**Name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**INTERNATIONAL CONFLICT / COOPERATION INVOLVING CANADA** (option a)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **NYM**  **(1)** | **AE (2)** | **ME(3)** | **EE (4)** | |
| **10. I can explain the big ideas of how Canada was involved in ONE international conflict.** | | | | | |
| WHAT? |  |  | I briefly explain the conflict situation. |  | |
| WHEN? |  |  | I mention the dates of Canada involvement. |  | |
| WHO? |  |  | I state other countries involved.  I state who is consider an enemy; who is considered an ally. |  | |
| WHERE? |  |  | I use maps to show the area(s)   * of conflict * the positioning of Canadian Arm Forces |  | |
| WHY? |  |  | I explain the sources of conflicts for people involved. | |  |
| WHY? |  |  | I explain the importance of the Canadian participation: peace, territory fight, education, safety, humanitarian needs, … | |  |
| HOW? |  |  | * I explain the roles and responsibilities assumed by Canada. * I mentioned any positive & negative outcomes for Canada. |  | |
| WEAPONS? |  |  | * I mention the weapons used. * I state advantages and disadvantages.   Tanks, gas, naval war (U-boats…), arial war (planes, …), machine guns, |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4. SIGNIFICANCE:  Assess the significance of people, places, events, or developments and compare varying perspectives on their significance at particular times and places, and from group to group.** | | | | |
| **Project Component** | **NYM(1)** | **AE (2)** | **ME(3)** | **EE (4)** |
| EFFECTS? |  |  | I explain the consequences on the country involved: economic, social, cultural, … |  |
| EFFECTS? |  |  | I explain the consequences on Canada: economic, social, cultural, … |  |
| CANADIAN PERCEPTION |  |  | I mention the Canadian perspective on the situation. Are Canadian supportive of our government’s involvement? Of the tax dollars spent? |  |
| PERSONAL PERCEPTION |  |  | I express my own opinion about this conflict situation. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2. COMMUNICATION: Use inquiry processes and skills to communicate findings and decisions** | | | | |
|  | **NYM (1)** | **AE (2)** | **ME(3)** | **EE (4)** |
| WRITING |  |  | I present on a Goggle Slide presentation the important facts What? When? Where? Why? Weapons? Effects? Perception? |  |
| READING |  |  | I present an article, a page from a textbook or a text from the internet (with a bibliography) and direct the reading in class. |  |
| VIDEO |  |  | I present a video (3 minutes max) that support the learning and understanding of the situation. |  |
| QUESTIONS |  |  | * I have 3-4 questions related to the understanding of the situation * I have a question of deeper thinking, * I have one reflection question making connection to today’s situation. |  |
| BIBLIOGRAPHY |  |  | I use the APA system. See document posted on homework site. |  |

**Name:**

**Subject:**

**RUBRIC FOR DOMESTIC CONFLICT** (option b)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10. I can explain the big ideas of how Canada was involved in ONE domestic conflict involving RACE, TERRITORY, LANGUAGE, INTERGOVERNMENTAL STATUS, … | | | | |
|  | **NYM (1)** | **AE (2)** | **ME(3)** | **EE (4)** |
| WHAT? |  |  | I briefly explain the conflict situation in OUR country. |  |
| WHEN? |  |  | I mention the dates of involvement. |  |
| WHO? |  |  | * I present those affected. * I present those that are enforcing the law and/or reacting to the situation. |  |
| WHERE? |  |  | I use maps to show:   * the conflict location * Where the RCMP and/or the Army was positioned to deal with the situation. |  |
| WHY? |  |  | I present the concerns of those affected. |  |
| WHY? |  |  | I can explain the importance of the different levels of Canadian government and/or RCMP participation: peace, territory fight, education, safety, humanitarian needs, … |  |
| HOW? |  |  | * I explain the roles and responsibilities assumed by the federal, provincial, municipal and/or the RCMP to control the situation. * I mentioned any positive & negative outcomes for Canada. |  |
| WEAPONS? |  |  | If applicable : we are in Canada… we hope we don’t need it but…   * I mention the weapons used. * I state advantages and disadvantages.   Tanks, gas, planes, machine guns,… |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **4. SIGNIFICANCE:  Assess the significance of people, places, events, or developments and compare varying perspectives on their significance at particular times and places, and from group to group.** | | | | |
| **Project Component** | **NYM**  **(1)** | **AE (2)** | **ME(3)** | **EE (4)** |
| EFFECTS? |  |  | I can explain the consequences on those affected: economic, social, cultural, … |  |
| EFFECTS? |  |  | I can explain the consequences on Canada: economic, social, cultural, … |  |
| CANADIAN PERCEPTION |  |  | I mention the Canadian perspective on the situation. Are Canadian supportive of our government’s involvement? Of the tax dollars spent? |  |
| PERSONAL PERCEPTION |  |  | I express my own opinion about this situation. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2. COMMUNICATION: Use inquiry processes and skills to communicate findings and decisions** | | | | | | |
|  | **NYM**  **(1)** | | **AE (2)** | **ME(3)** | **EE (4)** | |
| WRITING |  | |  | I can present on a Goggle Slide presentation the important facts What? When? Where? Why? Weapons? Effects? Perception? |  | |
| READING |  | |  | I can present an article, a page from a textbook or a text from the internet (with a bibliography) and direct the reading in class. |  | |
| VIDEO |  | |  | I present a video (3 minutes max) that support the learning and understanding of the situation. |  | |
| QUESTIONS |  | |  | * I have 3-4 questions related to the understanding of the situation * I have a question of deeper thinking, * I have one reflection question making connection to today’s situation. |  | |
| BIBLIOGRAPHY | |  |  | I can use the APA system. See document posted on homework site. | |  |

|  |
| --- |
| **International conflicts and co-operation:**  *Sample topics:* global armed conflicts and Canada’s role in themWorld War II (Atlantic Battle, D Day, Dieppe raid, … Japan : Sud Pacific, Pearl Harbor, Indochina conflict),Cold War until 1991 including Korean Conflict, Persian Gulf Crisis,Lybia, Somalia, Rwanda, Yugoslavia, Afghanistan, Syria  * non-participation in global armed conflicts   + Vietnam War, Iraq War, Ethiopia, Ukraine, Haiti, .. * involvement in international organizations and agreements, including League of Nations, United Nations, La Francophonie, Commonwealth, NATO (North Atlantic Treaty Organization), Group of Seven (G7), NORAD (North American Aerospace Defense Command), APEC (Asia-Pacific Economic Cooperation), WTO (World Trade Organization), Paris Climate Agreement, Great Lakes–Saint Lawrence River Basin Sustainable Water Resources Agreement, Ottawa Treaty   <http://publications.gc.ca/collections/Collection-R/LoPBdP/BP/bp303-e.htm> |

|  |
| --- |
| Domestic conflicts and co-operation: *Sample topics:*  *- General strike in Winnipeg 1919*   * Trans Mountain pipeline   + Canadian constitutional issues:     - Meech Lake Accord     - Charlottetown Accord     - Calgary Declaration   + Quebec sovereignty:     - Quiet Revolution     - October Crisis- FLQ     - Parti Québécois     - Bloc Québécois     - Bill 101     - 1980 and 1995 referenda   + First Peoples actions:     - involvement in Meech Lake Accord     - Oka Crisis, Gustafsen Lake Standoff, Ipperwash Crisis, Shannon’s Dream (Attawapiskat), Jordan Case, Lubicon Cree water contamination,     - Idle No More   + national and regional First Peoples organizations:     - National Indian Brotherhood     - Assembly of First Nations |