

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

## Social Studies 10-2

### Unit Three Critical Challenge

35 marks

In this **two-part** critical challenge assignment, you will consider the issue of land claims in Canada. Then, you will look at the ideas of three citizens. Based on your exploration of the land claims issue **and** the ideas presented by the three citizens, you will plan and write a response to the issue of First Nations land claims.

Type your responses between the blue brackets provided.

#### Part One: Planning

10 marks

1. What are treaty rights?

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2. Why are land claims issues important to Aboriginal Canadians?

(Remember that land claims are disputes about land not currently belonging to Aboriginal people. You can review land claims on page 3.4.5.)

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3. Why are land claims issues important to non-Aboriginal Canadians?




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## The Three Citizens

	<p><i>My ancestors were proud Cree people who hunted and fished and lived in harmony with nature. Their traditional hunting grounds were destroyed by development in the oil sands. Some people are getting very rich from work in the oil sands, but my relatives have lost not only their way of life but also their health. Today, many of them are sick with cancer from the toxic waste. The government needs to settle our issues about our land. We need to have rights to our land that we never gave away. First Nations people were the original citizens of Canada and their rights to control their own land should be respected by our government.</i></p>
	<p><i>The way I see it, history is history. What happened in the past, right or wrong, is all over and done with. All the land in Canada should belong to whoever bought and paid for it. There is nothing that can be done to change the past. We all just have to forget about what happened and move on.</i></p>
	<p><i>The settlement of land claims is a confusing business. I know that many aboriginal groups never really gave up their land. It was taken from them. But now, people live on the land that was once owned by First Nations people. We can't take their land away-two wrongs don't make a right. On the other hand today many aboriginal people suffer from a lot of social issues. The government needs to discuss these issues and work out agreements that are fair to everyone.</i></p>

### 4. What are the main ideas of the three citizens interviewed?

#### Speaker One

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

**Speaker Two**

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

**Speaker Three**

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

**5. My position on the issue of First Nations land claims .... (Highlight **one**.)**

- *The government should not respond to land claims issues in any way.*
- or**
- *The government should respond to land claims issues through the following actions...*

**6. Reasons to support my position**

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

## 7. Examples supporting my position

Be sure to refer to specific examples including Oka, Burnt Church, Gustafsen Lake, Ipperwash, and/or other examples in the news. (Links to these items are provided on page 3.4.5.) Use the examples listed here and explain **why** your chosen examples support your position. **If you do not use examples to support your position, you will be asked to complete the assignment again.**

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

## Part Two

25 marks

Your local newspaper has interviewed three citizens at random and asked them to respond to the following question:

***How should the Canadian government respond to First Nations land claims issues?***

**Note:** *Land claims issues* are concerns about the rights of First Nations people to control traditional land for which no formal agreements have been made. Refer to the content in your course about land claims when completing this assignment.

**\*\* The interviews with the three citizens are provided above (after Question 3).**

Your **task** is to write a response on the following question:

**Should the Canadian government respond to First Nations land claims issues?**

**Write a letter-to-the-editor in which you ...**

- **Explore** the issue of the effect of historical globalization on First Nations people.
- **Analyze** the points of view on the question of **each** of the citizens interviewed.
- **Identify** your point of view on the question.
- **Support** your point of view by referring to examples from your course and your understanding of Social Studies.

**The bullet points above have been broken into questions for you below. Be sure to address each of these points. These questions must be answered in full sentences.**

**1. Explore** the issue of the effect of historical globalization on First Nations people.

Write at least three sentences here. Consider your responses to Questions 1 – 3 in Part One to assist you.

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**2. Analyze** the points of view on the question of **each** of the citizens interviewed.

Using **your own words**, explain the perspective of each citizen. Write at least one sentence for each citizen.

Refer to the information in Question 4 of Part One to assist you. State whether you disagree or agree with each speaker and explain why.

For example, Speaker One says that....  
Speaker Two says that....  
Speaker Three says that....

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**3. Identify** your point of view on the question.

Write one or two sentences. Use your response to Question 5 from Part One to assist you here.

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**4. Support** your point of view by referring to examples from your course and your understanding of Social Studies.

You require a paragraph of at least 3-5 sentences here. Support your position by providing specific examples. The two examples you decided on in Question 7 of Part One will assist you here.

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**Your assignment will be based on the following scoring criteria:**

<b>Scoring Criteria</b>			
	<b>Exploration and Analysis (10 marks)</b>	<b>Explanation of Position (10 marks)</b>	<b>Communication (5 marks)</b>
<b>Excellent</b>	Exploration of the issue is insightful and comprehensive. Analysis is thoughtful and thorough. The student demonstrates a clear and perceptive understanding of points of view presented.  <b>9-10</b>	The explanation of position is based on one or more convincing and logical arguments. Evidence is specific and accurate and errors, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of applicable social studies knowledge.  <b>9-10</b>	The writing is fluent and effectively organized. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar and mechanics. The occurrence of error is rare.  <b>5</b>
<b>Proficient</b>	Exploration of the issue is specific and accurate. Analysis is appropriate and purposeful. The student demonstrates a clear understanding of the points of view presented.  <b>7-8</b>	The explanation 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.  <b>7-8</b>	The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of error is infrequent.  <b>4</b>
<b>Satisfactory</b>	Exploration of the issue is valid but general and may contain minor misconceptions. Analysis is general and straightforward. The student demonstrates an acceptable understanding of the points of view presented.  <b>5-6</b>	The explanation of position is based on one or more adequate arguments. Evidence is relevant, but general and/or incompletely developed. The evidence may contain minor errors in content. The student demonstrates acceptable understanding of applicable social studies knowledge.  <b>5-6</b>	The writing is generally clear and functionally organized. Vocabulary is generally accurate, but not specific. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication.  <b>3</b>
<b>Limited</b>	Exploration of the issue is superficial and may contain substantial misconceptions. Analysis is limited and over generalized or redundant, but discernable. The student demonstrates a confused understanding of the points of view presented.  <b>3-4</b>	The explanation of position is based on simple assertions and/or questionable logic rather than on supportive arguments. Evidence is superficial and may not always be relevant. The evidence may contain significant errors. The student demonstrates confused understanding of applicable social studies knowledge.  <b>3-4</b>	The writing is uneven and incomplete but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar and mechanics. Errors hinder communication.  <b>2</b>
<b>Poor</b>	Exploration of the issue is mistaken or irrelevant. Analysis is minimal and/or tangential. The student demonstrates a negligible understanding of the points of view presented.  <b>1-2</b>	The explanation 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 negligible understanding of social studies knowledge.  <b>1-2</b>	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication.  <b>1</b>
<b>Score /25</b>	<b>/10</b>	<b>/10</b>	<b>/5</b>