

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

Date: \_\_\_\_\_

## **Social Studies Term 1 Project**

For this project, you will be working in partners to research/gather, interpret, analyze and communicate information related to the following topics:

- The urbanization and migration of people
- Global poverty and inequality issues

Please remember to cite your sources and present information in your own words. Any cases of plagiarism will result in a mark of 0.

### **PART 1: Vocabulary**

**/10 marks**

**1) In your own words define the following terms and provide an example for each:**

- Urbanization
- Migration
- Poverty
- Inequality
- Settlement

### **PART 2: Canadian Charter of Rights and Freedoms**

**/30 marks**

**2) Choose one of the following major events or people in Canadian History:**

(It will be helpful if you briefly look-up each event/person and then make a decision)

- Chinese Head Tax
- Suffrage (Fighting for Women's Rights in Canadian History)
- Internment of Japanese Canadians
- Residential Schools
- Komagata Maru
- Prime Minister Pierre Elliot Trudeau

a) You must research the following information:

- The 5 W'S (who, what, where, when, why, and how) **/10 marks**
- Based on the Canadian Charter of Rights and Freedoms, make a complete list of the Human Rights that were violated and explain how they were violated **/10 marks**
- Answer the following question: How does discrimination and prejudice in modern Canadian society compare with that during the time of the event/person that you have researched? **/10 marks**

**The information from this section, PART 2, must be collected and presented as a poster, OR a booklet.**

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

Date: \_\_\_\_\_

**PART 3: The World Around Us**

**/50 marks**

3) As we have gone over in class, there is a civil war taking place in Syria and as a result many of its citizens will be seeking refuge in different countries, including Canada.

a) **In paragraphs, explain the following:**

- When did the civil war in Syria begin and why?
- Why Syrians are leaving Syria and what do they hope to find?
- What are many citizens leaving behind?
- Which sections of the Universal Declaration of Rights and Freedoms and the Canadian Charter of Rights and Freedoms have been violated in Syria and how will seeking refuge in a different country change this for Syrian refugees?

**/10 marks**

b) Provide a news article about the situation in Syria. This must be a different article from what you have already used previously used in class.

- Print out a copy of the news article
- State where did you find the news story?
- In a paragraph, answer the following information about the news article that you have found:

-Where

-How did it happen? did you find the news story?

-When did it happen?

-What happened?

-Who did, or does, it impact?

**-Why is it important? (Explain your reasoning)**

**/10 marks**

c) Thousands of Syrian refugees will be settling in Canada and it has been said that in B.C., Surrey, Coquitlam and Burnaby will be the top choices for Syrians moving to Canada.

**In paragraph form, explain the following:**

- What do you think like life will be like for the Syrian refugees settling in a new country?
- What challenges might they face as a new immigrant/ refugee in a new city and country? What are some ways that they can overcome these challenges?

**/10 marks**

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

Date: \_\_\_\_\_

d) Using the comparison chart below, gather information to compare what life in Canada looks like in comparison to life in Syria. **/12 marks**

### Comparing Canada and Syria

	CANADA	SYRIA
Population density		
Access to Drinking Water		
Employment/Job Security		
Life Expectancy		
Literacy Rate/ and Education System		
Type of Government		
Health Care		
Mobility Rights		
Freedom of Speech and the Media		
Freedom of Religion		
Women's rights		
Equality		

e) **Personal Response:** If you lived in Syria would you want to move to Canada? Explain why or why not. Support your reasons for wanting to move or stay in Syria. **/8 marks**

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

Date: \_\_\_\_\_

#### **Part 4: Personal Connection**

**/20 marks**

4) Interview an adult in your life or someone you know who migrated to Canada and ask them the following questions:

(Remember to ask for their permission, be polite and use your best interview skills)

**/10 marks**

- Where did they live before
- Why did they leave
- Who did they leave behind
- Why did they choose to move to Canada
- What are some similarities and differences between Canada and the country they lived in before

c) If you had the option to move to any other country in the world where would you move?

**-Provide 5 specific reasons** as to why you would move to this country and use information you have researched about this country **give examples** that support your reasons.

-If you wouldn't leave Canada, explain your reasoning as to why you wouldn't leave Canada. Provide 5 specific reasons as to why you wouldn't move and give examples to support your answer.

**/10 marks**

#### **Project Format/Guidelines**

- You are required to type-up all your information for each part of this project
- Cite your sources by providing the exact URL on which you found your information, but present the information in your own words
- On the due date you will be handing in the following:
  - 1) A typed up version of your answers to each part of this project (including part 2)
  - 2) A poster, OR a booklet for Part 2 of this project
    - Your poster or booklet must be creative, colourful and organized
    - You must have a title, and subtitles
    - Your information should be easy to read
    - For posters, the fonts used may be larger than what is normally used, however DO NOT glue whole pages to your poster (cut out and organize your information)
    - Add pictures and visuals to your poster or booklet
    - Bibliography** attached to the back of your poster or at the end of your booklet
- Lastly, at the end of this project, each person will be giving their partners a mark out of 10 based on cooperation, participation, productivity during class time and how well the workload was shared.

**/10 marks**

**/10 marks**

**Due date:** \_\_\_\_\_

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

Date: \_\_\_\_\_

## **Summary of Marks**

**PART 1** /10 marks

**PART 2** /30 marks

**PART 3** /50 marks

**PART 4** /20 marks

**Poster or Booklet and Bibliography** /10 marks

**Partner Evaluation** /10 marks

### **Learning Goals:**

SS-1: Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions NM- A – M- E

SS-3: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence) NM- A – M- E

SS-6: Take stakeholders' perspectives on issues, developments, and events by making inferences about their beliefs, values, and motivations (perspective) NM- A – M- E

### **COMPREHEND AND CONNECT**

*LA-COC-2 Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking* NM – A – M- E

*LA-COC-7 Construct meaningful personal connections between self, text, and world* NM – A – M- E

*LA-COC-12 Exchange ideas and viewpoints to build shared understanding and extend thinking.* NM – A – M- E

### **CREATE AND COMMUNICATE**

*LA-CRC-1 Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences* NM – A – M- E

*LA-CRC-2 Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message* NM – A – M- E

*LA-CRC-3 Use an increasing repertoire of conventions of English spelling, grammar, and punctuation.* NM – A – M- E