

Social Studies 30-1

7.2.9 Editorial News Assignment

Total 40 marks

This section of the course examined the difficulty faced by liberal democratic governments when trying to balance the individual rights and freedoms with the need for the collective security and common good of their citizens.

Assignment

In this assignment, you will create **two** front-page written **or** video news stories. You need to provide 2 different perspectives on a particular conflict which centres on how to balance the government's pursuit of the common good, or collective security, while still respecting individual rights and freedoms.

Step #1: Select a topic or conflict from the list below OR ask your lead teacher for approval of a newsworthy item that highlights the debate between balancing individual rights and collective goals.

- The U.S. Patriot Act is up for renewal, June 2015
- The Usage of the War Measures Act in either WWI or WWII
- Canada's No-Fly List, 2007
- Application of the PATRIOT Act following 9/11, 2001
- Protesters stage the first ever National Draft Card Return, October 16, 1967
- Student Protestors killed at Kent State University, May 4, 1970
- Canadian Conscription Crisis 1944
- Canadian government relocates Japanese Canadians to BC interior, 1942
- Bill C-51, controversial anti-terrorism bill is now Canadian law, June 2015
- Iraq War resisters following 9-11 are denied political sanctuary in Canada
- Canadian born children of Russian spies (Alexander and Timothy Vavilov) denied Canadian citizenship, 2017
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Step #2: Gather your information. (*This will not be graded, however it does indicate the questions and considerations you should address in your article*)

- a. Locate and organize the accurate information regarding the immediate impact of the controversy. This would include answering the *who, what, when, why and where* of the conflict or action.
 - *What* happened that led to this conflict? This means explain what led to the debate over individual rights/freedoms and collective security or common good.
 - *Where* did this event occur?
 - *When* did this event occur?

- *Who* are/were the major players or stakeholders of this debate? Explain their roles in either pursuing the common good/collective security or individual rights.
 - *How* were/are groups on opposing sides affected by this debate? How does it relate to either the Canadian Charter of Rights and Freedoms or the American Bill of Rights? How is Common Good defined in this circumstance?
 - Has this issue been resolved? Was an agreement made? Did one side prevail? If so, which one? Are issues or tension still ongoing?
- b. Using a T-Chart format (see example below), record the two different perspectives on the event. What are the reasons and responses of each side to the conflict?

Supporters of Common Good	Supporters of Individualist Principles (you will specify the specific ones depending on the topic/conflict you chose)

- c. Include and reference all sources used in the creation of this story (***Please make sure it is in formal APA format***) This will be included at the end of your final product to indicate where your pictures and referenced resources were sourced from. If you decide to do a video story, make sure your sources are provided at the end of the video or in a word document.

Step #3: Write or present the information from Step #3 from a perspective that supports the common good/collective security over individualism.

- a. You need to write/present the story in a way that highlights/communicates why citizens (your readers) at the time should support action in favour of the common good or in the name of collective security.
- b. This means you will include more information from the left hand column of the T-Chart where you gathered information about the benefits of the common good/collective security perspective.
- c. Include a catchy and definitive title or cover story that effectively captures the essence of the story's perspective.
- d. Find and include at least one relevant image that effectively captures the conflict in support of the common good perspective.
- e. Make an editorial conclusion. This means explain if and how the conflict was resolved in terms of individual rights and the common good/collective security.
 - a. Can you provide insight into why citizens should be concerned about this conflict or debate?

Step #5: Write or present the information from Step #3 from a perspective that opposes the common good perspective in favour of individual rights or freedoms

- a. You need to write/present the story in a way that highlights/communicates why citizens (your readers) at the time should reject and reasoning, as it relates to the common good or collective security.
- b. This means you will include more information from the right hand column of the T-Chart where you gathered information about the benefits acting on behalf of the common good or in the name of collective security.
- c. Include a catchy and definitive title or cover story that effectively captures the essence of the story's perspective.
- d. Find and include at least one relevant image that effectively captures the conflict in support of the specific individual right or freedom being discussed in the conflict.
- e. Make an editorial conclusion. This means explain if and how the conflict was resolved in terms of individual rights and the common good/collective security.
 - a. Can you provide insight into why citizens should be concerned about this conflict or debate?



Here are some tips to help you create 2 outstanding editorial news stories:

- Supplemental information can be found in your text (use index) and in your course materials. Be sure to obtain information from these sources and/or reliable references.
- Your news story **may** also include quotations and/or accounts from individuals, government officials, or eyewitnesses.
- Each story should communicate these details from their own unique perspective or point of view. The first story will express these details in a supportive way, while the second story needs to communicate events in a critical way. As a result, this should lead to very different interpretations of a news event through the choice of facts presented and words used.
- Use quotations and first-hand accounts. They may be fictional as long as they are relevant to the established facts of the event. Remember your perspective as you construct these quotations.
- If possible, use a word-processing or page-layout application to produce your editorial page to make it look like a newspaper article. If you choose an audiovisual format, make it look like the monologue of a journalist or op-ed columnist on television.

THE HERALD EXAMINER OP-ED

October 15, 1970

Government Imposes War Measure
Act: Erases Civil Rights

File:EC 2012-07-30.b1 IMG 0003-V.2.jpg. (2015, May 31). Wikimedia Commons, the free media repository. Retrieved 22:32, April 10, 2019 from https://commons.wikimedia.org/w/index.php?title=File:EC_2012-07-30.b1_IMG_0003-V.2.jpg&oldid=162172865.

Today the Canadian government invoked the *War Measures Act*. Although it was announced as a measure to prevent “apprehended insurrection”, it is seen by many of us as a draconian move designed to restrict the civil rights and freedoms of those who seek a free and independent Quebec. Hints that such action would be taken by the government were given recently by Prime Minister Pierre Elliott Trudeau. Appearing belligerent and combative in an exchange with reporters, Trudeau challenged the press, including myself to “Just watch me” in response to a question regarding the extent to which he would go to protect his fellow government officials. Citizens should be very afraid of this type of defiant response to such a drastic military measure.

Immediately following the proclamation of the *War Measures Act*, military transports rumbled onto the streets of Montreal. Heavily armed soldiers poured from the vehicles and took up positions from which they could monitor the public. Meanwhile, security forces were hunting down, arresting, and imprisoning without charge, individuals they suspect have separatist political views. What happened to freedom of expression and association in Canadian society?

Government Acts to Protect Citizens;
Invokes War Measure Act

(courtesy Library and Archives Canada/PA-117477)

Soldier and child, 18 October 1970, during the October Crisis (courtesy Library and Archives Canada/PA-117477)

The Canadian government rightfully invoked *War Measures Act* today as a necessity to protect us Canadians from an “apprehended insurrection”. While civil libertarians complain, the recent plague of violence and kidnappings at the hands of FLQ terrorists needs to be stopped.

Appearing confident and resolute in an exchange with reporters, Pierre Elliott Trudeau urged critical reporters to “Just watch me” regarding the extent to which he would go to protect the people’s democratically elected representatives. We elected him and his party to ensure the security of our democratic institutions. Kidnappers must be taught a lesson that force will be met with similar measures to stop the violence and terror.

Immediately following the proclamation of the *War Measures Act*, military transports were efficiently deployed to the streets of Montreal. Soldiers quickly exited the vehicles and took up positions from which they could identify terrorist threats and afford protection to the public. Meanwhile, local police forces were seeking out and detaining suspected FLQ terrorists and their potential supporters for questioning.

Our democracy requires strong protection and if this results in our military being deployed to protect us, then so be it.

What will happen to all Canadians and their freedoms if the government can sweep away our rights when an isolated crisis ensues?

For purposes of this example, we are not including references. However, you would type these below or present them at the end of your video.

Scoring Rubric for Cover Story #1

___/20 marks

Scoring Criteria: News Story	Ideas and Support for Perspective 15	Quality of Presentation 5
Excellent	<ul style="list-style-type: none"> Student provides thoughtful ideas and thorough explanations. Support is specific, relevant, and accurate. Student demonstrates a confident and perceptive understanding of the assigned task. Includes a thorough and precise reference list from valid sources (bibliography). <p>13-15</p>	<ul style="list-style-type: none"> Presentation is effectively organized Vocabulary is precise, accurate, and effective with confident control of sentence construction, grammar, and mechanics Visuals are purposeful and compelling contributing to a highly effective use of the medium <p>5</p>
Proficient	<ul style="list-style-type: none"> Student provides meaningful ideas and appropriate explanations. Support is relevant and appropriate but may contain minor errors. Student demonstrates a proficient and clear understanding of the assigned task. Includes a reference list (bibliography) with valid sources. <p>10-12</p>	<ul style="list-style-type: none"> Presentation is organized proficiently Vocabulary is specific, accurate, and appropriate with proficient control of sentence construction, grammar, and mechanics Visual/audio components are convincing and meaningful contributing to an effective use of the medium <p>4</p>
Satisfactory	<ul style="list-style-type: none"> Student provides straightforward ideas and general explanations. Support is relevant but general and /or incompletely developed. Student demonstrates an acceptable understanding of the assigned task. Some accurate/valid references included. <p>7-9</p>	<ul style="list-style-type: none"> Presentation is generally clear and functionally organized Vocabulary is appropriate and generally accurate with satisfactory control of sentence construction, grammar, and mechanics Visual/audio components are credible and conventional contributing to an adequate use of the medium <p>3</p>
Limited	<ul style="list-style-type: none"> Student provides ideas and/or explanations that are limited and over-generalized. Support is superficial and may not always be relevant. Student demonstrates a limited understanding of the assigned task. May not include all references or sources used in story. <p>4-6</p>	<ul style="list-style-type: none"> Presentation is uneven or incomplete Vocabulary is imprecise and/or inappropriate with faltering control of sentence construction, grammar, and mechanics Visual/audio components are inadequate contributing to an ineffective use of the medium <p>2</p>
Poor	<ul style="list-style-type: none"> Student provides ideas and/or explanations that are minimal and/or tangential. Support, if present, is superficial, incomplete, and/or marginally relevant. Student demonstrates a minimal understanding of the assigned task. No references included in story. <p>1-3</p>	<ul style="list-style-type: none"> Presentation is unclear and without organization Vocabulary is ineffective with little control of sentence construction, grammar, and mechanics Missing Visual/audio components reveal ineffective use of the medium <p>1</p>

See next page for second rubric Story #2.

Scoring Rubric for Cover Story #2

____/20 marks

Scoring Criteria: News Story	Ideas and Support for Perspective 15	Quality of Presentation 5
Excellent	<ul style="list-style-type: none"> Student provides thoughtful ideas and thorough explanations. Support is specific, relevant, and accurate. Student demonstrates a confident and perceptive understanding of the assigned task. Includes a thorough and precise reference list from valid sources (bibliography). 13-15	<ul style="list-style-type: none"> Presentation is effectively organized Vocabulary is precise, accurate, and effective with confident control of sentence construction, grammar, and mechanics Visuals are purposeful and compelling contributing to a highly effective use of the medium 5
Proficient	<ul style="list-style-type: none"> Student provides meaningful ideas and appropriate explanations. Support is relevant and appropriate but may contain minor errors. Student demonstrates a proficient and clear understanding of the assigned task. Includes a reference list (bibliography) with valid sources. 10-12	<ul style="list-style-type: none"> Presentation is organized proficiently Vocabulary is specific, accurate, and appropriate with proficient control of sentence construction, grammar, and mechanics Visual/audio components are convincing and meaningful contributing to an effective use of the medium 4
Satisfactory	<ul style="list-style-type: none"> Student provides straightforward ideas and general explanations. Support is relevant but general and /or incompletely developed. Student demonstrates an acceptable understanding of the assigned task. Some accurate/valid references included. 7-9	<ul style="list-style-type: none"> Presentation is generally clear and functionally organized Vocabulary is appropriate and generally accurate with satisfactory control of sentence construction, grammar, and mechanics Visual/audio components are credible and conventional contributing to an adequate use of the medium 3
Limited	<ul style="list-style-type: none"> Student provides ideas and/or explanations that are limited and over-generalized. Support is superficial and may not always be relevant. Student demonstrates a limited understanding of the assigned task. May not include all references or sources used in story. 4-6	<ul style="list-style-type: none"> Presentation is uneven or incomplete Vocabulary is imprecise and/or inappropriate with faltering control of sentence construction, grammar, and mechanics Visual/audio components are inadequate contributing to an ineffective use of the medium 2
Poor	<ul style="list-style-type: none"> Student provides ideas and/or explanations that are minimal and/or tangential. Support, if present, is superficial, incomplete, and/or marginally relevant. Student demonstrates a minimal understanding of the assigned task. No references included in story. 1-3	<ul style="list-style-type: none"> Presentation is unclear and without organization Vocabulary is ineffective with little control of sentence construction, grammar, and mechanics Missing Visual/audio components reveal ineffective use of the medium 1