

Charter of Rights and Freedoms Poster/Comic Project

Big Idea:

What does it mean to have a right or a freedom in everyday life?

How can I peacefully and lawfully call for change when I see a situation that I think is unfair?

Students will:

- Develop a basic understanding of human rights and principles that inform the Canadian Charter of Rights and Freedoms
- Be asked to think about their own rights and those of others
- Better understand the importance of individuals' voices in our democratic society
- Develop an understanding of our responsibilities as citizens to uphold the Charter

Task:

Your job is to create a comic strip (with a minimum of 3 panels) or a poster explaining a right or freedom that is part of the Canadian Charter of Rights and Freedoms, and how an individual may uphold that responsibility. You may use a positive or negative story or example (ex. Someone speaking out against discrimination), and a mixture of text or images to get your point across.

You will have **3 one hour long** classes to work on this project. On Thursday, November 16th we will be presenting our projects in the form of a Gallery Walk. Each classmate will be responsible for giving feedback to 2 other students, as well as reflecting on their own work. If additional time is needed, students will be responsible to finish their project outside of class time.

	Level 4	Level 3	Level 2	Level 1
Communicate Ideas in an Informed and Persuasive Manner	Position taken is thought provoking, persuasive, clear and focused Uses evidence beyond the obvious and predictable Shows they understand all sides to an issue	Position taken is persuasive, clear and focused. Clearly understand their side of the issue. Uses specific evidence.	Position taken is clear, but insufficiently articulated. Sometimes evidence is general.	No clear position is taken.
Demonstrates knowledge and understanding of citizenship and identity	Consistently shows mastery of curricular content.	Frequently shows understanding of the curricular content.	Often shows understanding of curricular content.	Struggles to show understanding of curricular content.
Represents ideas and creates understanding through a variety of media	Masters the uses of the comic or poster format to communicate ideas and evidence of learning.	Successfully uses the comic or poster format to communicate ideas and evidence of learning.	Uses the comic or poster format to somewhat communicate ideas and evidence of learning.	Struggles to use the comic or poster format to somewhat communicate ideas and evidence of learning.

