

UNIT 1 CULMINATING TASK:

Researching a civic issue

1. In Unit 1, you have learned about:

- The Common Good (throughout Unit 1)
- Treaties and the treaty-making process (Lesson 2)
- The Indian Act (Lesson 2)
- Four Concepts of Political Thinking (Lesson 3 and 4)
- Democracy (Lesson 6)
- Civic action in Canada (Lesson 7)
- You have also analyzed a newspaper article on an issue facing Canadians for your mid-unit evaluation

2. For your culminating task for this unit, you will:

- Research a civic issue of your choice
- Make sure you do **NOT** pick one that you want to do for your final course summative
- Remember that you will get the opportunity to research more than one issue during this course

3. Pick ONE of the following Canadian issues: (or alternative, with teacher approval)

racism	Climate change	Bullying
Access to clean drinking water on Indigenous reserves	Human Trafficking	Homelessness and housing
2SLGBTQ+ rights	Deforestation/Environment	Biculturalism vs. multiculturalism (Official language policies)
Islamophobia	Antisemitism	Pay equity
Residential schools/Orange Shirt Day	Gun Control	Plastic Ban
Memorials, statues, and renaming	Abortion access (or lack thereof)	Poverty (Ontario Works)
Dress Codes	Euthanasia (MAiD)	Anti-terrorism in Canada
Urban vs. rural Canada	Ableism (ODSP)	Police brutality and racial profiling
Regionalism	Indigenous treaty rights	Anti-Palestinian racism
Public transit	Feminism and gender equity/ gender-based violence	Food security and food deserts
Immigration	Civil vs. uncivil protest	Mental health and access to supports
Community Gardens and Green Spaces	Animal Rights (petting zoos, Marine Land)	Addictions and overdosing (opioid crisis)

4. Fill out the following charts, answering all questions:

CATEGORY	ANSWER (in point form notes)	PROGRESS CHECKLIST
WHO is the issue about?		<input type="checkbox"/> Did I answer who this issue is about? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHAT is the issue about? Which principle of democracy does it address?		<input type="checkbox"/> Did I answer what this issue is about? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHEN did this issue occur? Is it a specific event or an ongoing issue?		<input type="checkbox"/> Did I answer when this issue occurred? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHERE is this issue happening?		<input type="checkbox"/> Did I answer where this issue is happening? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHY is this issue happening?		<input type="checkbox"/> Did I answer why this issue is about? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>

POLITICAL CONCEPTS	ANSWER (in point form notes)	PROGRESS CHECKLIST
What is the Political Significance of this issue?		<input type="checkbox"/> Did I answer why this issue is important? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
Which Political Perspectives do we need to consider?		<input type="checkbox"/> Did I include the viewpoints of all the people involved? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
What has Changed ? What has stayed the same (Stability)?		<input type="checkbox"/> Did I provide statistics or other evidence of the issue and change and/or stability? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
What change is desired? (Objectives)		<input type="checkbox"/> Do I understand what they want to change? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
How is change being made? What types of civic action are being used? (Results)		<input type="checkbox"/> Did I provide specific examples? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
Who has the political power to make change regarding this issue? And how do I know?		<input type="checkbox"/> Did I provide evidence for who has the power? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>

5. Pretend you are going on the morning announcements to bring awareness to this issue. Write a 30-second speech consolidating all the information you gathered above.

30-SECOND SPEECH (at least 10 sentences)	PROGRESS CHECKLIST
	<input type="checkbox"/> Have I clearly stated the issue? <input type="checkbox"/> Have I mentioned one principle of democracy? <input type="checkbox"/> Did I provide statistics? <input type="checkbox"/> Did I include varying viewpoints? <input type="checkbox"/> Did I explain some of the civic actions already taken?

6. **PERSONAL CONNECTION:** How do YOU connect to this issue? Does it remind you of something you have read or seen elsewhere? Does it remind you of anything we have talked about in class? What are your personal thoughts on the issue? Write AT LEAST 5-10 sentences but you may write more.

PERSONAL CONNECTION (5-10 sentences)	PROGRESS CHECKLIST
	<input type="checkbox"/> Did I state how I personally connect to the issue? <input type="checkbox"/> Did I add if it reminded me of something else I've seen or heard? <input type="checkbox"/> Did I add if it reminded me of something we've already learned? <input type="checkbox"/> Did I include my personal thoughts?

7. Lastly, using the RUBRIC BELOW THIS CHART, give yourself a mark out of 10 for EACH of the categories: Knowledge, Thinking, Communication, and Application and a one-sentence explanation (for each category) as to why you gave yourself that mark. Write your answer below:

CATEGORY	MARK OUT OF 10	ONE SENTENCE EXPLANATION
Knowledge		
Thinking		
Communication		
Application		

8. List all of the resources you used here:

LIST OF RESOURCES USED (in proper format, ask teacher for which format)

Unit 1 Culminating Task RUBRIC: Researching a civic issue

Name: _____

Categories	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge: Selected and organized credible evidence/ data/ information on issue, using the 5 Ws to reflect beliefs and values associated with democratic citizenship in Canada	Did not meet requirement OR No credible evidence identified	demonstrates limited knowledge of issue with limited evidence/data/ information	demonstrates some knowledge of issue with satisfactory evidence/data/ information	demonstrates considerable knowledge of issue with relevant evidence/data/ information	demonstrates thorough knowledge of issue with highly relevant evidence/data/ information
Thinking: Make credible use of political thinking concepts in analysis of issue, supported by credible sources	Did not meet requirement OR No evidence	limited use of political thinking concepts for issue, with few credible sources	some use of political thinking concepts for issue, with satisfactory sources	considerable use of political thinking concepts for issue, with credible and relevant sources	Highly effective use of political thinking concepts for issue, with highly relevant and credible sources
Communication: Communicate ideas about the issue clearly in a 30-second SPEECH?	Did not meet requirement OR No evidence	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Application: Makes connection of issue to my life and why it is important to me and to Canada and/ or the world and explain how they are related to civic action and to one's position on civic issues	Did not meet requirement OR No evidence	makes connections of issue to myself and to Canada and/or world, with limited effectiveness	makes connections of issue to myself and to Canada and/or world, with some effectiveness	makes connections of issue to myself and to Canada and/or world, with considerable effectiveness	makes connections of issue to myself and to Canada and/or world, with insight

CHV20 - UNIT 2 CULMINATING TASK

Creating a campaign proposal for Reconciliation

1. 94 calls to action

As we have learned throughout this unit, there are many different stakeholders involved in our democracy. Settler governance has granted certain rights and takes certain responsibilities for the people in this country. The federal government was directly responsible for the creation of Residential Schools which was a form of cultural genocide, intended to 'kill the Indian in the child'. In 2007, the Truth and Reconciliation Commission was established to address the consequences of the Residential school system in Canada. For 8 years, the commission heard from more than 6,500 witnesses and survivors of the system to determine the impacts of this system on Indigenous populations. In 2015, the TRC released a six-volume report including 94 calls to action to heal the problems created by the Residential School system. The governments of Canada and the provinces are now responsible for completing those calls to action. But, how much progress has been made since 2015?

2. For your culminating task for this unit, you will:

- Go to the interactive website from CBC: [Beyond 94: Truth and Reconciliation in Canada](#)

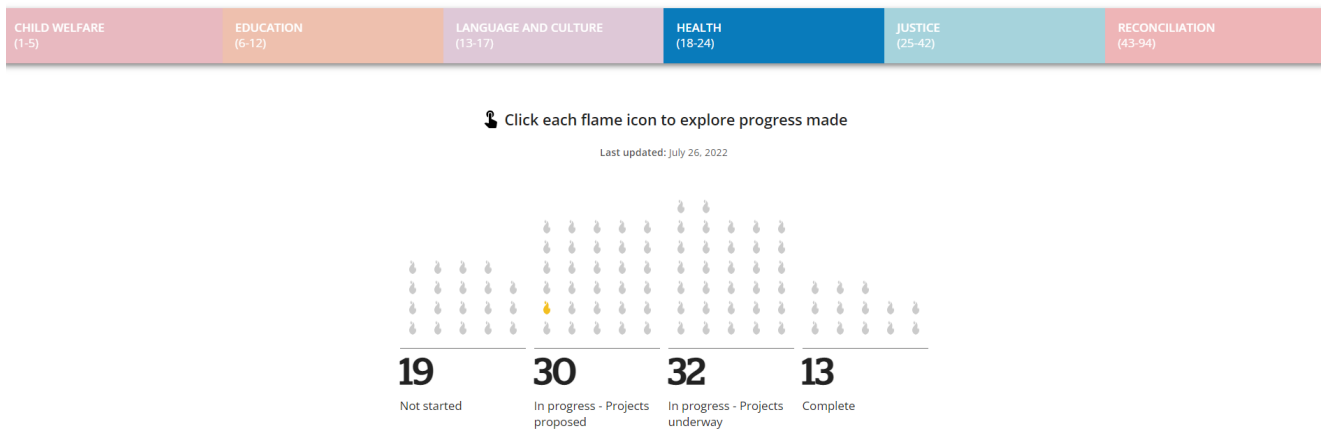
- Gain an understanding of the concept of **reconciliation**, by watching the video on the interactive web page. Scroll down until you see this image and play the 4-minute video. You will be required to reflect back on this concept in your final product for this activity. *Why are all people necessary in the process of reconciliation?*

Canada's cultural genocide of Indigenous Peoples



- The Canadian government has promised and continues to promise to complete all 94 Calls to Action, but the process has been slow. As of 2021, only 13 Calls to Action out of 94 were completed. To see examples, view this video from CBC News: [Is the Canadian government delivering on Truth and Reconciliation](#)

- You will investigate ONE of the 94 calls to action which are either ‘not started’, ‘in progress - projects proposed’ or ‘in progress - projects underway’. To do this, you will scroll down to the graphic pictured below (each student should cover a different call to action):



- Click on one of the flame icons to learn about the Call to Action and whether or not it has been fulfilled or what steps have been taken by the various government structures or institutions responsible for it. When you click on the flame, there will be the **Call to Action**, a *summary* of it, a *short video* by former Senator Murray Sinclair and then *discussion/analysis* of what action has been taken by various governments.
- Investigate this issue further by locating at least 2 additional sources about this Call to Action. Additional news stories can be found at the bottom of the section on your call to action. These sources can be news media, social media or even an interview if possible. Remember to use your **lateral reading skills** (from Unit 1) to evaluate your sources. ***Be careful using official settler government websites and be sure to cross-reference them with other organizations who monitor this progress; for example, [Indigenous Watchdog](#), a non-profit organization created to hold governments accountable for their promises to fulfill the 94 Calls to Action.**

Now that you have researched your Call to Action, you will now write a ***campaign proposal to create awareness of and encourage action by governments and people in Canada (reconciliation requires action by both parties) to complete this Call to Action***. A campaign proposal is simply gathering your thoughts and ideas on how you plan to take action and make positive change on a pressing issue

- Use the organizer below to collect rough notes as you research your Call to Action. Create your own organizer for your final draft. Your proposal must answer the following questions in the chart below:

<p>What is my Call to Action?</p> <ul style="list-style-type: none"> Provide 3-4 point form notes describing the issue from credible sources, reflecting 	
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<p><i>Indigenous perspectives</i></p> <ul style="list-style-type: none">● <i>You may need to ask your teacher to help you clarify the Call to Action. Do this early!</i>	
<p>What change needs to happen?</p> <ul style="list-style-type: none">● <i>What does the Call to Action require?</i>● <i>What action has already been taken by Indigenous communities on the Call to Action?</i>● <i>What setbacks have been encountered and why?</i>● <i>How will completing this Call to Action contribute to the common good?</i>● <i>How will completing this call to action result in reconciliation?</i>	
<p>Who is responsible for this issue and to which government official (either settler or Indigenous) do I take my issue?</p> <ul style="list-style-type: none">● <i>Is this a federal, provincial, or municipal responsibility? Do these responsibilities overlap?</i>● <i>How have Settler governments</i>	

<p><i>addressed the issue - what steps have been taken or not taken?</i></p> <ul style="list-style-type: none">● <i>How have indigenous governance leaders advocated for this Call to Action?</i>● <i>Have settler and Indigenous governments worked together to solve this issue or has there been disagreement?</i>	
<p>How will I approach the government official? Which local Indigenous partner could I contact (hereditary chief, band council, advocacy group)?</p> <ul style="list-style-type: none">● <i>Phone number</i>● <i>Address</i>● <i>Social media handles</i>	
<p>What other actions will I take to address this issue?</p> <ul style="list-style-type: none">● <i>Provide a list of <u>possible actions</u> (things you will plan to do) to make change</i>	
<p>What is my plan?</p> <ul style="list-style-type: none">● In what ways can I raise awareness of this issue to others to initiate change? Consider all the ways we have learned	

<p>about from units 1 and 2.</p>	
<p>Questions?</p> <ul style="list-style-type: none"> ● As you investigate your Call to Action and think about your plan, write down any questions you have and check in with your teacher at least ONCE throughout this process. 	

Reflection: Use the information you have gathered to answer the following questions. Be sure to include quotes, statistics and information from your sources to provide support for your answers.

- How do you see your CALL to Action being completed in the near future?
- What roadblocks or setbacks need to be removed so the Call to Action can be completed?
- How will your campaign proposal help to raise awareness and prompt change or speed up the process?
- Why is this Call to Action important in the reconciliation process and how will it improve the common good for all in Canada?

Unit 2 Culminating Task RUBRIC: Researching a civic issue

Name: _____

Criteria	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/ Understanding Select an issue that stems from 1 of the 94 Calls to Action and make notes to demonstrate an understanding of the issue and how to make change for the common good by completing the organizer	Did not meet requirement OR No evidence	demonstrates limited understanding of one of the 94 Calls to Action with few relevant notes on issue in organizer	demonstrates some understanding of one of the 94 Calls to Action with satisfactory relevant notes on issue in organizer	demonstrates considerable understanding of one of the 94 Calls to Action with relevant notes on issue in organizer	demonstrates thorough understanding of one of the 94 Calls to Action with insightfully relevant notes on issue in organizer
Thinking: Selects relevant evidence and information from credible sources to reflect Indigenous perspectives	Did not meet requirement OR No evidence	Selects limited relevant evidence from few credible sources that reflect Indigenous perspectives	Selects some relevant evidence from satisfactory credible sources that reflect Indigenous perspectives	Selects clearly relevant evidence from credible sources that reflect Indigenous perspectives	Selects highly relevant evidence from thoughtfully credible sources that reflect Indigenous perspectives
Communication: Clear expression and logical organization of ideas, in a format that reflects diverse perspectives and experiences in campaign proposal	Did not meet requirement OR No evidence	expresses and organizes ideas and information in format with with limited effectiveness	expresses and organizes ideas and information in a format with some effectiveness to reflect some of the diverse perspectives in campaign proposal	expresses and organizes ideas and information with considerable effectiveness to reflect the diverse perspectives in campaign proposal	expresses and organizes ideas and information with a high degree of effectiveness to reflect thoughtfully the diverse perspectives in campaign proposal
Application: Makes connections to the common good in reflection for the campaign proposal that can help make change connected to reconciliation	Did not meet requirement OR No evidence	Makes few connections to the common good in reflection for a campaign proposal that can help make change connected to reconciliation	Makes some connections to the common good in reflection for a campaign proposal that can help make change connected to reconciliation	Makes considerable connections to the common good in reflection for a campaign proposal that can help make change connected to reconciliation	Makes insightful and perceptive connections to the common good in reflection for a campaign proposal that can help make change connected to reconciliation

UNIT 3 CULMINATING TASK: **Create Your Awareness Campaign Tool + Action Plan**

1. In Unit 3, you have learned about:

- International Rights and Responsibilities: What Canada Has and Has Not Done (Lesson 1)
- Local Issues (Lesson 2)
- Provincial Issues (Lesson 3)
- National Issues (Lesson 4)
- International Issues (Lesson 5)

2. For your culminating task for this unit, you will:

- Go back to the issue you researched in the [Unit 1 Culminating Task](#) OR [Unit 2 Culminating Task](#)
 - You do not need to find a new topic
- Now that you have researched an issue, created a campaign proposal, you will now create an ***awareness campaign tool***
- An awareness campaign tool is simply gathering all of your information and deciding HOW you want to tell people in our school or in the wider school community about your issue
- An awareness campaign tool is a way to easily share information with others. You may pick from one of the formats below:
 - Poster/infographic
 - Campaign card
 - Podcast (3-5 mins)
 - Video (3-5 mins)
 - Social media platform (4-5 posts)
 - Brochure
 - Performance (song, dance, poetry, drama, etc. supported by written research) 2-5 mins
 - Painting/illustration (supported by written research - point form list, etc.)
 - Another method of your choice (ask your teacher first)
- Note: Your teacher must approve your Awareness Campaign Tool before you begin
- Make sure your awareness campaign tool answers the following questions in this checklist:
 - What is the issue?
 - Why is it important?
 - Why is it happening?
 - What had already been done to address the problem?
 - What have been some successes in addressing the issue?
 - What have been some challenges in addressing the issue?
 - What are some important rights and responsibilities connected to citizenship that may be at risk? Why is this issue worth fighting for?

- Write 150-200 words explaining why you chose the particular tool and why you think it would be successful and answer the following questions:
 - analyse key rights and responsibilities associated with citizenship, and some ways in which these rights are protected or may be infringed upon in your issue that you want to make change
 - Which local organization would you contact to see if they need help organizing an awareness campaign?
 - What kind of action would you plan to take? (i.e. letter-writing to local politicians, protests, news conferences, putting up posters in the neighbourhood, knocking on doors to spread awareness, etc.)
 - Estimate and identify how much materials will cost for your action plan
 - Who else might you need to contact for permission to carry out your action plan?
 - What is your GOAL for this action plan? How will you know if your plan is successful?

Reflection: Consider the objective of your Awareness Campaign Tool that you have created to address an issue.

- *How effective do you think it will be and how will you measure its impact?*
- *How will you know if your awareness campaign tool has worked? What indicators will tell you this?*

Answer the above two questions using evidence from the course and this unit in maximum of two paragraphs. Think about how other awareness campaigns we have studied were successful and think about what evidence was used to measure its effectiveness.

Unit 3 Culminating Task RUBRIC: Researching a civic issue

Name: _____

Criteria	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
Knowledge/ Understanding Issue analyses rights and responsibilities of citizenship that need protecting and a campaign to make change with evidence	Did not meet requirement OR No evidence	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Thinking: Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) <i>Did I answer all the questions in the checklist?</i>	Did not meet requirement OR No evidence	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Communication: Clear communication of awareness campaign tool i <i>When I share my awareness campaign tool with someone else, do they understand it? Are my ideas clear?</i>	Did not meet requirement OR No evidence	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Application: Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts <i>Am I taking the knowledge I learned in Unit 1 + 2 Culminating Tasks and transferring it into an awareness campaign tool?</i>	Did not meet requirement OR No evidence	transfer of knowledge and skills with limited effectiveness	transfer of knowledge and skills with some effectiveness	transfer of knowledge and skills with considerable effectiveness	transfer of knowledge and skills with a high degree of effectiveness

FINAL CULMINATING TASK

For your culminating task for this unit, you will:

- **STEP ONE:** Research a civic issue of your choice (it cannot be the same one you chose before)
- **STEP TWO:** Write a campaign proposal
- **STEP THREE:** Create an awareness campaign tool + plan of action

1. STEP ONE: RESEARCH AN ISSUE - Pick ONE of the following Canadian issues:

Anti-Black racism	Climate change	Bullying
Access to clean drinking water on Indigenous reserves	Human Trafficking	Homelessness and housing
2SLGBTQ+ rights	Deforestation/Environment	Biculturalism vs. multiculturalism (Official language policies)
Islamophobia	Antisemitism	Pay equity
Residential schools/Orange Shirt Day	School Codes of Conduct	Plastic Ban
Memorials, statues, and renaming	Abortion access (or lack thereof)	Poverty (Ontario Works)
Dress Codes	Euthanasia (MAiD)	Anti-terrorism in Canada
Urban vs. rural Canada	Ableism (ODSP)	Freedom of Expression (flags, language)
Regionalism	Indigenous treaty rights	Anti-Palestinian racism
Public transit	Feminism and gender equity/ gender-based violence	Police brutality and racial profiling
Immigration	Civil vs. uncivil protest	COVID-19 (which groups suffered the most and why)
Community Gardens and Green Spaces	Animal Rights (petting zoos, Marine Land)	Sports Organizations policies (local -> OFFSAA) - transgender issues, racism in sports
Food security and food deserts	Mental health and access to supports	Addictions and overdosing (opioid crisis)
Secularization (Quebec's Bill 21)	Electoral reform	Gun Control

Fill out the following charts, answering all questions:

CATEGORY	ANSWER (in point form notes)	PROGRESS CHECKLIST
WHO is the issue about?		<input type="checkbox"/> Did I answer who this issue is about? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHAT is the issue about? Which principle of democracy does it address?		<input type="checkbox"/> Did I answer what this issue is about? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHEN did this issue occur? Is it a specific event or an ongoing issue?		<input type="checkbox"/> Did I answer when this issue occurred? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHERE is this issue happening?		<input type="checkbox"/> Did I answer where this issue is happening? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
WHY is this issue happening?		<input type="checkbox"/> Did I answer why this issue is about? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>

POLITICAL CONCEPTS	ANSWER (in point form notes)	PROGRESS CHECKLIST
What is the Political Significance of this issue?		<input type="checkbox"/> Did I answer why this issue is important? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>

Which Political Perspectives do we need to consider?		<input type="checkbox"/> Did I include the viewpoints of all the people involved? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
What has Changed ? What has stayed the same (Stability)?		<input type="checkbox"/> Did I provide statistics or other evidence of the issue and change and/or stability? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
What change is desired? (Objectives)		<input type="checkbox"/> Do I understand what they want to change? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
How is change being made? What types of civic action are being used? (Results)		<input type="checkbox"/> Did I provide specific examples? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>
Who has the political power to make change regarding this issue? And how do I know?		<input type="checkbox"/> Did I provide evidence for who has the power? <input type="checkbox"/> <i>Did I include at least two point form notes?</i>

PERSONAL CONNECTION: How do YOU connect to this issue? Does it remind you of something you have read or seen elsewhere? Does it remind you of anything we have talked about in class? What are your personal thoughts on the issue? Write AT LEAST 5-10 sentences but you may write more.

PERSONAL CONNECTION (5-10 sentences)	PROGRESS CHECKLIST
	<input type="checkbox"/> Did I state how I personally connect to the issue? <input type="checkbox"/> Did I add if it reminded me of something else I've

	<p>seen or heard?</p> <p><input type="checkbox"/> Did I add if it reminded me of something we've already learned?</p> <p><input type="checkbox"/> Did I include my personal thoughts?</p>
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2. STEP TWO: WRITE A CAMPAIGN PROPOSAL

- Now that you have researched an issue, you will now create a ***campaign proposal***.
- A campaign proposal is simply gathering your thoughts and ideas on how you plan to take action and make positive change on a pressing issue
- Your proposal must answer the following questions in the chart below:

<p>What is my topic?</p> <ul style="list-style-type: none"> • <i>Provide 3-4 point form notes describing the issue</i> • <i>Go back to your Unit 1 Culminating Task</i> 	
<p>What change needs to happen?</p> <ul style="list-style-type: none"> • <i>What does the affected group need?</i> • <i>What action has already been taken?</i> • <i>Have you asked the affected group how you can help?</i> 	

<p>To which level of government do I take my issue?</p> <ul style="list-style-type: none">● <i>Is this a federal, provincial, or municipal issue?</i>	
<p>How will I approach the government official?</p> <ul style="list-style-type: none">● <i>Phone number</i>● <i>Address</i>● <i>Social media handles</i>	
<p>What other actions will I take to address this issue?</p> <ul style="list-style-type: none">● <i>Provide a list of possible actions (things you will plan to do) to make change</i>	
<p>Do I have any questions for my teacher?</p> <ul style="list-style-type: none">● <i>If any questions come up while I'm planning, I will write them here</i>	

2. STEP THREE: CREATE AN AWARENESS CAMPAIGN TOOL + ACTION PLAN

- Now that you have researched an issue, created a campaign proposal, you will now create an ***awareness campaign tool***
- An awareness campaign tool is simply gathering all of your information and deciding how you want to tell people in our school or in the wider school community about your issue
- An awareness campaign tool is a way to easily share information with others. You may pick from one of the formats below:
 - Poster/infographic
 - Campaign card
 - Podcast (3-5 mins)
 - Video (3-5 mins)
 - Social media platform (4-5 posts)
 - Brochure
 - Performance (song, dance, poetry, drama, etc. supported by written research) 2-5 mins
 - Painting/illustration (supported by written research - bulleted list, etc.)
 - Another method of your choice (ask your teacher first)
- Note: Your teacher must approve your Awareness Campaign Tool before you begin
- Make sure your awareness campaign tool answers the following questions in this checklist:
 - What is the issue?
 - Why is it important?
 - Why is it happening?
 - What had already been done to address the problem?
 - What have been some successes in addressing the issue?
 - What have been some challenges in addressing the issue?
- Write 150-200 words explaining why you chose the particular tool and why you think it would be successful and answer the following questions:
 - Which local organization would you contact to see if they need help organizing an awareness campaign?
 - What kind of action would you plan to take? (i.e. letter-writing to local politicians, protests, news conferences, putting up posters in the neighbourhood, knocking on doors to spread awareness, etc.)
 - Estimate how much materials will cost for your action plan
 - Who else might you need to contact for permission to carry out your action plan?
 - What is your GOAL for this action plan? How will you know if your plan is

successful?

List all of the credible resources you used here:

LIST OF CREDIBLE RESOURCES USED

Using the **RUBRIC BELOW THIS CHART**, give yourself a mark out of 10 for **EACH** of the categories: Knowledge, Thinking, Communication, and Application and a one-sentence explanation (for each category) as to why you gave yourself that mark. Write your answer below:

CATEGORY	MARK OUT OF 10	ONE SENTENCE EXPLANATION
Knowledge		
Thinking		
Communication		
Application		

FINAL Culminating Task RUBRIC

Name: _____

Categories	Below Level 1: 0-49%	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
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<p>Knowledge of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies) <i>Did I complete the WHO/WHAT/WHEN/WHERE/WHY of the issue? Did I include the Concepts of Political Thinking?</i></p>	<p>Did not meet requirement OR No evidence</p>	<p>demonstrates limited knowledge of content</p>	<p>demonstrates some knowledge of content</p>	<p>demonstrates considerable knowledge of content</p>	<p>demonstrates thorough knowledge of content</p>
<p>Thinking: Use of planning skills (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research) <i>Did I fill out the campaign proposal section fully? Did you give yourself a mark?</i></p>	<p>Did not meet requirement OR No evidence</p>	<p>uses planning skills with limited effectiveness</p>	<p>uses planning skills with some effectiveness</p>	<p>uses planning skills with considerable effectiveness</p>	<p>uses planning skills with a high degree of effectiveness</p>
<p>Communication: Clear expression and logical organization in oral, visual, and written forms <i>When I share my awareness campaign tool with someone else, do they understand it? Are my ideas clear? Did I include all the resources used?</i></p>	<p>Did not meet requirement OR No evidence</p>	<p>expresses and organizes ideas and information with limited effectiveness</p>	<p>expresses and organizes ideas and information with some effectiveness</p>	<p>expresses and organizes ideas and information with considerable effectiveness</p>	<p>expresses and organizes ideas and information with a high degree of effectiveness</p>
<p>Application: Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts <i>Did I make a personal connection to the issue? Am I taking the knowledge I learned in the course and</i></p>	<p>Did not meet requirement OR No evidence</p>	<p>transfer of knowledge and skills with limited effectiveness</p>	<p>transfer of knowledge and skills with some effectiveness</p>	<p>transfer of knowledge and skills with considerable effectiveness</p>	<p>transfer of knowledge and skills with a high degree of effectiveness</p>

*transferring it into
an awareness
campaign tool +
action plan?*

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