 3 or more of your sources complete a full annotated bibliography.

PART 3 — OUTLINE (defend) K /5 T /10

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/DEVELOPMENT —

- Provide the critical facts, details, evidence, & information of your chosen event/moment/development.
- Explain why your chosen event/moment/development is one of justice, injustice, or change.
- Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, Moral & Ethical Dimensions & Judgement* to your chosen theme and craft your arguments to support your thesis.

PART 4 — FINAL PRODUCT (connect) C /10 A /5
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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

(*Historical Significance, Continuity & Change, Cause & Consequence, Moral & Ethical Dimensions & Judgement*).

Pitch Options: Choose a format. You may include both words and images in your final product.

1. Presentation
2. Timeline
3. Essay
4. Your Choice (must be clarified & cleared by your teacher)

HOW TO CREATE AN ANNOTATED WORKS CITED LIST

Developing an annotated Works Cited List presents the first opportunity for you to do the research required to provide a knowledgeable analysis and evaluation of your issue. For this assignment you must follow MLA guidelines. The best resource at your disposal to create a works cited list is the TDSB Library and Learning Resources *Research Success @ Your Library* (pp. 57-78) available on the library website.

1. You will begin with an MLA citation of your source.
2. You will then include a descriptive section of maximum 2 sentences (approximately 100 words) where you describe the source in a very brief summary (what kind of info is provided, how is info provided, who is the intended audience...)
3. You will also create an evaluative section of 2-3 sentences (approximately 100 words) where you:
 - Identify the information from the source that you will use
 - Identify how you may use it (and what information will you be able to use from it)

EXAMPLE OF AN ANNOTATED CITATION:

Watt, Jennifer, Charles Hawkes, and Ivor Sinfield. *Civics Today*. Toronto: Irwin, 2000. Print.

This is a grade 10 textbook designed to provide an overview on issues and topics in Canadian Civics but it also includes lots of historical information. Section 3.5 from pages 87-101 focuses on Canada's relationship with Aboriginal people. (2 Sentences, 38 words)

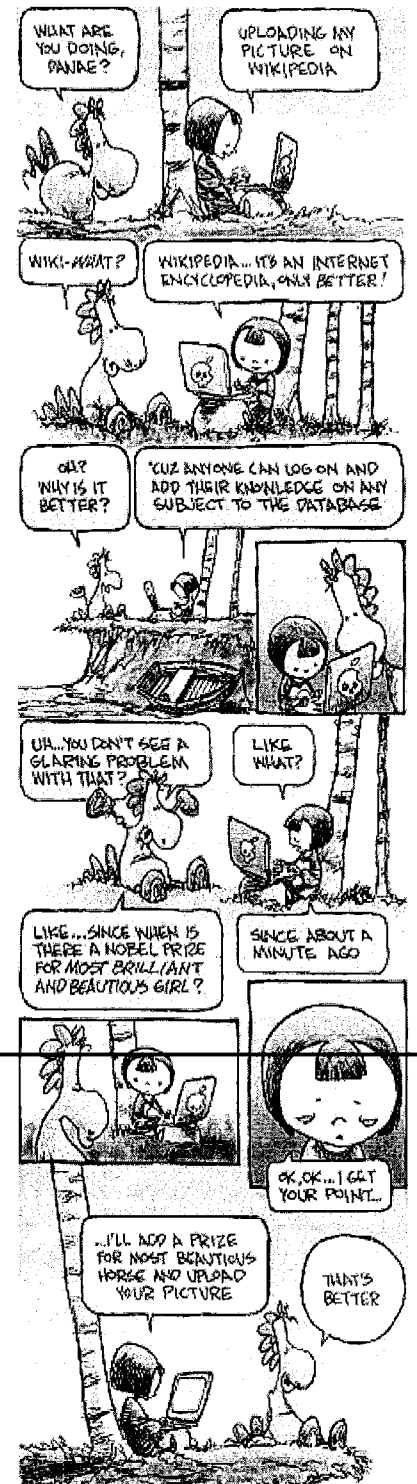
It on page 88-90 it provides information about who aboriginal people are and on page 94-95 there is a timeline of some ongoing issues aboriginal people have faced in Canada. Specifically in 1867 this timeline shows that the Canadian government used the Indian Act to make all aboriginal peoples wards of the state and the timeline says "the federal government takes control of all reserves through appointed agents". This will be part of the argument that the Canadian government wrote laws that were designed to take control of aboriginal land. (3 Sentences, 90 words)

Important Note on Selecting Sources:

When choosing your sources, be absolutely certain that each is considered academically acceptable and relatively current. You do not need to recognize dictionaries in your works consulted. These sources are considered to contain common knowledge that the audience that you are writing for is aware of. Also, minimize the use of encyclopaedias (both print and electronic) as these represent a collection of information from other works on your topic. Should you wish to cite one of these sources in your work you are advised, instead, to go to the source from which the information originally came from.

When dealing with electronic sources especially, be certain that the source is academically appropriate. To help you evaluate electronic sources refer to pp. 34 and 35 of *Research Success @ Your Library*.

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Author			
Title (in italics)			
City of Publication			
Publisher			
Year of Publication		Medium of Publication	
MLA Citation:			
Description (a brief summary of the source)			
Evaluation (how the source will help your essay)			

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OUTLINE

HISTORICAL THEME: _____

HISTORICAL CRITICAL THINKING TOOL (FOCUS): _____

INTRODUCTION: (Explain how your events are connected to your theme and your chosen historical critical thinking tool.)

Moment/event/development focused on Justice.

Moment/event/development focused on Injustice.

Moment/event/development focused on Change.

Thesis (that articulates this connection between your theme, your 3 chosen events/moments/developments, and your chosen historical critical thinking tool effectively)

BODY PARAGRAPH 1: Event/moment/development _____

Intro Sentence _____

→Provide the critical facts, details, evidence, & information of your chosen event/moment/development.

→Explain why your chosen event/moment/development is one of justice, injustice, or change.(Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, Moral & Ethical Dimensions & Judgement* to your chosen theme and craft your arguments to support your thesis.)

Link to thesis and next paragraph: _____

BODY PARAGRAPH 2: Event/moment/development _____

Intro Sentence _____

→Provide the critical facts, details, evidence, & information of your chosen event/moment/development.

→Explain why your chosen event/moment/development is one of justice, injustice, or change.(Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, Moral & Ethical Dimensions & Judgement* to your chosen theme and craft your arguments to support your thesis.)

Link to thesis and next paragraph: _____

BODY PARAGRAPH 3: Event/moment/development _____

Intro Sentence _____

→Provide the critical facts, details, evidence, & information of your chosen event/moment/development.

→Explain why your chosen event/moment/development is one of justice, injustice, or change.(Focus on the *Historical Significance, Continuity & Change, Cause & Consequence, Moral & Ethical Dimensions & Judgement* to your chosen theme and craft your arguments to support your thesis.)

Link to thesis and next paragraph: _____

CONCLUSION: Restatement of thesis (rewarded connection between your theme, your 3 chosen events/moments/developments, and your chosen historical critical thinking): _____

Thought provoking statement to finish: _____