Choose **ONE** of the following presentation ideas:

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| **Create a multi-touch book**:  Interview people who have made a difference in our local community and create a multi-touch book. You need at least 10 pages: background info, activity involved with, why joined, outcomes  Resource for the task:  <https://www.youtube.com/watch?v=9TCT_AWDOk8>  This will be submitted electronically | | **“I Am from” poem**  You need the handout  After you have completed the poem, in a well-written paragraph of 7 – 10 sentences, explain how this poem links to social justice and how we should react when reading the poems. What does the poem tell us about others? | | | **Create a** **documentary or power point/slide presentation** **to address a social justice issue and answer the questions which follow:**   1. the lack of affordable housing in Ottawa –Carleton and how our citizens are affected. 2. Gender discrimination in the world 3. The use of child labour in Third World manufacturing 4. Ecological imbalances   What is it the issue? Who is affected and involved? Where does this issue arise? When did this issue arise? What are the causes of the injustice? What solutions or remedies are there? Why is this issue important to us in Canada? What is the churches position on the issue?  This will be submitted electronically | | | |
| **Blog:** In a document, create online posts that consist of text, images, artwork, links, and video around a social justice topic. These posts, depending on frequency and length, might take the form of an online essay, a short daily/weekly reflection, or a large-scale research project. You need a minimum of 5 pages. | | Powerpoint /slide presentation OR Mind map/graffiti poster  **Research how Jackie Robinson integrated baseball**  Background  What the injustice was  How he faced it  What he did to counter the injustice  How the changes have affected our society in North America | | | **Create a photo essay about a social justice organization in Ottawa.**  On the back of the photo essay write a minimum of 3 sentences per picture to indicate how the picture relates to the other pictures and about the organization. You need a minimum of 9 pictures and the size of the essay is 12 x 18 inches. | | | |
| **Victors over violence:**  Choose **ONE** historical figure and create a presentation (format of choice) that answers:  **Background**: info about person; how he/she raised? What he/she learned?  **How faced injustice**: what happened to the person? What was happening in the world at this time?  **How did they react?** – How did they respond to the violence?  **What did they do to counter the injustice?** Did they use actions? Words? Did they utilize their position in society to elicit change?  **Choices are:** Martin Luther King Jr. , Gandhi, Oscar Romero, Steven Biko, John F. Kennedy, Viola Desmond, Joy Kogawa | | Create a presentation on (format of choice)  **Dorothy Day, Peter Maurin and The Catholic worker movement**  Who they are  Why they created the Catholic Worker movement  Purpose of the communities  What they speak out against  Church’s position on the issue  p. 204 – 205 Christ and Culture | | | **Choose a song** that you believe addresses the themes of justice covered in this Gr. 10 unit on social justice.   1. Provide a link to the song 2. Provide a printed copy of the song lyrics 3. Create an album cover for your song. The cover needs to represent the themes found in the song and the social justice unit. 4. Answer these questions in your liner notes: 5. Which of Jesus’ teachings on justice are addressed in the sonj? 6. Which aspect of natural law is addressed in your song? 7. Which Catholic social teachings are addressed in your song? (Include 2) Explain the teachings and why your song addresses them. 8. How does your song connect justice to the love of human beings? 9. What do you personally enjoy about the song you have chosen? What elements of the song speak to you? 10. What value do you believe the song has to offer our school community. | | | |
| **Criteria** | **Level Four** | | **Level Three** | **Level Two** | | **Level One** | **Below Level** |
| **20 %** Understanding of content  (moral principles of the Catholic Church, social teachings, concepts and procedures)  Knowledge of unit content  Relevant background information | Thorough understanding and knowledge of content  Excellent background information and highly relevant | | Considerable understanding and knowledge of content  Considerable background information and relevant | Some understanding and knowledge of content  Some background information  Most background information is relevant | | Limited understanding and knowledge of content  Limited background information  Information chosen has limited relevancy | No understanding  Information is not relevant at all |
| **20 %** Use of critical and creative thinking processes (reflection, inquiry, critical analysis, problem solving)  Thoughtful comments on how injustice was encountered  Assessment of how the person influenced society to elicit change  Explains song and link to unit | Uses critical thinking and creative skills with a high degree of effectiveness  Highly thoughtful and insightful assessments of how injustice was encountered and how the person influenced society to elicit change  Song’s link to unit demonstrated in a highly effective manner | | Uses critical thinking and creative skills with a considerable degree of effectiveness  Thoughtful and insightful assessments of how injustice was encountered and how the person influenced society to elicit change  Song’s link to unit demonstrated | Uses critical thinking and creative skills with some degree of effectiveness  Some thoughtful and insightful assessments of how injustice was encountered and how the person influenced society to elicit change  Song’s link to unit somewhat demonstrated | | Uses critical thinking and creative skills with a limited degree of effectiveness  Limited assessments of how injustice was encountered and how the person influenced society to elicit change  Song’s link to unit missing or limited | No critical thinking or creative skills  Assessment not done  Song’s link to unit not done |
| **15%** Expression and organization of ideas and information  Clarity  Logical organization – proper use of format chosen  Use of visuals where necessary  Spelling and grammar  MLA format | Excellent presentation  Neat and logical organization  Format chosen completed in a highly effective manner  No spelling or grammar errors  Proper MLA format  Typed or neatly handwritten | | Considerable presentation  Neat and considerable logical organization  Format chosen completed in an effective manner  3 - 5 spelling or grammar errors  Considerable MLA format  Typed or neatly handwritten | Some presentation  Somewhat neat and logical  Format chosen completed in partially effective manner  Many spelling or grammar errors  Some MLA format  Typing or hand writing is somewhat messy | | Limited presentation  Not Neat  No logical organization  Format chosen completed in a limited manner  Spelling or grammar errors interfere with message  Limited MLA format  Not Typed or neatly handwritten | No presentation  Thoroughly messy and no logical organization  No Format chosen  No MLA format |
| **10 %** Application of knowledge and skills  Demonstrates the use of Gospel Values to fight against injustice | Excellent demonstration of Gospel Values used to fight injustice | | Considerable demonstration of Gospel Values used to fight injustice | Some demonstration of Gospel Values used to fight injustice | | Limited demonstration of Gospel Values used to fight injustice | No demonstration of Gospel Values used to fight injustice |
| **5 %** Life skills  Date handed in  rubric | Handed in early  Original rubric  Name on everything | | Handed in on time  Original rubric  Name on everything | Handed in 1 day late  Original rubric or a copy  Name on some items | | Handed in 2 – 3 days late  Rubric not with project received later  Name missing | Over a week late  No rubric  No name on anything |