**Civics Final Evaluation**

**Course Culminating Project**

**Overview**

The purpose of this project is for students to examine the ideas of citizenship by showcasing the skills they acquired throughout the course. In class time will be given to assist students in completing this project and therefore they should bring resources (ie newspapers, research, materials) in order to use the time effectively. Students should work outside of class in order to complete this project.

**General Instructions**

* To complete this project you must choose from the five activities presented. Be sure to read over the requirements for all of the activities to help you choose and to ensure total completion of activities.
* You must **complete between one and four activities** for this project; however the number of activities completed directly relates to the student’s achievement level, as outlined below.

|  |  |
| --- | --- |
| If the student completes: | The project grade will be between: |
| * Any ONE Activity,
 | * 45% - 59%
 |
| * Any TWO Activities,
 | * 45% - 69%
 |
| * Any THREE Activities,
 | * 45% - 79%
 |
| * Any FOUR Activities,
 | * 45% - 100%
 |

\*Note that completion of more activities does not guarantee a higher grade\*

* Each activity requires you to complete a **bibliographical requirement**, so care should be taken to ensure proper information is recorded for all sources used.
* Your project must be submitted as a package and care is to be taken to ensure it is **organized** and **professional looking**. You should include a table of contents and activity title pages. Ensure that written work uses proper spelling and grammar.

**Assessment**

* As this project is the course culminating evaluation, it is **worth 30% of your final grade** in the course. As such, failure to submit the project by the assigned due date (other than a legitimate reason as outlined in Banting’s Evaluation Policy) may result in a grade of zero (0%) for the project.
* The project will be marked over all four assessment categories (*Knowledge, Thinking, Communication, Application*). See the attached marking sheet for detail breakdown.

**DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Civics Culminating Project Marking Sheet**

|  |  |
| --- | --- |
| **Assessment Criteria** | **Level of Achievement** |
| **Excellent** | **Considerable** | **Somewhat** | **Poor** | **Incomplete** |
|  **Knowledge*** Project demonstrates an understanding of government terms and related issues
 |  |  |  |  |  |
| **Thinking*** Project analyzes and interprets information related to civic responsibility
 |  |  |  |  |  |
| **Communication*** Project is professionally organized and visually appealing
* Proper style and structure of written components
 |  |  |  |  |  |
| **Application*** Sources are acknowledged and properly cited
 |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Achievement:**

|  |  |
| --- | --- |
| If the student completes: | The grade will be between: |
| * Any ONE Activity,
 | * 45% - 59%
 |
| * Any TWO Activities,
 | * 45% - 69%
 |
| * Any THREE Activities,
 | * 45% - 79%
 |
| * Any FOUR Activities,
 | * 45% - 100%
 |

\*Note that completion of more activities does not guarantee a higher grade\* | **Comments:** |
|  **Final ISU Grade:** |

**Activity One: News Scavenger Hunt**

**Overview:**

An important aspect to citizenship is the need to be informed about government and society. Citizens need to understand the actions of governments and other organizations in society and the impact these groups have on the public. Your task is to search through various news outlets to find examples of this involvement.

**Specific Instructions:**

* You are to **find 12 items that fit the categories shown in the chart below**. The chart provides some examples to use as a guide to help get you started. You are to provide more than just the headline, you need the entire item.
* Items can be found in variety of news sources, both print and online. Your items should be from various sources and cover the entire dimester. **All items must be current and dated from the start of the course**.
* Items need to be **collected**, **labeled** and **organized** together. Use the chart below to help organize your scavenger hunt. For each item you are required present its bibliographical information.
	+ Example – Photo of Prime Minister Stephen Harper, *Toronto Star*, January 15, 2012. A13
	+ Example – Editorial Cartoon - “Baa-aa-aad”, *The Globe and Mail*, November 12, 2012. (web)

**Scavenger Items**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Example** | **Local/Provincial** | **National** | **International** |
| **Politics***-News Articles**-Photographs**-Advertisements* | -photo of a politician-government action or policy-social issue (education, environment, women’s rights, multiculturalism)-advertisement for a government job |  |  |  |
| **Editorials***-Journalist Editorial**-Political Cartoon**-Letter to the Editor* | -a response to a government decision or policy-opinion on a social issue (health care, crime, legal ruling, immigration)-cartoon depicting a politician |  |  |  |
| **Economy***-Articles**-Chart* | - budget, banking system, trade, currency-stock market, investing, personal finance, unemployment- business venture, report, or takeover |  |  |  |
| **Lifestyle***-Articles,**-Advertisements* | -review of a film, novel, album, art exhibit-obituary of a member of the armed forces-sports issue (fighting in NHL, labour disputes, funding for local sports clubs) -health, fashion, home, hobbies, technology |  |  |  |

**Activity Two: Political Music**

**Overview:**

Musicians have always used songs to tell stories, share emotions, and assert their political views. Commentary on government and society can be found in all genres, from artists around the world. Your task is to analyze two songs that contain a political message. There is an almost endless list of musicians and songs from which to choose. Some artists who are known for their political music are:

|  |  |  |  |
| --- | --- | --- | --- |
| Green DayDixie ChicksThe Beatles | Neil YoungRise AgainstSex Pistols | OffspringK’NaanEminem  | Bob Dylan Public EnemyBuffy Saint-Marie |

**Specific Instructions:**

* You are to **find two songs, from different artists,** which contain a political message – a comment on government or society. The songs may be from any country and time period. For each song you are to provide: the song title, artist, and lyrics (omitting any inappropriate lyrics). You must also **cite** **any sources you used in researching** the song.
* For each song you need to write a one paragraph analysis of the political message, that:
	+ **Explains the historical context** of the song – country of origin, date released, and influential events of the time period.
	+ **Explains the political message** – what opinion is the musician putting forth, what is the comment made on the government or society.

**Be sure to provide bibliographic information for all sources that you used to complete this activity.**

**Activity Three: Letter to the Editor or Politician**

**Overview:**

Most newspapers publish letters written by the public to give them a chance to comment on current issues. This allows citizens an opportunity to voice their opinions and educate fellow members of their community about important issues. Your task is to voice your opinion regarding a political current issue by responding to a news source.

**Specific Instructions:**

* You are to **respond** an issue which you have a strong opinion found in **either:** an article(journalistic explanation of an event/issue),an editorial (journalist’s opinion), or a letter to the editor (private citizen’s opinion). **You are required to include the article, editorial or letter to the editor to which you are responding,** along with its **bibliographical information**, as part of the activity. You may want to perform additional research to assist in your understanding of the issue.
* Express your response to the issue by following **proper letter format** that includes:
	+ **Intro** – your name and address, date the letter, salutation
	+ **Purpose of your letter**
		- Identify yourself (name, school, grade)
		- Identify the piece to which you are responding (date, title, author, subject)
		- Brief overview of the author’s point and your reaction
	+ **Express your opinion**
		- Explain what you support (if anything), and what you are against in the issue/editorial/letter
		- Provide information that supports or refutes the points that were made
		- Offer a solution to the problem/issue – what can be should the government do?
	+ **Conclusion –** Thank the editor for the opportunity to express yourself, sign the letter

\***Note** that the issue you choose for this activity must be **different** from Activity Four\*

**Activity Four: Political Protest**

**Overview:**

Democracy is based upon the will on the will of the people, and all people do not always agree. Citizens have their own beliefs on what a government’s policies should be, and do not always support their, or another government’s, decisions. Your task is to create an information presentation which promotes your position on a current political issue – local, provincial, nation, or global in scope.

**Specific Instructions:**

* Once you have chosen an issue, you are required to **find an article** **that outlines the issue**. This can be from either a news source or reputable organization. **You need to include the article and its bibliographical information as part of the activity.** You may want to perform additional research to assist in your understanding of the issue.
* After you have an understanding of the issue, you are to **create an informational media presentation** that outlines the issue and your stance. Your presentation can take the form of a pamphlet or video Public Service Announcement. The purpose of the presentation is :
	+ Inform the public of the issue – explain the specific details and concerns.
	+ Provide a solution – explain what the public and the government can do to address the issue.

\***Note** that the issue you choose for this activity must be **different** from Activity Three\*

**Activity Five: Citizenship Photo Album**

**Overview:**

Each individual has a different idea on the meaning of citizenship, varying by country, political values, and history. In today’s global world people must look beyond their local and national boundaries in order to properly define themselves as a citizen. Your task is to capture what citizenship means to you at this moment in time.

**Specific Instructions:**

* You are to answer the question of who you are as a citizen through thematic images. You are required to include a **minimum of three images** that represent an issue related to citizenship **for each** of the following categories:
	+ **Local/Provincial topic** – ie recreation, education, health care, social services, transportation
	+ **National topic** – ie crime prevention, immigration , national defense, foreign affairs
	+ **Global topic** – ie human rights, international trade, environment, global conflict
* Your photo album may take the form of either a digital or print presentation. **Each level of government is to have its own unique theme** you feel is important to citizenship and be represented by related images. You are required to **include bibliographical information** for each picture and any research completed.
* Along with the photo album you are required to provide a **written analysis** of how each of the topics relates to your idea of citizenship. Your write up **for each** level is to answer the following:
	+ **What is the theme?** Provide some facts to explain the issue.
	+ **Why should people be aware of this issue?** How does the issue affect citizens?
	+ **Why is the issue important to you as a citizen?** How is it a reflection of your political values?
* *You will need to do some research to complete the written analysis effectively. Be sure to record the bibliographic details for any source that you used for this research.*

**Format Guideline:**

Your name

Your address

Your telephone or email information

Date the Letter

Editor of (Newspaper) or Politician

Create **a HEADLINE** to help identify your position on the issue you’ve chose.

To the Editor:

* **Identify yourself**: state your full name, your grade, and school
* **State the purpose of your letter**:

-as you are writing in response to what someone else has said, mention the date, title, and subject of the article to which you are responding.

-briefly explain the point that the author was trying to make in the article & state what your reaction was to when you read his/her opinion.

* **Express your feelings**:

-explain what you liked or didn’t like about the article you read. Tell the editor where the author went wrong or right in their arguments or in their ideas. Provide the editor with information that will further support or refute the point made in the article you read. Tell the editor why the issue is important to you. Mention any solutions you can offer to the problem or issue discussed in the article—what should the government do to address this issue or problem?

Say thank you (be polite—remember you are writing a letter that the rest of the public could read) and always thank the editor for his/her time and opportunity to put forward your opinion.

Sincerely,

Type or print your name &

Sign in the space above.