

## *Unit-Culminating Activity: Think, Apply, Communicate!*

### **Task:**

You will have an opportunity to learn about and reflect on a number of themes and concepts introduced in this first unit, and apply your knowledge and skills to the Unit- Culminating Activity.

### **Option 1: Identity/Membership Mask and Rationale**

**Mask:** You will create an Identity Mask that encapsulates who you are, how you identify yourself, and how others perceive you.

**The outside of the mask represents how others see your identity**

**The inside of the mask represents how you view your own identity**

In completing your mask, generate a list of ideas, photos, symbols, images, and words that reflect your identity and your sense of self. You must try to include as many aspects of your identity as possible (including: age, gender, socio-economic status (wealth), culture, ethnicity or ancestry, language, your social group/friends, family etc.)

**Rationale:** A written rationale, **at least two** paragraphs in length, must be included as part of your mask. This is an explanation of the images selected for both the inside and outside of the mask and how each connects to a specific aspect of your identity (i.e. religion, culture, socio-economic status etc. **You must also explain how your identity determines the social groups you belong to.**

### **Option 2: Short Story**

Create a short fictional story with a lesson or a central message that related to the themes and concepts studied in this unit. Your written piece may be typed or handwritten. Your written piece should be two pages.

### **Option 3: Human rights article analysis**

Select 2 news articles or 1 long article (longer than 3 typed pages) that deals with the abuse in human rights. You will read and analyze the article by responding to the following questions in paragraph form:

- Article Details (Title, Author, Source, Date)
- What central issue is presented in the article?
- What themes or concepts from the unit is the issue related to?
- Who is involved— individuals, groups, and/or governments? What role do they play in the issue?
- What is the main point or message of the article?

## Mask and Written Rationale Rubric

### The Mask

Criteria	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
<p><b>Knowledge/ Understanding</b></p> <ul style="list-style-type: none"> <li>- The mask and written rationale demonstrate knowledge and understanding of unit themes and key concepts.</li> <li>- The mask is a clear and three dimensional representation of student's identity and the relationship between student identity and course content.</li> <li>- The written rationale is the required length and demonstrates depth of reflection—it does not just scratch the surface of student's identity or course content.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates limited knowledge and understanding of unit themes and key concepts.</li> <li>- Limited representation of student identity evident. Little relationship between student and course content evident. Mask is not clear or three dimensional.</li> <li>- Written rationale is not required length and lacks reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some knowledge and understanding of unit themes and key concepts.</li> <li>- Some representation of student identity and the relationship between student and course content evident. Mask is three-dimensional, but unclear.</li> <li>- Written rationale is required length and demonstrates some reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates considerable knowledge and understanding of unit themes and key concepts.</li> <li>- Student identity and the relationship to course content clear and well done. Mask is clear and three-dimensional.</li> <li>- Written rationale is required length and demonstrates considerable reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates thorough knowledge and understanding of unit themes and key concepts.</li> <li>- Student identity and the relationship between student identity and course content are effectively demonstrated. Mask is very clear and three-dimensional.</li> <li>- Written rationale is required length and demonstrates deep reflection.</li> </ul>
<p><b>Thinking</b></p> <ul style="list-style-type: none"> <li>- The mask and written rationale show depth of thought and insight. The incorporation of unit themes and concepts demonstrates a careful, thoughtful, and well-reasoned</li> </ul>	<ul style="list-style-type: none"> <li>- Limited depth of thought or insight evident. Little consideration given to selecting meaningful images and symbols that demonstrate a thoughtful approach to incorporating unit themes and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Some depth of thought and insight evident. Some consideration given to selecting meaningful images and symbols that demonstrate a thoughtful approach to incorporating unit themes and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Considerable depth of thought and insight evident. Images and symbols selected are meaningful and demonstrate careful consideration and a thoughtful approach to incorporating unit themes and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates great insight and depth of thought. Exceptionally meaningful images and symbols demonstrate great care, consideration, and thought in incorporating unit themes and concepts.</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>- Words, images, and symbols included on mask are clear, effectively communicate themes and key concepts, and are visually appealing and logically organized.</li> <li>- The written rationale is clear and effectively communicates words, images, and symbols selected, using appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates limited clarity, creativity, or communication of themes and concepts. Poor organization of images impedes understanding.</li> <li>- Limited clarity and communication in written rationale. Limited use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some clarity, creativity, or communication of themes and concepts. Placement of images somewhat organized and clear.</li> <li>- Some clarity evident in written rationale. Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates considerable clarity, creativity, and communication of themes and concepts. Images are well organized.</li> <li>- Considerable clarity evident in written rationale. Good use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent clarity, creativity, and communication of themes and concepts evident. Images are effectively organized, ensuring a clear message.</li> <li>- Written rationale is clear, persuasive, and well thought out. Excellent use of appropriate terminology.</li> </ul>
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>- The mask and written rationale demonstrate clear, effective, and insightful connections to unit themes and key concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates limited connections to unit themes and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some connection to unit themes and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates considerable connections to unit themes and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates thorough and thoughtful connections to unit themes and concepts.</li> </ul>

## The Written Piece

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
<p>Knowledge/ Understanding</p> <p>- The poem or short story includes all required elements and demonstrates knowledge and understanding of unit themes and key concepts.</p>	<p>- Demonstrates limited knowledge and understanding of unit themes and key concepts. Does not meet all required elements.</p>	<p>- Demonstrates some knowledge and understanding of unit themes and key concepts. Includes most required elements.</p>	<p>- Demonstrates considerable knowledge and understanding of unit themes and key concepts. Includes all required elements.</p>	<p>- Demonstrates thorough knowledge and understanding of unit themes and key concepts. An excellent use of all required elements.</p>
<p>Thinking</p> <p>- The poem or short story shows depth of thought and insight. A thoughtful and meaningful approach to incorporating unit themes and concepts is evident.</p>	<p>- Limited depth of thought or insight evident. Little consideration given to incorporating unit themes and concepts in a thoughtful or meaningful manner.</p>	<p>- Some depth of thought and/or insight evident. Some consideration given to incorporating unit themes and concepts in a thoughtful and meaningful manner.</p>	<p>- Considerable depth of thought and insight evident. Unit themes and concepts are incorporated in a thoughtful and meaningful manner.</p>	<p>- Demonstrates great insight and depth of thought. Unit themes and concepts are incorporated with great clarity of meaning and thoughtfulness.</p>
<p>Communication</p> <p>- The poem or short story is clear, creative, and effectively communicates themes and key concepts using appropriate terminology.</p>	<p>- Demonstrates limited clarity, creativity, and does not effectively communicate themes and concepts or appropriate terminology.</p>	<p>- Demonstrates some clarity and creativity. Somewhat effectively communicates themes and concepts, using appropriate terminology.</p>	<p>- Demonstrates considerable clarity and creativity. Effectively communicates themes and concepts, using appropriate terminology.</p>	<p>- Demonstrates excellent clarity and creativity. Effectively communicates themes and concepts, demonstrating a thorough grasp of the material examined in this unit.</p>
<p>Application</p> <p>- The poem or short story demonstrates clear, effective, and insightful connections to unit themes and key concepts.</p>	<p>- Demonstrates limited connections to unit themes and concepts.</p>	<p>- Demonstrates some connection to unit themes and concepts.</p>	<p>- Demonstrates considerable connections to unit themes and concepts.</p>	<p>- Demonstrates thorough and thoughtful connections to unit themes and concepts.</p>