Unit 3: Social Studies 6 Summative Assessment

***“Creating a Constitution”***

**Performance Task:** Design a country that will provide a productive and positive place for people to live. The format of your creation will be a brochure that will promote your new country and encourage people to live there.

Develop a constitution for the country that you have created. Remember a constitution sets out the principles of a country and the rights of its citizens. It distinguishes what each group is responsible for and how they will share power. Democracies work best when power is shared and is divided up so that no one group has more than another. ( *How to Build Your Own Country*: Valerie Wyatt, 2009)

**Curricular Connections:**

|  |  |
| --- | --- |
| **PA6.1** | **I Can examine the relationship between an individual’s power and authority and the power and authority of others.** |
| **PA6.2** | **I Can analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean** |
| **PA6.3** | **I Can explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power** |

**“Creating A Constitution” Criteria:**

* Does your purpose clearly state the reason this country has been formed
* What expectations do you have for the treatment of others and their individual citizen rights
* What leadership roles are needed and what are the duties and expectations
* What steps will be in place to ensure positive change is made within in an evolving country
* What will you do to ensure fair use of power and authority

**Self-Assessment and Reflection:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Level 5** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
| **Reflecting on the Inquiry Process** | **I can insightfully**  **reflect on what I have learned, and I am able to apply it to my project. I can intuitively identify where I’ve done well, and where I need to improve.** | **I can thoughtfully**  **reflect on what I have learned, and I am able to apply it to my project. I can meaningfully identify where I’ve done well, and where I need to improve.** | **I can reasonably**  **reflect on what I have learned, and I am able to simplistically apply it to my project. I can correctly identify where I’ve done well, and where I need to improve.** | **I can partially**  **reflect on all what I have learned, and I can sometimes apply it to my project. I can begin to understand where I need to improve.** | **I need assistance to help me use what I’ve learned to create my project.** |

**Unit 2: Creating a Constitution Summative Assessment**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Level 5** | **Level 4** | | **Level 3** | **Level 2** | **Level 1** |
| **Inquiry and Research:**  **~Uses criteria and understands problem or issue** | Student fully and insightfully addresses all criteria in creating a constitution. Student shows clear and concise understanding of the task and the connection between the purpose of power and society. | Student addresses all the criteria thoughtfully in their design.  Student shows clear understanding of the task and the connection between power and society. | | Student addresses the basics of the criteria in constitution; some criteria may be partially addressed.  Students show some understanding of the task and the connection between power and society. | Student partially addresses the criteria in their constitution.  Student shows some understanding of the task and the connection between power and society. | Student uses little or no criteria to show success. Student has little or no understanding of the task and the connection between power and society. |
| **Curriculum Outcomes and Indicators** | Student shows insightful understanding and extension of knowledge of what makes a productive and positive place to live.  Show extensive knowledge of the effects of power on the people of their country. | Student shows a thoughtful understanding of what makes a productive and positive place to live.  Student show adequate knowledge of the effects of power on the people and their country. | | Student show basic understanding of what makes a productive and positive place to live.  Student show some knowledge of the effects of power on the people and their country | Student shows partial understanding of what makes a productive and positive place to live.  Student shows partial knowledge of power on the people and their country. | Student shows little or no understanding nor the knowledge of the effects it has on the land and its people |
| **Expressing Idea** | Student makes exceptional use of convention, vocabulary, and terminology in written communication | | Student makes considerable use of convention, vocabulary, and terminology in written communication | Student makes basic use of convention, vocabulary, and terminology in written communication | Student makes partial use of convention, vocabulary, and terminology in written communication | Student makes limited use of convention, vocabulary, and terminology in written communication |

**Level:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FEEDBACK:**

Lesson 1: What is Power?

***Outcome PA6.1: Examine the relationship between an individual’s power and authority and the power and authority of others.***

Student definition of Power:

**With a partner, Read pages 129 to 132 to complete the following chart.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Forms of Power** | **Force** | **Authority** | **Influence** |
| What is it? |  |  |  |
| Why is it used? |  |  |  |
| Examples of this form |  |  |  |
| Who might use this form of power? |  |  |  |

From what you have learned about Power, what would you add to your definition of power from the beginning of the lesson?

Lesson 2: Traits of Effective Leaders

***Outcome PA6.1: Examine the relationship between an individual’s power and authority and the power and authority of others.***

**Think of a positive leader who holds power over you and write THREE effective traits that person has:**

1.

2.

3.

**What forms of Power do these people use?**

**Leadership Trait Chart**: With your teacher read Pages 133-134 and complete the following chart. Stop after each characteristic and rephrase what you have learned to add in the space provided.

|  |  |
| --- | --- |
| **Vision** |  |
| **Passionate** |  |
| **Decisive** |  |
| **Collaborate with others** |  |
| **Respectful** |  |
| **Good character** |  |
| **Personal qualities** |  |

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**Think of a time when you have used POWER over someone else. What form of power did you use and was it effective?**

**Self-Assessment Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 5 | 4 | 3 | 2 | 1 |
| I understand and can apply learning in a new way | I understand and I can teach/show someone else | I understand | I can get started | I need more supports |

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[](http://www.bing.com/images/search?q=tommy+douglas&view=detail&id=D4682DE31C6B360630B34F898E88684A871372C8)Lesson 3: Tommy Douglas~ An Outstanding Canadian Leader

**Watch**:“http://www.bing.com/videos/search?q=tommy+douglas+speech+the+story+of+mouseland&view=detail&mid=7E4878A0F9ADDE9BD2C67E4878A0F9ADDE9BD2C6&first=0 ( 3.47 minutes)

**Listening Guide:**

1. What is the message in Tommy’s speech?
2. Is Tommy a leader? How do you know?
3. What type of power does he use?
4. Which leadership traits did Tommy show in his speech?

Lesson 4: Where do you stand on fairness?

**Think about “ How power, fairness, and justice are related?”**

**Power Justice Fairness**

**Individually complete the following survey about your position on fairness and give an example:**

|  |  |
| --- | --- |
| I treat other people the way I want to be treated.  Example: | Always  Usually  Sometimes  never |
| When I meet someone who is from another culture, I do not let stereotypes or prejudice affect how I treat that person.  Example: | Always  Usually  Sometimes  never |
| I listen to others’ ideas and opinions before I make a judgment.  Example: | Always  Usually  Sometimes  never |
| I follow rules.  Example: | Always  Usually  Sometimes  never |
| When I do something or make a decision, I consider how my actions or my decisions might affect others.  Example: | Always  Usually  Sometimes  never |
| I don’t take advantage of others.  Example: | Always  Usually  Sometimes  never |

*The Lion’s Share: A Fable of Fairness*

**Divide the students up into groups of 3 and have them listen to the following fable:**

*A long time ago, the Lion, The fox , the jackal, and the wolf agreed to go hunting together, sharing with watch other whatever the found. One day the wolf ran down a stag and immediately called his comrades to divide the spoil. Without being asked, the lion placed himself at thread of the feast to do the carving, and with a great show of fairness, began to count the guests. “One,”, he said, counting his his claws, “ that is myself, the King. Two, that’s the Wolf, three, is the jackal, and the Fox makes four,” he then very carefully divided the stage into four equal parts. “I am King Lion,” he said, when he had finished, “so of course I get the first part. This next part falls to me because I am the strongest; and this is mine because I am the bravest.” He now began to glare at the other very savagely. “ If any of you have any claim to the part that is left, “ he growled, stretching his claws meaningfully, “now is the time to speak up.”*

**In groups, discuss the following questions. Be prepared to share with the rest of the class.**

|  |  |  |
| --- | --- | --- |
| What do you think the moral of the fable is? | Have you ever played a game with someone who made up their own rules? How did you feel? | When playing a game or are group activity, what can you do to ensure that everyone is treated fairly? |
| How did the lion get away with taking all of the food? | Why is it important to play by the rules that all players agree on? | What does this fable have to do with “ Uses and Abuses of Power”? |

My Story: A Hopeful Son: pages 140-143

**BEFORE: Keep in my the following questions as you read Khulekani’s story;**

1. What does Khulekai’s story tell you about South Africa today?
2. How does he struggle to better his life?

Compare your life to Khulekani’s by completing the chart:

|  |  |  |
| --- | --- | --- |
|  | **Khulekani** | **Me** |
| **Family** |  |  |
| **Home** |  |  |
| **School** |  |  |
| **Daily Schedule** |  |  |
| **Activities** |  |  |
| **Challenges** |  |  |

Class Discussion:

**Are there aspects of your life, or of life in Canada that seem unfair or unjust?**

Lesson 5: Colonialism in Canada and South Africa

[***PA6.2***](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=social&level=6&outcome=3.2) *:****Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean*.**

**With your teacher, complete the timeline of Colonialism in Canada. ( pages 154-155)**

**Year: \_\_\_\_\_\_\_**

**Year: \_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**Year: \_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**With a partner, complete the timeline of Colonialism in South Africa. ( pages 152-153)**

**Year: \_\_\_\_\_\_\_**

**Year: \_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

**Year: \_\_\_\_\_\_\_**

**Year:\_\_\_\_\_\_\_**

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**In your opinion from what you have learned about Colonialism, what are some of the similarities between Canada and South Africa?**

**Self-Assessment Rubric**

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**Lesson 6: White Privilege**

[***PA6.2***](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=social&level=6&outcome=3.2) *:****Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean*.**

Think of a time when you were treated unfairly? Why do you think you were?

Watch the video about two boys who were treated differently for doing the same wrong doing.

Waiting to find video: abc “ What would you do …stealing the bike”

THINK, PAIR, SHARE from the video:

**My Partner’s Response:**

**My Response**:

**Our Response:**

OWL:

Lesson 7: Human Rights in Canada

***Just like in South Africa and other countries, Canada has also experienced times when groups of people have been treated unfairly. As a class, begin to write down what you already know about Canada’s past in regards to injustice. Then read pages 160~ 161 and write what you learned.***

|  |  |  |
| --- | --- | --- |
| **An Unfair Past** | **What We Already Know** | **What We Learned** |
| Slavery |  |  |
| Chinese Labourers |  |  |
| Japanese Internment |  |  |
| Impact of the Past of First Nations |  |  |

Lesson 8: How are rights protected?

[***PA6.3***](https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/?view=indicators&lang=en&subj=social&level=6&outcome=3.3)***: Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power***

**Activating Prior Knowledge:**

List all the examples of how people have been mistreated in Canada during our history:

1.

2.

3.

4.

5.

Since the mistreatment of Canadians in our past, we have created a process to protect our people. Answer the following questions based on pages 166~167.

1. Who wrote the Saskatchewan Bill of Rights and why was the Saskatchewan Bill of Rights written?
2. What types of equality did Tommy Douglas establish?
3. What was the purpose of the Canadian Bill of Rights? Who signed this document?
4. The Canadian Bill of Rights was expanded into The Canadian Charter of Rights and Freedoms. What rights were included:
5. What happens to a person who has mistreated another person?
6. Summarize the case study with Justine Blainey. How did the Charter of Rights and Freedoms support her?
7. What would our country be like if we did not have our Charter?
8. How are Rights protected?

Unit 4: Lesson 8: PA6.3: Explore examples of injustices ( move to the end(

Lesson 7:Needs and Wants , Quality of Life

Page 186 - 200

Thinking Strips of Case Studies ( put somewhere in a lesson)

Lesson 9: Chapter 9

Water issues, 214-220 “ Jigsaw format

Lesson 10: child labour, sweatshops

Pages 222- 223

Lesson 11: Summative Assessment: Action Plan

Page 231

PA6.2:

Unit 4: Action Plan“ LCS Makes a Difference!” Unit 4: Action Plan

Young people have the power to make change: Read about Sun West Students who have worked to make change in our world.

Thinking it Through: