**Unit One Culminating Activity - Recent Impacts on Canadian Identity: 1989-Present**

In this unit challenge, you will describe how an issue, person, group, or event that has had an impact on Canadian identity from 1989 to the present. Your assignment must include:

1. A **descriptive paragraph** that includes key information (5Ws) as it relates to the issue/person/group/event.
2. An **argumentative paragraph** explaining how the issue, person, group, or event has had an impact on Canadian identity
3. **Three** **Primary Sources**: Pictures, charts, diagrams, graphs, film/sound clips (if your teacher allows), a collage of pictures etc. and a short description that explains the relevance of each primary source.
4. **All rough work**: 5W+H worksheet, Argumentative Paragraph Organizer
5. **Source ID Page** that lists all the sources you used to collect information for your project. Use MLA format as indicated on the Source ID Page handout. Remember that the more sources you consult the better your project will be!

The written component should be between 500 and 800 words in length.

**Evaluation:**

Your evaluation will be based on how well you incorporate TWO of the Historical Thinking Concepts (HTCs) we have discussed in class during this unit.

* HISTORICAL SIGNIFICANCE
* PRIMARY SOURCES

**Suggested Topics:**

Chapter 2 – Politics & Diversity

1. The Oka Crisis (text page 35)
2. Residential Schools and the Healing Process (text page 50)
3. Immigration patterns and issues (text pages 28, 30)
4. An Aging population (text page 28)
5. Multiculturalism (text page 31)
6. Increasing Urbanization (text page 28)
7. Quebec Sovereignty (text pages 36 – 37, 54 - 55)
8. Regionalism and its effects within Canada (text 60- 65)

Chapter 3 – Globalization

1. Canada & Free Trade (WTO & NAFTA) (text 74-75)
2. Canada & Environmental Issues (text 82 - 85)
3. Cultural Challenges linked to Globalization (text 86 – 89)
4. Globalization and the impact on Canada’s economy (text 69 – 79)
5. Canadian Entrepreneurs (text page 80)

Chapter 4 – International Security

1. Arctic Sovereignty: Who Owns the Arctic? (text pages 56 – 59)
2. International Alliances and Security (text pages 94 – 98)
3. Recent Conflicts (text p.100-105)
   1. 1991 Gulf War
   2. Yugoslavia
   3. Kosovo
   4. Somalia
   5. Rwanda
4. International Criminal Tribunals & Criminal Court ((text 106-108)
5. Canada & the War in Afghanistan (text 109 -112)

**CHC2DI: Unit One Culminating Assignment**

**Recent Impacts on Canadian Identity: 1989-Present**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Level 4**  **(80-100%)** | **Level 3**  **(70-79%)** | **Level 2**  **(60-69%)** | **Level 1**  **(50-59%)** | **Level NR**  **(<50%)** |
| ***Knowledge & Understanding ( 10 marks)*** |  |  |  |  |  |
| **Historical Thinking Concepts Understood** | Demonstrates thorough understanding of HTCs | Demonstrates considerable understanding of HTCs | Demonstrates some understanding of HTCs | Demonstrates limited understanding of HTCs | Demonstrates no understanding of HTCs |
| **Key Info (5Ws) about event, group, person, or issue** | Exceptional amount of important info is incorporated in paragraph | Considerable amount of important info is incorporated in paragraph | Satisfactory amount of important info is incorporated in paragraph | Limited amount of important info is incorporated in paragraph | 5Ws are not identified |
| ***Thinking/Inquiry (10 marks)*** |  |  |  |  |  |
| **Relevance of Primary Sources for understanding impact on Canadian Identity** | Sources are very relevant to understanding how event. group, person, or issue impacts Canadian identity | Sources are relevant to understanding how event. group, person, or issue impacts Canadian identity | Sources are somewhat relevant to understanding how event. group, person, or issue impacts Canadian identity | Sources are not very relevant to understanding how event. group, person, or issue impacts Canadian identity | No primary source provided |
| **Assessment of impact of event, group, person, or issue on Canadian identity** | Opinion is very clear and supported by many logical and relevant points | Opinion is clear and supported by a number of good points | Opinion is somewhat clear and supported by a few points | Opinion is not very clear and not supported by any points | No opinion on impact on commitment to social justice in Canada included |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Communication (5 marks)*** |  |  |  |  |  |
| **Components of a paragraph** | Paragraphs communicate information and ideas with a high degree of effectiveness by including a clear topic sentence, at least 4 sentences in the body of the paragraph and a clear concluding sentence | Paragraphs communicate information and ideas with a considerable degree of effectiveness by including a topic sentence, at least 3 sentences in the body of the paragraph and a concluding sentence | Paragraphs communicate information and ideas with some degree of effectiveness by including a topic sentence, at least 2 sentences in the body of the paragraph and a concluding sentence | Paragraphs communicate information and ideas with a limited degree of effectiveness by including a topic sentence, only one sentence in the body of the paragraph and a concluding sentence | Paragraphs are missing topic and/or concluding sentences and include only one sentence in the body of the paragraph |
| **Spelling & Grammar** | Both paragraphs use proper sentence structure, a good variety of sentence lengths and are free of spelling errors. | Both paragraphs use proper sentence structure, a variety of sentence lengths and have only a few spelling errors | Both paragraphs use proper sentence structure some of the time, with limited variety in length and have several spelling errors. | Both paragraphs seldom use proper sentence structure with little variation in sentence length and have many spelling errors | Both paragraphs use poor sentence structure with little variation in sentence length and far too many spelling errors. |

**Assignment Components:**

|  |  |  |
| --- | --- | --- |
| * Descriptive Paragraph * Argumentative Paragraph * 3 Primary Sources Included and explained | * 5W + H Organizer * Argumentative Paragraph Organizer | /10 |
| * Bibliography /5   + - Creating Canada (your textbook)     - one Canadian encyclopedia     - one BOOK     - websites |  | Total Marks:  / 40 |