

# HANDOUTS

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Exploring the Chapter Issue

**Instructions:** Use this chart to organize your information as you develop an informed response to the chapter issue. Use the information in your textbook to gather evidence to support your position. Refer to pages 12 and 13 in your textbook for more ideas about how to spot and respond to an issue.

What is the chapter issue?	
Why is this issue important?	
What criteria will you use to help you evaluate information, views and perspectives on this issue?	
What are other positions on the issue? Who might have these positions?	
State your position on the issue.	
Support your position with facts and evidence.	
What action will you take on this issue?	

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Analyzing Images

**Instructions:** Use this chart to help you organize your ideas when analyzing photographs and pictures in the textbook.

Step	Notes
Identify the topic and/or title.	
Describe what you see (e.g., objects, people, actions).	
Answer the 5 Ws + H.	
Formulate questions about what you see.	
Draw conclusions based on the facts and evidence in the photograph.	

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Learning Log

**Instructions:** Use the reflection questions below to help you articulate and organize your reflections and responses to questions and readings in the textbook.

<b>Question, Quote, or Reading Selection:</b>		
My Prediction and Response:		
How did I find myself thinking about this?	What did I learn about myself from doing this?	What would have helped me to respond differently?
<b>Question, Quote, or Reading Selection:</b>		
My Prediction and Response:		
How did I find myself thinking about this?	What did I learn about myself from doing this?	What would have helped me to respond differently?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Spot and Respond to the Issue Organizer

**Instructions:** Use this organizer to help you develop an informed response to an issue.

Inquire	Notes
1. What is the topic about?	
2. What is the central issue question?	
3. What's your first response to the issue?	
4. How can you develop a more informed response to the issue?	
5. What is your informed position on the issue?	
6. What action do you need to take on this issue?	

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Class Discussion Notes

**Instructions:** Keep track of comments and ideas shared by classmates during discussions. You can use this information later to support your own opinions on issues.

Comment/idea from _____	Comment/idea from _____
<b>Issue</b>	
Comment/idea from _____	Comment/idea from _____

Comment/idea from _____	Comment/idea from _____
<b>Issue</b>	
Comment/idea from _____	Comment/idea from _____

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric Template

Criteria	Proficient	Very Good	Emerging	Limited

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>   
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Quality of Life

**Instructions:** Make a list of what you believe are the most important factors affecting your quality of life. After, rank them according to how important they are to you. What factors are least important to you? What factors are most important? Share your ideas with a partner.

### Factors Affecting My Quality of Life

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### Ranking

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**Most Important**

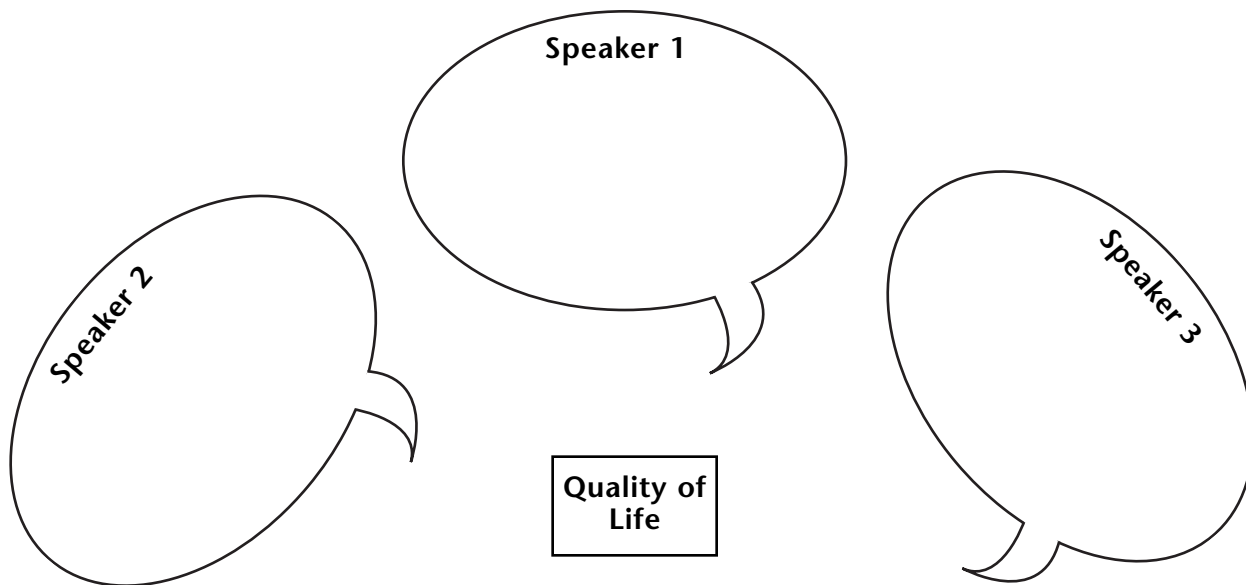


**Least Important**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

### Identifying Perspectives

**Instructions:** Summarize the main idea stated by each speaker on pages 6 and 7 of the textbook. How do their statements about the factors important to their quality of life compare with yours?



My views:

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My conclusions:

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Steps to Spot and Respond to the Issue

### 1. What is the topic about?

- What individuals and groups are most affected by this topic or idea?
- What are some points of view and perspectives about the topic or idea?

### 2. What is the central issue question?

- What is the most common or important question asked about the topic?
- How does this question affect citizenship, identity and quality of life for you and others?
- Is this particular topic or idea one that cannot be easily “solved” with one clear right or wrong answer?

### 3. What’s your first response to the issue?

- What is your initial personal opinion on the issue?
- What parts of your identity, such as your values and beliefs and how you see the world or believe it should be, inform your opinion and help you to develop an individual point of view about the issue?
- What in your experience could inform your opinion and help you to develop an individual point of view and possibly a collective perspective about the issue?

### 4. How can you develop a more informed response to the issue?

- What additional relevant and reliable sources can you find that will help you to learn more about the issue? Where can you find these sources?
- How can these additional sources help you to develop further understanding and appreciation of different perspectives and responses to the issue?
- What additional background knowledge and research about the issue do you need to help you understand more about the complexity of the issue and who it affects?

### 5. What is your informed position on the issue?

- What do you believe is your most relevant, supported and informed response to the issue?
- Which reasons, examples and evidence best support your response?
- How can you organize the evidence you have collected to best demonstrate your position about the issue?

### 6. What action do you need to take on this issue?

- How does the issue affect the quality of life, citizenship and identity of you and other people in Canada?
- In what ways can you communicate the importance of the issue and your response to it to others?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## What's your response to the big ideas?

**Instructions:** Refer to page 15 in the textbook. Think about the key inquiry questions that you will explore in social studies this year. Consider what you already know about them and write down your ideas. You are not expected to be able to answer each question completely, only to predict and identify what you already know about each one. Then, at the end of the course, you can check back to see what you learned.

How do government decisions affect quality of life, citizenship and identity in Canada?	How do health-care services connect to citizenship and quality of life?
How do rights and freedoms affect your identity and quality of life?	How might factors such as identity and citizenship affect your behaviour as a consumer?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Getting to Know the Textbook

**Instructions:** Skim and scan your textbook to help you get to know each of the book's features. Use the organizer below to describe each feature and its function in helping you explore issues.

Textbook Feature	Description	Function
Blue Questions and Critical Thinking Challenge		
Spot and Respond to the Issue		
Nine on 9		
What's in This Section		
What are you looking for?		
Your Task		
Task Alert!		
Did you know?		
Connect to the Big Ideas		
Profile		
Case Study		
How To		
Chapter Review		

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Word Splash

**Instructions:** Write or sketch ideas or definitions for each of the terms below. Branch out your ideas from each term and draw lines showing how the terms are connected.

**point of view**

**quality of life**

**governance**

**economics**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**political system**

**perspectives**

**economic system**

**citizenship**

**individual identity**

**rights**

**collective identity**

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Knowledge and Understanding

### *Chapter 1: How effectively does Canada's federal political system govern Canada for all Canadians?*

**TIP:** Consider developing a student-friendly version of this chart for student self-assessment.

What the Student Has Been Learning: Structure of Canada's Federal Political System	How He/She Is Doing				
	HE/SHE CAN:	Excellent	Good Start	Not There Yet...	Comments
Examine the structure of Canada's federal political system to determine the extent to which political and legislative processes attempt to meet the needs of all Canadians. (9.1.4)					
Describe the steps of how laws are passed in the federal political system. (9.1.4.1)					
Evaluate the relationship between the executive, legislative and judicial branches of Canada's federal political system. (9.1.4.2)					
Explain the processes used to determine members of parliament (MPs) and senators. (9.1.4.3)					
Analyze the ways that members of parliament and senators are accountable to citizens. (9.1.4.4)					
Describe the role of political parties within Canada's federal political system. (9.1.4.5)					
Evaluate the role of the media in relation to political issues. (9.1.4.6)					
Describe the ways lobby groups impact government decision making. (9.1.4.7)					
Evaluate the extent to which political and legislative processes meet the needs of all Canadians. (9.1.4.8)					

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Skills and Processes

### *Chapter 1: How effectively does Canada's federal political system govern Canada for all Canadians?*

NOTE: For each of these benchmark skills, review the specific skills in the chart on pages 22–24 of the teaching resource, and comment on the specific skills you emphasized in this chapter.

Benchmark skills demonstrated:			Skills targeted and comments
<b>Critical thinking and creative thinking</b>			
Excellent	Good Start	Needs Work	
<b>Historical thinking</b>			
Excellent	Good Start	Needs Work	
<b>Geographic thinking</b>			
Excellent	Good Start	Needs Work	
<b>Decision making and problem solving</b>			
Excellent	Good Start	Needs Work	
<b>Cooperation, conflict resolution and consensus building</b>			
Excellent	Good Start	Needs Work	
<b>Age-appropriate behaviour for social involvement as a responsible citizen contributing to his/her community</b>			
Excellent	Good Start	Needs Work	
<b>Applying the research process</b>			
Excellent	Good Start	Needs Work	
<b>Oral, written and visual literacy</b>			
Excellent	Good Start	Needs Work	
<b>Media literacy</b>			
Excellent	Good Start	Needs Work	

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Self-Assessment Checklist: Persuasive Communication

**Instructions:** Before and after your task, think about what you know about communicating persuasively. Include examples or evidence to show how you use each skill. Chart your strengths and areas for improvement for the next time you use the skill.

I CAN:	HOW AM I DOING?			
	BEFORE THE TASK		AFTER THE TASK	
	Yes No Not Sure	Examples and/or Evidence	Yes No Not Sure	Examples and/or Evidence
1. State my ideas clearly.				
2. Determine who my audience is and what their interests are.				
3. Support my position with evidence.				
4. Choose a format that most persuasively communicates my position.				
5. Organize my points in a logical order.				

Areas of strength:

Areas for improvement:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 1 Task—Let’s get started!

**Instructions:** Keep track of the issues about government you read about in Chapter 1 and how they can create challenges and opportunities for Canadians. Add examples you find to the chart below. The examples you collect will help you with your speech. Afterwards, complete the questions below the chart to determine the issue on which you will develop a more informed response.

Inquire	Example	Example	Example
What is the issue about Canada’s government?			
What challenges and opportunities does the issue create for Canadians? Why?			
How will you use what you know about the political system to respond to the issue?			

In my opinion, the most important issue about government today is...

because...

I would use the system to respond to this issue by...

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Chapter 1 Task: Write a Persuasive Speech

Criteria	Proficient	Very Good	Emerging	Limited
<b>Understands the relationship between the executive, legislative and judicial branches of the federal government.</b>	Demonstrates a comprehensive, rich and detailed explanation of the relationship between the executive, legislative and judicial branches of the federal government.	Demonstrates an accurate explanation of the relationship between the executive, legislative and judicial branches of the federal government with some details.	Demonstrates a partial explanation of the relationship between the executive, legislative and judicial branches of the federal government with few details.	Demonstrates a superficial explanation of the relationship between the executive, legislative and judicial branches of the federal government with few or no details.
<b>Understands how the political and legislative processes meet the needs of all Canadians.</b>	Demonstrates a comprehensive, rich and detailed explanation of how the political and legislative processes meet the needs of all Canadians.	Demonstrates an accurate explanation of how the political and legislative processes meet the needs of all Canadians with some details.	Demonstrates a partial explanation of how the political and legislative processes meet the needs of all Canadians with few details.	Demonstrates a superficial explanation of how the political and legislative processes meet the needs of all Canadians with few or no details.
<b>Communicates in a persuasive and engaging manner through speeches.</b>	Has a strong attention grabber that is appropriate for the audience. Provides a clear, powerful statement of the presenter's position. Includes three or more pieces of evidence that support the position statement. Information is presented in a logical order.	Has an acceptable attention grabber that is appropriate for the audience. Provides a clear statement of the presenter's position. Includes at least three pieces of evidence that support the position statement. Information is presented in a fairly logical order.	Has an interesting introduction, but the connection to the topic is not clear. Provides a basic and fairly weak statement of the presenter's position on the topic. Includes one or two pieces of evidence that support the position statement. Information is presented in a slightly confusing sequence.	Introduction is not related to the topic. Provides no position on the topic. Includes one or no examples. Information lacks logical order and/or organization.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>     
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Organizer for Writing a Persuasive Speech

**Instructions:** Use the organizer on this page to help you organize the content of your speech.

**Introduction**

- Introduce the reason for your speech.
- State your position.

**Good Point**

- Support your point with facts, evidence and examples.

**Better Point**

- Support your point with facts, evidence and examples.

**Strongest Point**

- Support your point with facts, evidence and examples.

**Conclusion**

- Summarize your position and supporting evidence.

**The tools I will use to get my ideas across** (e.g., charts, visuals, multimedia, recordings)



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## What is the structure of Canada's political system?

### 1. Roles and Responsibilities

As you read the chapter, write jot notes in the chart summarizing the key information about the roles and responsibilities of the executive, legislative and judicial branches of government.

	Roles and Responsibilities
<b>Executive Branch</b>	
<b>Legislative Branch</b>	
<b>Judicial Branch</b>	

2. Based on the readings, write a short paragraph describing the relationship between the executive, legislative and judicial branches of government. Consider how their roles and responsibilities are similar and different.

3. In your opinion, do the political and legislative processes meet the needs of Canadians? Why or why not? When forming your response, use what you know about developing an informed position.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## The ABCs of the Electoral Process

**Instructions:** At the Nelson website, visit the websites below to find out more about Canada's electoral process. Add your information to the chart below. Then, share a summary of your conclusions with a partner. You can use the information to help develop an informed response to the chapter issue or chapter task.

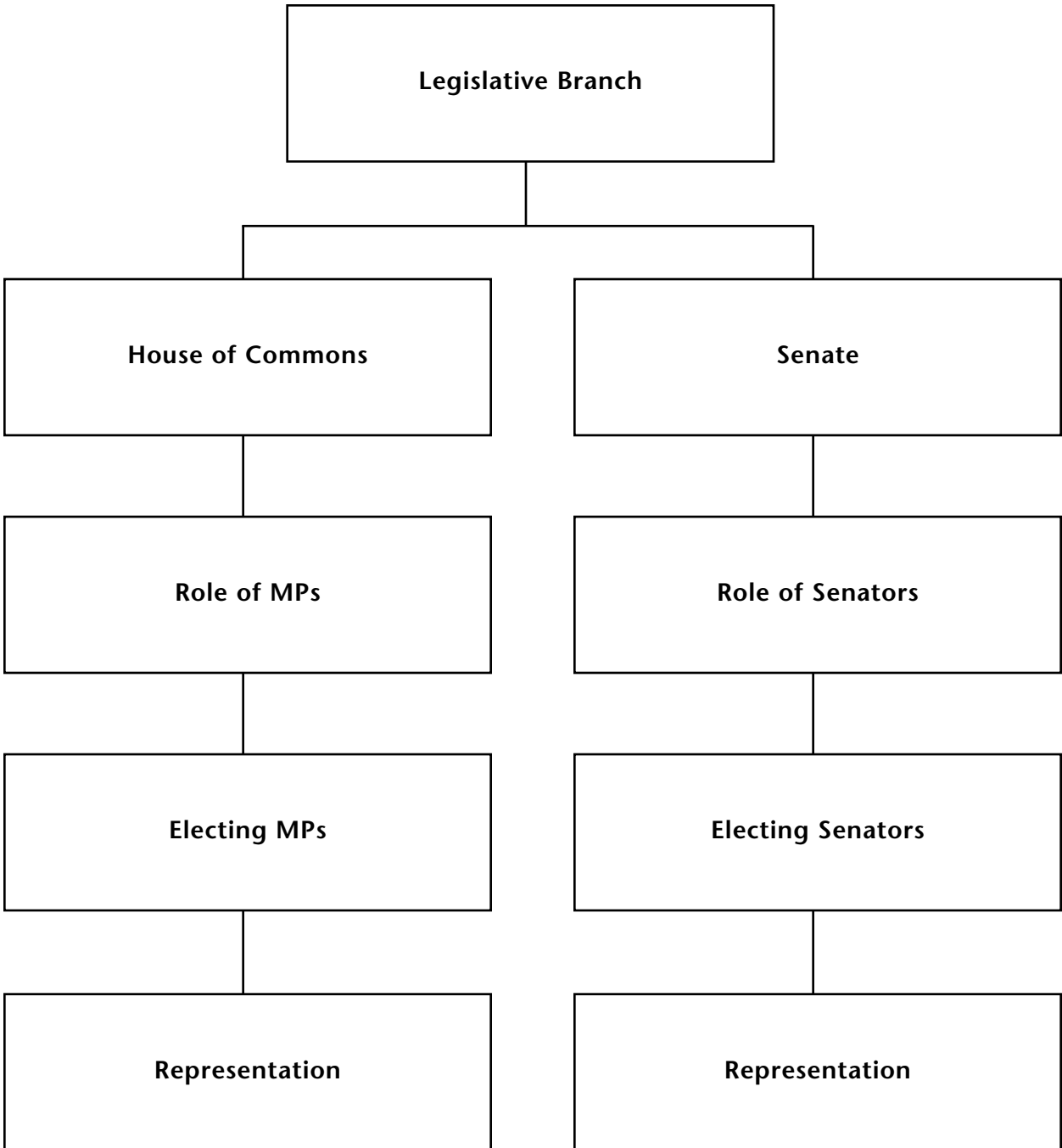
- I Can Vote: A User-Friendly Guide to Voting in Canada
- Elections Canada Electoral Districts
- Federal Election Trivia
- Student Vote

What is the main purpose of democratic elections?	How does the voting system work in Canada?
What is the role of the electoral officer?	What are the responsibilities of the government in a federal election?
How do leader debates influence an election?	How are members of parliament elected to the government?
Which riding has the most seats? Which one has the fewest?	What is the role of the media in elections?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Branching Diagram: What does the legislative branch do?

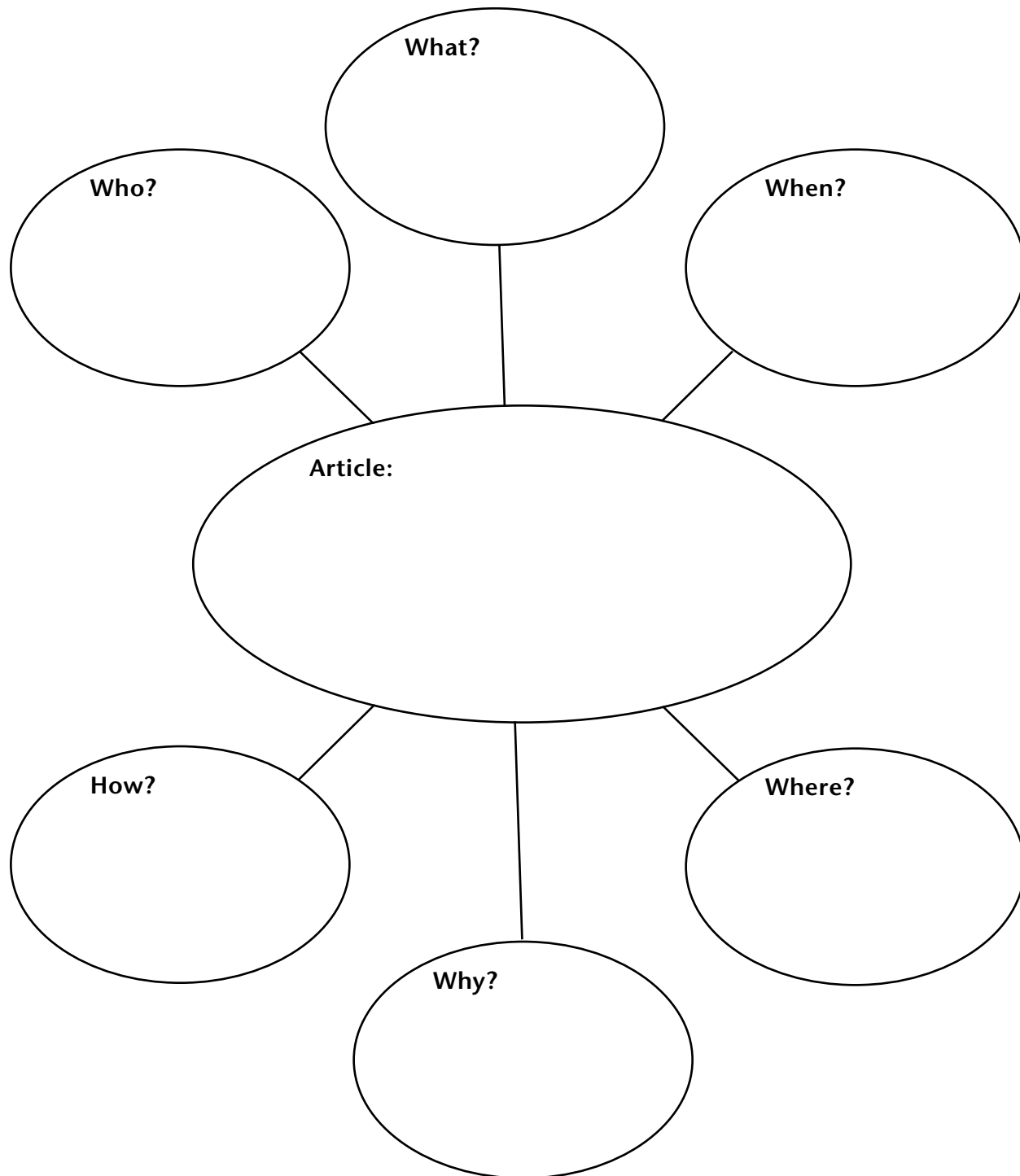
**Instructions:** Use the branching diagram below to summarize your ideas about the House of Commons and Senate.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## The Federal Accountability Act

**Instructions:** Read the article on page 39 about the Federal Accountability Act (FAA) and identify the main points using the 5 Ws + H. Then, write a summary statement in your notebook about the FAA and how laws like the FAA relate to government accountability.



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Law to Fix Election Dates

**November 7, 2006**

### **Ottawa**

The Conservative government has proposed a law to set, or “fix” federal election dates every four years. The proposed law received third reading in the House of Commons yesterday.

Under the current system, the prime minister of a majority government can call an election at any time within five years of taking power. “The prime minister is able to choose the date of an election, not based on what is in the best interest of the country, but what is in the interest of his or her party,” says Minister of Justice Rob Nicholson, who introduced the legislation last May.

With fixed election dates, the timing of general elections would be known by all citizens and political parties four years in advance.

“Fixed election dates stop leaders from trying to manipulate the calendar,” Prime Minister Stephen Harper says. “They level the playing field for all political parties.”

Liberals have questioned the wisdom of changing the current system, which they say has served Canada well for 130 years. They say fixed election dates would make the ruling party less accountable to voters, since the government could do whatever it wanted without facing an unexpected election.

— Based on a press release from the Privy Council Office, reporting by CBC and CTV and legislation updates from the Parliament of Canada.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Detecting Bias

**Instructions:** Practise your skills of detecting bias using the article on the previous page. The following questions will help you pull apart and evaluate information for bias.

1. Who are the writers or speakers?
2. Do they have authority to speak about the subject?
3. Does the information provide facts and evidence?
4. Does it use stereotyping, or appeal to fear or emotion?
5. Does it ignore any people or groups?
6. How does the information fit with what you already know?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Detecting Bias

Criteria	Proficient	Very Good	Emerging	Limited
<b>Determines validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or issue.</b>	Independently provides a comprehensive and insightful explanation of bias found in researched information.	Provides a credible explanation of bias found in researched information with some details and only occasional assistance.	Provides a fairly accurate explanation of bias found in researched information with a few details. Requires assistance to detect bias often.	Provides a fairly superficial explanation of bias found in researched information with few or no details. Has difficulty independently identifying bias in sources.
<b>Analyzes the impact of television, Internet, radio and print media on a particular current affairs issue.</b>	Demonstrates a comprehensive, rich and detailed explanation of how bias can be found in media reports.	Demonstrates an accurate explanation of how bias can be found in media reports with some details.	Demonstrates a partial explanation of how bias can be found in media reports with few details.	Demonstrates a superficial explanation of how bias can be found in media reports with few or no details.
<b>Communicates in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences into consideration.</b>	Has strong visual and creative appeal that is appropriate for the audience. Provides clear, powerful evidence of the presenter's position. Information is presented in a logical order.	Has excellent visual appeal that is appropriate for the audience. Provides some evidence of the presenter's position. Information is presented in a fairly logical order.	Introduction has basic appeal, but the connection to the audience is not clear. Provides fairly weak evidence of the presenter's position. Information is presented in a slightly confusing sequence.	Has very little visual appeal. Provides no position on the topic. Includes one or no examples. Information lacks logical order and/or organization.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>   
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Knowledge and Understanding

### *Chapter 2: To what extent is the justice system fair and equitable for youth?*

**TIP:** Consider developing a student-friendly version of this chart for student self-assessment.

What the Student Has Been Learning: Canada's Justice System and Its Effect on Youth	How He/She Is Doing			
	HE/SHE CAN:	Excellent	Good Start	Not There Yet...
Analyze the role citizens and organizations play in Canada's justice system. (9.1.5)				
Evaluate how citizens and organizations participate in Canada's justice system: Jury duty; Knowing the law; Advocacy; John Howard Society; Elizabeth Fry Society (9.1.5.1)				
Analyze citizens' legal roles and their responsibilities. (9.1.5.2)				
Evaluate the intent and effectiveness of the Youth Criminal Justice Act. (9.1.5.3)				

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Skills and Processes

### *Chapter 2: To what extent is the justice system fair and equitable for youth?*

NOTE: For each of these benchmark skills, review the specific skills in the chart on pages 22–24 of the teaching resource, and comment on the specific skills you emphasized in this chapter.

Benchmark skills demonstrated:			Skills targeted and comments
<b>Critical thinking and creative thinking</b>			
Excellent	Good Start	Needs Work	
<b>Historical thinking</b>			
Excellent	Good Start	Needs Work	
<b>Geographic thinking</b>			
Excellent	Good Start	Needs Work	
<b>Decision making and problem solving</b>			
Excellent	Good Start	Needs Work	
<b>Cooperation, conflict resolution and consensus building</b>			
Excellent	Good Start	Needs Work	
<b>Age-appropriate behaviour for social involvement as a responsible citizen contributing to his/her community</b>			
Excellent	Good Start	Needs Work	
<b>Applying the research process</b>			
Excellent	Good Start	Needs Work	
<b>Oral, written and visual literacy</b>			
Excellent	Good Start	Needs Work	
<b>Media literacy</b>			
Excellent	Good Start	Needs Work	

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Personal Glossary

**Instructions:** Research important vocabulary using the textbook or an online or print dictionary. Write a definition for each term in your own words, add an example and draw a picture illustrating the term.

Word		
Meaning	Example	Picture

Word		
Meaning	Example	Picture

Word		
Meaning	Example	Picture

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Self-Assessment Checklist: Determining Validity and Authority of Information

**Instructions:** Before and after your task, think about what you know about determining validity and authority of information. Include examples or evidence to show how you use each skill. Chart your strengths and areas for improvement for the next time you use the skill.

I CAN:	HOW AM I DOING?			
	BEFORE THE TASK		AFTER THE TASK	
	Yes No Not Sure	Examples and/or Evidence	Yes No Not Sure	Examples and/or Evidence
1. Determine if the speaker has experience or qualifications to speak about the topic.				
2. Find out if the information comes from a reputable source.				
3. Determine if the source is stating facts, opinions or bias on a topic or issue.				
4. Determine if the source/information is presenting a balance of views and perspectives.				
5. Determine if the source/information meets my research needs.				

Areas of strength:

Areas for improvement:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 2 Task—Let's get started!

**Instructions:** As part of your Chapter 2 task you will be evaluating your position on the issue question before and after your research. Use the chart below to help you organize and collect your research and reflections.

### Should the justice system be harder on youths who commit crimes?

Part A	Part B	
Before Research	After Research	What Happened
My initial position:	This is what I found out:	My position has: <input type="checkbox"/> Changed <input type="checkbox"/> Stayed the same
Reasons:	My position on the issue now:	Reasons:
Research Notes:		

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Determining Validity and Authority of Information

**Instructions:** Use these activities to gather information to support your position on the chapter task issue, “Should the justice system be harder on youths who commit crimes?” Use the checklist to help determine the validity and authority of information you gather.

Checklist	Interview a family or community member for their opinions on whether the justice system should be harder on youths who commit crimes.	Scan local and national newspapers for information related to youth justice issues.	Conduct a search of websites and blogs dealing with the YCJA and youth crime.
<b>Findings</b>			
1. Does the speaker have experience or qualifications to speak about the topic?			
2. Does the information come from a reputable source?			
3. Does the source/ information represent balanced points of view and perspectives?			
4. Does the source/ information meet my research needs?			
Conclusions			

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Chapter 2 Task: Create a Multimedia Presentation

Criteria	Proficient	Very Good	Emerging	Limited
<b>Understands how citizens and organizations participate in Canada's justice system.</b>	Demonstrates a comprehensive, rich and detailed explanation of how citizens and organizations participate in Canada's justice system.	Demonstrates an accurate explanation of how citizens and organizations participate in Canada's justice system with some details.	Demonstrates a partial explanation of how citizens and organizations participate in Canada's justice system with few details.	Demonstrates a superficial explanation of how citizens and organizations participate in Canada's justice system with few or no details.
<b>Understands citizens' legal roles and responsibilities.</b>	Demonstrates a comprehensive, rich and detailed analysis of citizens' legal roles and responsibilities.	Demonstrates an accurate analysis of citizens' legal roles and responsibilities with some details.	Demonstrates a partial analysis of citizens' legal roles and responsibilities with few details.	Demonstrates a superficial analysis of citizens' legal roles and responsibilities with few or no details.
<b>Understands the intention of the Youth Criminal Justice Act.</b>	Demonstrates a comprehensive, rich and detailed examination of the Youth Criminal Justice Act.	Demonstrates a comprehensive, rich and detailed examination of the Youth Criminal Justice Act with some details.	Demonstrates a partial examination of the Youth Criminal Justice Act with few details.	Demonstrates a superficial examination of the Youth Criminal Justice Act with few or no details.
<b>Reflects on changes of perspective or opinion based on information gathered and research conducted.</b>	Clearly articulates position before and after research. Carefully re-examines earlier thinking and explains why and how initial position has changed. Demonstrates an increased understanding of the depth and complexity of an issue.	Explains position before and after research very well. Mostly re-examines earlier thinking and explains why and how initial position has changed. Demonstrates an improved understanding of the depth and complexity of an issue.	Sometimes explains position before and after research. Needs coaching to re-examine earlier thinking and explain why and how position has changed. Understands that there are more sides to the issue, but has difficulty articulating them.	Demonstrates little awareness of own position on an issue.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>    
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Read a Political Cartoon

**Instructions:** Analyze and summarize the key messages of political cartoons you find using the questions below.

Questions to Ask	Example	Example	Example	Example
What is your reaction to the political cartoon?				
What is the main idea?				
How are the characters represented?				
How do the symbols or objects contribute to the main idea?				
What is the main message?				

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Creating a Political Cartoon

Criteria	Proficient	Very Good	Emerging	Limited
<b>Demonstrates the ability to analyze current affairs from multiple perspectives.</b>	Demonstrates a comprehensive, rich and detailed analysis of multiple perspectives found in current affairs information.	Demonstrates an accurate explanation of multiple perspectives found in current affairs information with some details.	Demonstrates a partial explanation of multiple perspectives found in current affairs information with few details.	Demonstrates a superficial explanation of multiple perspectives found in current affairs information with few or no details.
<b>Examines the values, lifestyles and views represented in a media message.</b>	Demonstrates a comprehensive, rich and detailed explanation of views represented in a media message.	Demonstrates an accurate explanation of views represented in a media message with some details.	Demonstrates a partial explanation of views represented in a media message with few details.	Demonstrates a superficial explanation of views represented in a media message with few or no details.
<b>Communicates in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports.</b>	Has a strong caption that is appropriate for the audience. Provides a clear, powerful sketch of the presenter's position. Information is presented in a logical order.	Has an acceptable caption that is appropriate for the audience. Provides a clear sketch of the presenter's position. Information is presented in a fairly logical order.	Has an interesting caption, but the connection to the topic is not clear. Provides a basic and fairly weak sketch of the presenter's position on the topic. Information is presented in a slightly confusing sequence.	Caption is not related to the topic. Provides no sketch on the topic. Information lacks logical order and/or organization.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>    
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Knowledge and Understanding

### *Chapter 3: How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?*

**TIP:** Consider developing a student-friendly version of this chart for student self-assessment.

What the Student Has Been Learning: Charter of Rights and Freedoms: Individual Rights	How He/She Is Doing				
	HE/SHE CAN:	Excellent	Good Start	Not There Yet...	Comments
Critically assess the impact of the Canadian Charter of Rights and Freedoms on the legislative process in Canada. (9.1.6)					
Identify ways that the Canadian Charter of Rights and Freedoms fosters recognition of individual rights in Canada. (9.1.6.1)					
Evaluate ways that the Canadian Charter of Rights and Freedoms supports individuals in exercising their rights. (9.1.6.2)					
Evaluate the ways that the Canadian Charter of Rights and Freedoms affects conditions in the workplace (i.e., issues of gender, age, race, religion). (9.1.6.3)					
Assess the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens. (9.1.6.4)					

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Skills and Processes

### *Chapter 3: How effectively does Canada's Charter of Rights and Freedoms protect your individual rights?*

NOTE: For each of these benchmark skills, review the specific skills in the chart on pages 22–24 of the teaching resource, and comment on the specific skills you emphasized in this chapter.

Benchmark skills demonstrated:			Skills targeted and comments
<b>Critical thinking and creative thinking</b>			
Excellent	Good Start	Needs Work	
<b>Historical thinking</b>			
Excellent	Good Start	Needs Work	
<b>Geographic thinking</b>			
Excellent	Good Start	Needs Work	
<b>Decision making and problem solving</b>			
Excellent	Good Start	Needs Work	
<b>Cooperation, conflict resolution and consensus building</b>			
Excellent	Good Start	Needs Work	
<b>Age-appropriate behaviour for social involvement as a responsible citizen contributing to his/her community</b>			
Excellent	Good Start	Needs Work	
<b>Applying the research process</b>			
Excellent	Good Start	Needs Work	
<b>Oral, written and visual literacy</b>			
Excellent	Good Start	Needs Work	
<b>Media literacy</b>			
Excellent	Good Start	Needs Work	

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Self-Assessment Checklist: Skillful Decision Making and Problem Solving

**Instructions:** Before and after your task, think about what you know about skillful decision making and problem solving. Include examples or evidence to show how you use each skill. Chart your strengths and areas for improvement for the next time you use the skill.

I CAN:	HOW AM I DOING?			
	BEFORE THE TASK		AFTER THE TASK	
	Yes No Not Sure	Examples and/or Evidence	Yes No Not Sure	Examples and/or Evidence
1. Identify a problem or issue and explain it in my own words.				
2. Think of alternatives to the problem or issue and the consequences of each alternative.				
3. Choose the best option.				
4. Take appropriate action and initiative, when required, in decision-making and problem-solving scenarios.				
5. Evaluate the results of my decision and its effects on others.				

Areas of strength:

Areas for improvement:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 3 Task—Let’s get started!

**Instructions:** As part of your Chapter 3 task you will be identifying issues and examples in the chapter where individuals faced a challenge and made a choice to exercise their individual rights and freedoms. Use the chart below to help you organize the examples you find.

What is the issue or problem?	Issue/Example	Issue/Example	Issue/Example
What individual rights and freedoms are involved?			
What views and perspectives are involved?			
Why is the issue important? For whom?			
How does it affect quality of life and citizenship for all Canadians?			
What action was taken on the issue? What action should be taken?			
Where can you get more information?			
What action has been taken on the issue? What action should be taken?			

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Steps to Skillful Decision Making and Problem Solving

**Instructions:** Use these activities to practise skillful decision making and problem solving.

	<b>Problem A</b> You and your friends are walking on the street and are stopped and searched by a police officer.	<b>Problem B</b> You are a Canadian citizen with a valid passport flying to visit family in another country. You are stopped at airport security and not permitted to leave Canada.	<b>Other</b> Brainstorm with a partner for other situations affecting your individual rights and freedoms where problems could arise.
What problems could arise from this situation?			
What individual rights and freedoms have been infringed upon or protected? Why?			
Who is this a problem for?			
Why is a decision for this problem necessary?			
What are some possible solutions?			
What would your decision be if you were in this situation?			

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Organizer for Preparing an Informal Debate

**Instructions:** Use these steps to help you prepare for an informal debate.

Steps	Notes
1. Research your topic.	
2. Choose a side and decide on your position.	
3. Prepare and research evidence supporting your position.	
4. Organize your argument in an engaging and persuasive manner.	
5. Consider how others will argue their side of the issue.	
6. Consider your response to others who oppose your position.	

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Chapter 3 Task: Participate in an Informal Debate

Criteria	Proficient	Very Good	Emerging	Limited
<b>Understands the ways the Canadian Charter of Rights and Freedoms fosters recognition of individual rights in Canada.</b>	Demonstrates a comprehensive, rich and detailed description of the ways the Canadian Charter of Rights and Freedoms fosters recognition of individual rights in Canada.	Demonstrates an accurate description of the ways the Canadian Charter of Rights and Freedoms fosters recognition of individual rights in Canada with some details.	Demonstrates a partial description of the ways the Canadian Charter of Rights and Freedoms fosters recognition of individual rights in Canada with few details.	Demonstrates a superficial description of the ways the Canadian Charter of Rights and Freedoms fosters recognition of individual rights in Canada with limited or no details.
<b>Understands how the Canadian Charter of Rights and Freedoms supports individuals in exercising their rights.</b>	Demonstrates a comprehensive, rich and detailed explanation of how the Canadian Charter of Rights and Freedoms supports individuals in exercising their rights.	Demonstrates an accurate explanation of how the Canadian Charter of Rights and Freedoms supports individuals in exercising their rights with some details.	Demonstrates a partial explanation of how the Canadian Charter of Rights and Freedoms supports individuals in exercising their rights with few details.	Demonstrates a superficial explanation of how the Canadian Charter of Rights and Freedoms supports individuals in exercising their rights with limited or no details.
<b>Understands the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens.</b>	Demonstrates a comprehensive, rich and detailed analysis of the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens.	Demonstrates an accurate analysis of the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens with some details.	Demonstrates a partial analysis of the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens with few details.	Demonstrates a superficial analysis of the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens with limited or no details.
<b>Makes decisions and solves problems</b>	Proficiently identifies problems/issues related to the responsibilities of citizens in recognizing and protecting individual rights and freedoms.	Effectively identifies problems/issues related to the responsibilities of citizens in recognizing and protecting individual rights and freedoms.	Identifies some problems/issues related to the responsibilities of citizens in recognizing and protecting individual rights and freedoms.	Has difficulty identifying problems/issues related to the responsibilities of citizens in recognizing and protecting individual rights and freedoms.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>     
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Analyze Cause and Effect

**Instructions:** Alone, in pairs or in small groups, use the questions to analyze the causes and effects related to legislation affecting individuals and groups in Canada's past.

Research information about the legislation to help you answer the questions. Then, write a paragraph summarizing your conclusions.

### Think:

- What events, values and attitudes contributed to the government action?
- What clues can you find in the information that help you identify causes?
- What happened after the event?
- Rank the causes and effects in order of importance or impact.
- How does the intent of the government's action compare with the results?

Causes		Effects
	<p style="text-align: center;">Passing of the Indian Act.</p>	

My conclusions:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Analyze Cause and Effect (continued)

**Think:**

- What events, values and attitudes contributed to the government action?
- What clues can you find in the information that help you identify causes?
- What happened after the event?
- Rank the causes and effects in order of importance or impact.
- How does the intent of the government’s action compare with the results?

Causes		Effects
	Government legislation states that women do not have the right to vote in elections.	

My conclusions:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Analyze Cause and Effect (continued)

**Think:**

- What events, values and attitudes contributed to the government action?
- What clues can you find in the information that help you identify causes?
- What happened after the event?
- Rank the causes and effects in order of importance or impact.
- How does the intent of the government's action compare with the results?

Causes		Effects
	Passing of the Ukrainian Origin Recognition Act.	

My conclusions:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Explaining Cause and Effect

Criteria	Proficient	Very Good	Emerging	Limited
<b>Critically evaluates ideas, information and positions from multiple perspectives.</b>	Demonstrates a comprehensive, rich and detailed evaluation of multiple perspectives found in information.	Demonstrates an accurate explanation of multiple perspectives found in information with some details.	Demonstrates a partial explanation of multiple perspectives found in information with few details.	Demonstrates a superficial explanation of multiple perspectives found in information with few or no details.
<b>Analyzes selected issues and problems from the past, placing people and events in a context of time and place.</b>	Demonstrates a comprehensive, rich and detailed analysis of the historical context of issues and problems from the past.	Demonstrates an accurate analysis of the historical context of issues and problems from the past with some details.	Demonstrates a partial analysis of the historical context of issues and problems from the past with few details.	Demonstrates a superficial analysis of the historical context of issues and problems from the past with few or no details.
<b>Distinguishes cause, effect, sequence and correlation in historical events and issues.</b>	Demonstrates a comprehensive, rich and detailed explanation of the relationships between cause, effect, sequence and correlation in historical events and issues.	Demonstrates an accurate explanation of the relationships between cause, effect, sequence and correlation in historical events and issues with some details.	Demonstrates a partial explanation of the relationships between cause, effect, sequence and correlation in historical events and issues with few details.	Demonstrates a superficial explanation of the relationships between cause, effect, sequence and correlation in historical events and issues with few or no details.
<b>Communicates in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports.</b>	Has strong visual and creative appeal that is appropriate for the audience. Provides clear, powerful evidence of the presenter's position. Information is presented in a logical order.	Has excellent visual appeal that is appropriate for the audience. Provides some evidence of the presenter's position. Information is presented in a fairly logical order.	Introduction has basic appeal, but the connection to the audience is not clear. Provides fairly weak evidence of the presenter's position. Information is presented in a slightly confusing sequence.	Has very little visual appeal. Provides no position on the topic. Includes one or no examples. Information lacks logical order and/or organization.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>    
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter Analysis

**Instructions:** Think about what you learned in this chapter. Complete the chapter analysis below to help you review the big ideas.

What are the big ideas of the chapter?	Write a summary of the chapter in your own words.
Draw a sketch illustrating the chapter issue.	
List at least five facts and evidence from the chapter.	List at least five key words.
This issue is important today/not important today because...	

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Knowledge and Understanding

### *Chapter 4: To what extent has Canada affirmed collective rights?*

**TIP:** Consider developing a student-friendly version of this chart for student self-assessment.

What the Student Has Been Learning: Charter of Rights and Freedoms: Collective Rights	How He/She Is Doing				
	HE/SHE CAN:	Excellent	Good Start	Not There Yet...	Comments
Assess how the increased demand for recognition of collective rights has impacted the legislative process in Canada. (9.1.7)					
Evaluate the ways the Canadian Charter of Rights and Freedoms fosters recognition of collective rights in Canada. (9.1.7.1)					
Evaluate the ways the Canadian Charter of Rights and Freedoms meets the needs of Francophones in minority settings. (9.1.7.2)					
Explain the extent to which the Canadian Charter of Rights and Freedoms meets the needs of Francophones in Québec. (9.1.7.3)					
Explain the extent to which federal and provincial governments support and promote the rights of official language minorities in Canada. (9.1.7.4)					
Identify how the Indian Act recognizes the status and identity of Aboriginal peoples. (9.1.7.5)					
Identify how legislation such as Treaty 6, Treaty 7 and Treaty 8 recognizes the status and identity of Aboriginal peoples. (9.1.7.6)					
Assess how governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis settlements in Alberta). (9.1.7.7)					

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Assessment Checklist for Student Learning: Skills and Processes

### *Chapter 4: To what extent has Canada affirmed collective rights?*

NOTE: For each of these benchmark skills, review the specific skills in the chart on pages 22–24 of the teaching resource, and comment on the specific skills you emphasized in this chapter.

Benchmark skills demonstrated:			Skills targeted and comments
<b>Critical thinking and creative thinking</b>			
Excellent	Good Start	Needs Work	
<b>Historical thinking</b>			
Excellent	Good Start	Needs Work	
<b>Geographic thinking</b>			
Excellent	Good Start	Needs Work	
<b>Decision making and problem solving</b>			
Excellent	Good Start	Needs Work	
<b>Cooperation, conflict resolution and consensus building</b>			
Excellent	Good Start	Needs Work	
<b>Age-appropriate behaviour for social involvement as a responsible citizen contributing to his/her community</b>			
Excellent	Good Start	Needs Work	
<b>Applying the research process</b>			
Excellent	Good Start	Needs Work	
<b>Oral, written and visual literacy</b>			
Excellent	Good Start	Needs Work	
<b>Media literacy</b>			
Excellent	Good Start	Needs Work	

Assessor: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Self-Assessment Checklist: Analyzing Historical Context

**Instructions:** Before and after your task, think about what you know about analyzing historical context. Include examples or evidence to show how you use each skill. Chart your strengths and areas for improvement for the next time you use the skill.

I CAN:	HOW AM I DOING?			
	BEFORE THE TASK		AFTER THE TASK	
	Yes No Not Sure	Examples and/or Evidence	Yes No Not Sure	Examples and/or Evidence
1. Identify the points of view and perspectives of the source.				
2. Compare information to see how different perspectives are related.				
3. Identify the values and norms of the period.				
4. Draw conclusions based on the historical context.				
5. Make judgements about present events based on stories of the past.				

Areas of strength:

Areas for improvement:

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Chapter 4 Task—Let's get started!

**Instructions:** For the Chapter 4 task you will analyze the impact of collective rights on the identity of Canadians as a whole. As you read the chapter, search for the answers to the questions below. They will help you to understand how collective rights impact all Canadians.

1. As described in this chapter, what are collective rights?
2. Which groups hold collective rights?
3. What legislation establishes collective rights of groups in Canada?
4. Why do some groups have collective rights and not others?
5. Why are collective rights important to all Canadians?
6. How do collective rights, in the past and today, define who we are as Canadians?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Analyzing Historical Context

**Instructions:** Choose one of the pieces of legislation found in Chapter 4 and research it in depth. Use the questions to help you analyze the historical context. Consider how you will use the information for your chapter task.

Inquiry	Research Notes
1. What was the intent of the legislation?	
2. How did the legislation affirm collective rights in the past?	
3. How did values and attitudes at the time compare to today?	
4. To what extent has the federal government affirmed collective rights in the legislation over time?	
5. How does the legislation affect citizenship and identity today?	

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Chapter 4 Task: Create a Display on Collective Rights

Criteria	Proficient	Very Good	Emerging	Limited
<b>Understands how collective rights have impacted the legislative process.</b>	Demonstrates a comprehensive, rich and detailed explanation of how collective rights have impacted the legislative process.	Demonstrates an accurate explanation of how collective rights have impacted the legislative process with some details.	Demonstrates a partial explanation of how collective rights have impacted the legislative process with few details.	Demonstrates a superficial explanation of how collective rights have impacted the legislative process with few or no details.
<b>Understands the ways that the Canadian Charter of Rights and Freedoms fosters collective rights in Canada.</b>	Demonstrates a comprehensive, rich and detailed explanation of the ways that the Canadian Charter of Rights and Freedoms fosters collective rights in Canada.	Demonstrates an accurate explanation of the ways that the Canadian Charter of Rights and Freedoms fosters collective rights in Canada with some details.	Demonstrates a partial explanation of the ways that the Canadian Charter of Rights and Freedoms fosters collective rights in Canada with few details.	Demonstrates a superficial explanation of the ways that the Canadian Charter of Rights and Freedoms fosters collective rights in Canada with few or no details.
<b>Historical Thinking</b>	Provides a comprehensive, detailed and insightful analysis of legislation in historical context.	Provides a detailed and thoughtful analysis of legislation in historical context.	Provides a simple analysis of legislation in historical context.	Provides a limited or incorrect analysis of legislation in historical context.
<b>Research and Information</b>	Draws insightful, credible conclusions that are based on a variety of information. Expertly organizes and presents information from a wide variety of sources.	Draws logical conclusions that are based on a variety of information. Effectively organizes a wide variety of information that is mostly clear.	Draws partially logical conclusions that are based on some information. Some organization is confusing.	Conclusions lack depth or are missing. More effort in organizing information is required.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>
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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Timeline of Two Views of the Numbered Treaties

**Instructions:** Read the information on pages 128 to 135. Write jot notes summarizing and comparing the two views on the Numbered Treaties along the timeline. Include in your notes the name of the Treaty you are referring to (e.g., on these pages, Treaty 6, 7 or 8), which First Nations' perspectives (names of nations) and government perspectives (names of people) are involved and the specific date in the timeline that goes with each perspective, idea or event. If you need further support, you can go to the Nelson website and link to the Treaties 6, 7 and 8 websites and the Indian and Northern Affairs Canada website.

### *Perspective: First Nations*

Date	Source	Main Ideas	Affirms First Nations' collective rights? Yes/No? Why?

### *Views: Canadian Government*

Date	Source	Main Ideas	Affirms First Nations' collective rights? Yes/No? Why?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## How to Identify and Analyze Information Sources

Questions to Ask	Example	Example
Is the source primary or secondary?		
Is the source reliable and knowledgeable about the subject? How do you know?		
When was the source created?		
What does the source tell you about collective rights?		

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Rubric: Analyzing Information Sources

Criteria	Proficient	Very Good	Emerging	Limited
<b>Determines validity of information based on context, bias, source, objectivity, evidence or reliability to broaden understanding of a topic or issue.</b>	Independently provides a comprehensive and insightful explanation of bias found in research information.	Provides a credible explanation of bias found in research information with some details and only occasional assistance.	Provides a fairly accurate explanation of bias found in research information with a few details. Requires assistance to detect bias often.	Provides a fairly superficial explanation of bias found in research information with few or no details. Has difficulty independently identifying bias in sources.
<b>Assembles and organizes different viewpoints in order to assess their validity.</b>	Consistently and independently accesses a broad variety of viewpoints and organizes them according to relevance and validity.	Mostly accesses a broad variety of viewpoints and organizes them according to relevance and validity.	Accesses a broad variety of viewpoints and organizes them according to relevance and validity with some assistance.	Has difficulty organizing viewpoints according to relevance and validity. Requires assistance often.
<b>Integrates and synthesizes concepts to provide an informed point of view on a research question or an issue.</b>	Provides a clearly articulated and comprehensive position supported by research and evidence.	Provides a credible position supported by some research and evidence.	Provides a fairly accurate position supported by a few pieces of evidence.	Provides a superficial position that is not supported by research and evidence.
<b>Draws conclusions based upon research and evidence.</b>	Consistently and independently formulates conclusions based on relationships and patterns within research.	Independently formulates conclusions based on relationships and patterns within research most of the time.	Formulates conclusions based on relationships and patterns within research with assistance.	Has difficulty drawing conclusions based on relationships and patterns within research. Requires assistance often.

<p><b>Assessed by:</b></p> <p><input type="checkbox"/> Teacher   <input type="checkbox"/> Self   <input type="checkbox"/> Peer</p> <p>Assessor: _____</p> <p>Date: _____</p>	<p><b>Comments:</b></p>    
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