

Student Name:
Social Studies 20-2
Unit 6, Assignment 6.3.2
Challenges to Canadian Unity

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In this assignment you will:

- choose **1** challenge affecting Canada's unity,
- review relevant pages in *Understanding Nationalism* and complete additional research,
- detail and explain the different perspectives on the chosen challenge, **and**
- take a position and suggest realistic solutions to the challenge to Canada's unity.



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As you've seen on page 6.3.2, there are a variety of challenges that continue to impact Canada's ability to unify as a nation. However, these challenges are not easily resolved, and attempts at resolution must be sensitive to all groups and perspectives, especially if we endeavour to create a stronger Canada.

TASK:

Step 1: Choose 1 challenge from the list of challenges to Canadian unity.

Step 2: Review and pull information from relevant pages in the *Understanding Nationalism* textbook, and complete external research, referencing all sources.

Step 3: Explain the various perspectives that are involved when addressing the challenge to national unity.

Step 4: Review the various perspectives on your chosen issue, take a position, and suggest realistic solutions to your chosen challenge.

Step 1: Choose ONE of the following challenges, and review content page 6.3.2 and the pages in the *Understanding Nationalism* textbook.

Challenge	<i>Understanding Nationalism</i> Pages
Geography	Pages 337
Alienation	Pages 338 to 339
Federalism	Pages 339 to 340
Quebec Sovereignty and Francophone Perspective	Pages 343 to 344
Aboriginal Perspective	Pages 346 to 349

Step 2: Review and pull information from relevant pages in the *Understanding Nationalism* textbook, and complete external research, referencing all sources.

<i>Chosen Challenge Focus (write here):</i>	<i>What do I already know (from the textbook and from page 6.3.2)?</i>	<i>What else did I find out in my research?</i>	<i>External sources used (website or title/author)</i>
Who is involved in this challenge?			
Why are they involved or invested in this challenge? What is/are their goal(s)?			
What has been done so far to address this			

challenge?			
What still needs to be addressed in this challenge?			
What has been suggested as possible solutions or resolutions to this challenge?			

Step 3: Explain the various perspectives that are involved when addressing the challenge to national unity.

Using your research and the pages in *Understanding Nationalism*, explain **at least 3 different perspectives** on the challenge you've chosen. Remember to

- define the perspective or view of the challenge clearly,
- specify the main points/arguments of each perspective, **and**
- explain the extent to which you agree or disagree with the perspective, including reasons with support from historical or current events.

Remember, a "perspective" is a view or an outlook on an issue - a point of view.	<i>What are the main arguments/points for the challenge from each perspective? What are the main pieces of support for this view?</i>	<i>Write in the space below whether you agree or disagree with this view.</i>	<i>Why? For what reasons – do you agree or disagree? Provide support/evidence from your Step 2 chart or from other sources.</i>
Perspective #1			
Perspective #2			
Perspective #3			

Step 4: Review the various perspectives on your chosen issue, and suggest realistic solutions to your chosen challenge as you take a position on the following question:

How can we resolve challenges to Canadian unity?

In a well-written response (in paragraphs), you must:

- A. use/apply the terms correctly: **unity**, **challenge**, and **views/perspectives**,
- B. explain the various points of view on the challenge, and to what extent you agree or disagree with each point of view (and for what reasons),
- C. explain your own position on the challenge,
- D. suggest realistic solutions moving into the future, **and**
- E. include at least one specific policy/initiative that is attempting to address this challenge to national unity.

Your response here:

WR-Assignment 3 Marking Rubric

Scoring Criteria: 6.3.2 Assignment	Exploration and Analysis (8 marks)	Defense of Position (8 marks)	Communication (4 marks)
Excellent E	Exploration of the issue(s) is insightful and comprehensive. Analysis is thoughtful and thorough and misconceptions, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of various points of view on the issue(s) and the assigned task).	The defence of position is based on one or more convincing, logical arguments. Evidence is specific and accurate and errors, if present, do not detract from the response. The student demonstrates a thorough and perceptive understanding of applicable social studies knowledge and the assigned task. 8	The writing is fluent and purposefully organized. Effective stylistic choices may contribute to the creation of an engaging voice. Vocabulary is precise. The writing demonstrates confident control of sentence construction, grammar, and mechanics. Errors, if present, are inconsequential. 4

	8		
Proficient Pf	Exploration of the issue(s) is specific and accurate. Analysis is appropriate and purposeful but may contain minor misconceptions. The student demonstrates a clear understanding of various points of view on the issue(s) and the assigned task. 6.4	The defence of position is based on one or more sound arguments. Evidence is appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge and the assigned task. 6.4	The writing is logical and clearly organized. Appropriate stylistic choices may contribute to the creation of a distinct voice. Vocabulary is specific. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. Errors do not detract from communication. 3.2
Satisfactory S	Exploration of the issue(s) is valid but general and may contain minor misconceptions. Analysis is general and straightforward. The student demonstrates an acceptable understanding of various points of view on the issue(s) and the assigned task. 4.8	The defence of position is based on one or more adequate arguments. Evidence is relevant, but general and/or incompletely developed. The evidence may contain errors. The student demonstrates an acceptable understanding of applicable social studies knowledge and the assigned task. 4.8	The writing generally clear and functionally organized. Basic stylistic choices may contribute to the creation of a voice that is adequate. Vocabulary is accurate. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 2.4
Limited L	Exploration of the issue(s) is superficial and may contain substantial misconceptions. Analysis is limited and overgeneralized or redundant, but discernible. The student may demonstrate a confused, yet discernable, understanding of various points of view on the issue(s) and the assigned task. 3.2	The defence of position is based on oversimplified assertions and/or questionable logic. Evidence is superficial and may not always be relevant. The evidence may contain significant errors. The student demonstrates a confused, yet discernible, understanding of applicable social studies knowledge and the assigned task. 3.2	The writing is uneven and incomplete but is discernibly organized. Awkward stylistic choices may contribute to the creation of an unconvincing and/or inappropriate voice. Vocabulary is imprecise and/or inappropriate. The writing demonstrates faltering control of sentence construction, grammar, and mechanics. Errors hinder communication. 1.6
Poor P	Exploration of the issue(s) is mistaken or irrelevant. Analysis is minimal and/or tangential. The student demonstrates a minimal understanding of various points of view on the issue(s) and the assigned task. 1.6	The defence of position taken is difficult to determine and/or little or no attempt is made to defend it. Evidence, if present, is incomplete and/or marginally relevant. Significant errors in content are frequent. The student demonstrates a minimal understanding of applicable social studies knowledge and the assigned task. 1.6	The writing is unclear and disorganized. Ineffective and/or inappropriate stylistic choices may contribute to the creation of an ineffective and/or unsuitable voice. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication. 0.8

Insufficient INS	Insufficient is a special category. It is not an indicator of quality. It is assigned to responses that are off topic, do not contain a discernible attempt to address the task, or that are too brief to assess in any scoring category.
Teacher Comments	
6.3.2 Assignment Grade	/20

Social 20-2 Outcomes

- Determine strengths and weaknesses of arguments
- Identify main ideas underlying a position or issue
- Evaluate personal assumptions and opinions
- Communicate effectively