

Social Studies 20-2 – Unit 5 – **Assignment 5.7.3** – Analyzing the Canadian Identity

Student Name:



Inukshuk – translation: In the likeness of a human – Inuit language

As part of Canada's 150th birthday, the Government of Canada is requesting the people of Canada submit their arguments for the symbols, myths, institutions, or programs that are most important in shaping Canada's national identity.

As a person living in Canada, you are tasked with presenting arguments for the most important **symbol, myth, institution, or program** that has impacted Canada's national identity.

Step 1: Choose **ONE** symbol, myth, institution, or program from the chart below:

Symbols	Myths	Institutions	Programs
<ul style="list-style-type: none"> ▪ flag/maple leaf ▪ beaver ▪ national anthem ▪ hockey ▪ maple syrup ▪ Canada goose ▪ inukshuk 	Canada as a: <ul style="list-style-type: none"> ▪ cultural mosaic ▪ land of boundless opportunity ▪ welcoming home for immigrants ▪ tolerant and accepting of others ▪ exceptional healthcare 	<ul style="list-style-type: none"> ▪ RCMP ▪ CBC ▪ Société Saint-Jean-Baptiste ▪ the Monarchy 	<ul style="list-style-type: none"> ▪ Canada youth exchanges ▪ Parks Canada ▪ Heritage Minutes (Historica) ▪ Canada: A People's History (television series) ▪ <i>This Hour has 22 Minutes</i>

Step 2: Complete the research on your chosen symbol/myth/institution/program, citing your sources at the bottom of the chart below.

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Topic Chosen:		Insert any images, symbols, emblems, or other media to support your research.
Why symbol, myth, institution, or program did you choose? Briefly describe.		
Who (which person, people, groups, or organizations) promoted it?		
When (years/time period) was it promoted and how long did the promotion last?		
Where (what physical/geographical locations, or sources such as TV/radio/flyers/advertising) was it promoted?		
How/in what ways was it promoted?		
Why was it promoted (for what reasons)?		

Was promoting it a worthwhile cause? Why or why not?		
Did it have a positive lasting effect for the country? Why/in what ways?		
<p>Explain the main reasons and evidence for your position about this effort to promote a Canadian identity. This is the most important part of the assignment. Answer in complete sentences to fully develop your thought and argument.</p>		
<p>Website/Sources Cited</p> <ul style="list-style-type: none"> • • • 		

Your teacher will use the following scoring criteria to grade your work.

Scoring Criteria: 5.7.3 Assignment	Planning, Retrieval, Processing, and	Thought and Support	Communication
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	Analysis of Information (Research Question Chart) Total: /10	Total: /10	Total: /5
Excellent 9 to 10	<ul style="list-style-type: none"> · plans and conducts an efficient search · evaluates and analyzes information critically · consults multiple sources · considers a number of perspectives · cites sources correctly 	<ul style="list-style-type: none"> · explores the issue insightfully and maturely · defends position with well-considered, convincing, and logical arguments · presents comprehensive and specific information to support the position 	<ul style="list-style-type: none"> · presents an insightful and engaging message that is persuasive, making highly effective use of the medium
Proficient 7 to 8	<ul style="list-style-type: none"> · plans and conducts a complete search · evaluates and analyzes information logically · consults numerous sources · considers several perspectives · cites sources correctly 	<ul style="list-style-type: none"> · explores the issue clearly and adeptly · defends position with sound arguments · presents purposeful and usually specific information to support the position 	<ul style="list-style-type: none"> · presents a comprehensive message that is logical, making effective use of the medium
Satisfactory 5 to 6	<ul style="list-style-type: none"> · plans and conducts a basic search · evaluates and analyzes information satisfactorily · consults several sources · considers more than one perspective · cites sources, but not necessarily correctly 	<ul style="list-style-type: none"> · explores the issue in a straightforward and conventional manner · defends position with adequate arguments · presents adequate information to support the position 	<ul style="list-style-type: none"> · presents a conventional and clear message, making satisfactory use of the medium
Limited 3 to 4	<ul style="list-style-type: none"> · plans and conducts a partial search · evaluates and analyzes 	<ul style="list-style-type: none"> · explores the issue in an incomplete or limited manner · defends position with limited 	<ul style="list-style-type: none"> · presents a simplistic and limited message, making some use of the medium

	information simplistically · consults few sources · considers only one perspective · may use sources, but none cited	arguments based on simple assertions · presents unfocussed or inappropriate information to support the position	
Poor	· plans and conducts a limited search · misinterprets information · does not consider that there are other perspectives · provides no evidence that sources have been consulted	· explores the issue minimally · does not defend position or position is difficult to determine · presents limited, over generalized, irrelevant, or inaccurate information to support the position	· presents an illogical message that is unclear or confused, ineffectively using the medium
Insufficient INS			

5.7.3 Assignment Grade	Total: /25	Percentage:
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Teacher comments:

Teacher/Date:

Social Studies 20-2 Outcomes:

- Use a variety of sources to present informed positions on issues

- Assess the authority, reliability and validity of electronically accessed information
- Select relevant information when conducting research
- Cite sources correctly to respect the ownership and integrity of information
- Communicate effectively