

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
	<ul style="list-style-type: none"> <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
	<ul style="list-style-type: none"> <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