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Standards-Based Rubric for a movie on a Canadian injustice

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| HUMAN RIGHTS: I can explain one injustice in Canada, and identify the impacts on the victims.  These concepts will be integrated in the script: | | | | |
| **Project**  **Component** | **NYM**  **(1)** | **AE**  **(2)** | **ME**  **(3)** | **EE**  **(4)** |
| What happened exactly and why? |  |  | We can detail how the victims were treated and discriminated.  We describe key events and the basis the of this injustice.  ex: Was is discrimination based on race, religion, nationality, gender, political beliefs, sexual orientation, ability, etc? |  |
| When? |  |  | We state the date or time period in which this injustice took place (day, month, year, decade, key dates, etc). |  |
| Where? |  |  | We can show where this injustice happened (It could be very specific location or a region). |  |
| Who? |  |  | We can describe who suffered the injustice and who perpetuated the injustice. |  |
| Why? |  |  | We can explain the reasons the federal government and/or provincial or territorial government and/or municipal government decided to act as they did. |  |
| Short and long term impacts? |  |  | We can state some of the immediate negative CONSEQUENCES of this unjust treatment on the victims and some of the long-term negative consequences on victims, and describe any noticeable consequences in the present. |  |
| Moving forward |  |  | We can explain what has been done to stop and/or mitigate the injustice.  We state or describe any form of compensation, apology, redress or change in order to right the wrong or prevent future discrimination. |  |

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| 4. PERSPECTIVE & SIGNIFICANCE:  Infer different perspectives on past people & events by considering prevailing norms, values and beliefs. | | | | |
| **Project**  **Component** | **NYM**  **(1)** | **AE**  **(2)** | **ME**  **(3)** | **EE**  **(4)** |
| Taking an audience on a historical journey in a Canadian injustice. |  |  | We use these details to give life to the different characters knowing that some will be more important than others; so more detailed:   * 1. Name, nick name, alias   2. Age   3. Education, career, training, occupation   4. Culture or social group in which you belong |  |
|  |  |  | We make sure that our different characters:   1. **Reflect on events of** the past/ **their present including MANY historical facts.** 2. Experience many feelings: moments of frustration, fears, doubt, happiness, sadness, unfairness, … 3. Reflect on hopes for the future. 4. React to apologies from the near past if applicable. |  |

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| COMMUNICATION: Inquiry processes and skills to communicate findings and decisions. | | | | |
| **Project Component** | **NYM**  **(1)** | **AE**  **(2)** | **ME**  **(3)** | **EE**  **(4)** |
| script |  |  | We can write a script as a team. We work together to develop as many characters as needed to share the historical facts related to our injustice. |  |
|  |  | We make sure everybody has similar significant screen time and end up all speaking the same number of minutes. |  |
|  |  |  | We use the script format: scene 1:  where, who |  |
|  |  |  | We all take part in the writing of the script, could be 2 students on one scene for 20 minutes, 1 editing, …. We mixed partnership throughout the creation. |  |
| Delivery of the story on video/ when we film it |  |  | Each character   1. Use the voice, speaking style or language of the person 2. Use dramatic hand gestures, facial expressions and emotions 3. Interact with the audience/ the camera. 4. Is fluid and dynamic. 5. Wear appropriate clothing or fashion of the time and/or place |  |
| editing |  |  | We add map(s) to provide a better understanding of where the discrimination is happening. |  |