Neals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_CHV 2O \_-\_Charter of rights & freedoms\_\_\_\_\_\_\_due Date: **AT THE END OF CLASS!**

**Charter of Rights and Freedoms Poster Assignment**

**Learning Goal:** To describe the rights and freedoms guaranteed to Canadians in schools, communities, and the nation.

Now that you understand clearly that democratic "rights" bring with them responsibilities, you are to create a visual poster titled ***Canadian Charter of Rights and Freedoms.***



Once you have completed your organizer, you will create a poster using the App on the IPads.

Your poster will be submitted for evaluation and should include the following:

* Identify and list what you believe to be the **FOUR** most important rights and freedoms provided to citizens in Canada.
* For each right listed, include an appropriate visual image that symbolizes that democratic right.
* For each of the **FOUR** rights you have chosen, you will include a brief explanation for why you believe it is one of the most important rights and freedoms.
* For each of the **FOUR** rights you have chosen, you must give a real life example where an individual’s rights were either upheld or restricted.
* You must also choose a right to eliminate and create one to replace it. Are there any you feel are outdated or do not address rights and freedoms equally?
* **Share with ME!** Creativity and originality in design and layout should be evident. Your display should capture your viewer's attention and provoke thought.

**Example:** (**NOTE:** You will do this for **4** different rights!)

**Democratic Right:** **3.** Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.



I feel this is one of the most important rights in the Charter of Rights and Freedoms. We would not be a democracy if we did not have the right to vote. Voting allows us all to have equal say, provides us with the right to participate in government and be active citizens.



An example of a restriction of rights and freedoms is that women and visible minorities did not always have the right to vote in Canada. Now ALL citizens over 18 have that **RIGHT** (including inmates)**.**

**Charter of Rights and Freedoms – Popplet Rubric**

Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Categories | Level 1(50 -59%) | Level 2(60 - 69%) | Level 3(70 -79%) | Level 4(80 -100%) | Total |
| **Knowledge and** **Understanding**- Understanding of rights and Responsibilities/10 | demonstrates limited understanding of rights and responsibilities | demonstrates some understanding of rights and responsibilities | demonstrates considerable understanding of rights and responsibilities | demonstrates thorough understanding of rights and responsibilities |  |
| **Thinking and Inquiry**Uses critical and creative thinking process in connecting rights and responsibilities to real life situations/10 | uses critical/ creative thinking skills with limited effectiveness | uses critical/ creative thinking skills with some effectiveness | uses critical/ creative thinking skills with considerable effectiveness | uses critical/ creative thinking skills with a high degree of effectiveness |  |
| **Communication**Expression and organization of ideas and information about rights and responsibilities in written and visual forms/10 | expresses and organizes ideas and information with limited effectiveness | expresses and organizes ideas and information with some effectiveness | expresses and organizes ideas and information with considerable effectiveness | expresses and organizes ideas and information with a high degree of effectiveness |  |
| **Application**Transfer of knowledge about rights and responsibilities to a new context/10 | transfers knowledge about rights and responsibilities to a new context with limited effectiveness* Less than 2 rights identified
 | transfers knowledge about rights and responsibilities to a new context with some effectiveness* 2-3 rights identified
 | transfers knowledge about rights and responsibilities to a new context with considerable effectiveness* 4 rights identified
 | Transfers knowledge about rights and responsibilities to a new context with a high degree of effectiveness* 5 rights identified
 |  |

* Has included **FOUR** rights and freedoms
* Has included an explanation for why each right and freedom is one of the most important
* Has included a real life example
* Has included an image for each one.

**NEXT STEPS:**