**Name:** < >

**Social Studies 10-2**

**Unit Seven Critical Challenge**

**38 marks**

The cultures and identities of people all over the world are shaped by globalization. Canadians and other peoples try to preserve their identities, including their language and culture in many ways.

In this three-part assignment, you will conduct research into a cultural group in Canada and make a proposal about how to promote the identity of this group.

**Part One 8 marks**

1. In point form, list reasons some groups struggle to preserve their identities in Canada. **3 marks**  
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2. In a paragraph, provide your views on the following question: **Should cultural groups try to preserve their language and culture, or should all groups try to blend into the dominant culture?** **5 marks**  
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**Part Two 15 marks**

Choose **one** ethnic, religious, or linguistic group in Canada. You can choose a group of which you are a member, or a different group. Here are some examples:

Scottish

Siksika

Cree

Chinese

Lebanese

Sikh

Ukrainian

Irish

French

Métis

German

Filipino

Japanese

Polish

Vietnamese

Sudanese

Jewish

Pakistani

Doukhobor

Syrian  
Turkish

Jamaican

Mexican

***Hint****:* Use quotation marks in your search, such as “Chinese Canadians” or “Lebanese Canadians”. Wikipedia is a good starting point. At the bottom of the Wikipedia page, you may find links to other sites.

***The ethnic group I chose is***< >.

Answer the following questions:

1. If you have chosen a non-aboriginal group, when did this group begin immigrating to Canada and why? **3 marks**

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1. What is the population of your chosen group in Canada today? **1 mark**  
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2. What makes your chosen group unique? (Consider traditions including traditional food, clothing, holidays and customs, as well as religion/spirituality, language, and relationship to the land.) **5 marks**  
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3. On a scale of 1 to 5 with 1 being very unsuccessful and 5 being very successful, circle or highlight how effective your group has been in preserving its language and culture. Has it become integrated into Canadian society without losing its unique language and culture, or has it become marginalized or acculturated to the point it no longer has its own identity? **1 mark**

1 2 3 4 5

1. In a paragraph, provide reasons to support your rating. **5 marks**  
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| **Scoring Criteria:**  **Assessing the Ratings** | *The student…* |
| **5**  **Well-developed** | * provides **several relevant pieces** of evidence * writes clearly and logically with no errors |
| **4**  **Proficient** | * provides **clear** and **competent** evidence * writes clearly and logically with some errors |
| **3**  **Adequate** | * provides **straightforward**, **conventional**, and **generally clear** evidence * writes appropriately but with errors |
| **2**  **Limited** | * provides **incomplete** evidence orevidence **lacks depth** * writes weakly or inconsistently with many errors |
| **1**  **Poor** | * provides little relevant evidence or evidence is **disjointed**, **confused**, **inaccurate**, or **vague** * writes weakly with many errors that impede communication |
| **Score:**  **/5** | **Comments:** |

**Part Three 15 marks**

In a creative assignment, suggest ways in which your group could promote its language and culture in Canada. Your assignment must

* include information about the group and what makes it unique
* encourage interest
* propose actions that are available to the general public
* provide a real way for people to get involved and learn about the group   
    
  Your assignment could take any of the following formats:
* A plan for a video or an actual video promoting your group’s identity
* The design for a website or a real website promoting your group’s identity
* A radio ad promoting your group’s identity
* An advertisement or pamphlet promoting your group’s identity
* A plan for a cultural event promoting your group’s identity
* A plan to form a community organization for members of your group
* Something suitable of your choice (check with your teacher)

|  |  |  |  |
| --- | --- | --- | --- |
| **Scoring Criteria: Creative Work** | Exploration of the Concept | Thought and Ideas | Quality of Presentation |
| The student… | | |
| **5**  **Excellent** | provides a **thorough** exploration of the issues | **provides highly original and effective ideas to support the concept** | produces a **powerful** and **convincing** presentation, generally free of errors |
| **4**  **Proficient** | provides a **clear and skillful** exploration of the issues | **provides thoughtful and effective ideas to support the concept** | produces a **clear** and **fluent** presentation with few errors |
| **3**  **Satisfactory** | provides a **straightforward** exploration of the issues | **provides plausible and straightforward ideas to support the concept** | produces an **adequate** but **conventional** presentation with some errors |
| **2**  **Limited** | provides a **simple** exploration of the issues | **provides ineffective** and **unlikely** ideas to support the concept | produces a **simple** presentation with numerous errors |
| **1**  **Poor** | provides a **vague** exploration of the issues | **provides no ideas to support the concept or provides ideas that have been given insufficient thought** | produces a **confused** presentation in which errors hinder understanding |

**Attach your presentation to the back of this page or submit it as a separate file.**