

**Teachers' Resource for *The Making of a Judge***

**Designed for:  
Grade 10 History  
and  
Grade 11 Introduction to Anthropology, Psychology and Sociology**

**Distributed by:  
Black, Indigenous and Workers of Colour Committee of the Ontario Secondary  
School Teachers' Federation (Toronto)**

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I know that my father, Judge George E. Carter, would be pleased to know that his story can impact young people today.

George Carter loved, absolutely loved, learning! He was always reading on a wide variety of topics. Reading kept his mind remarkably agile right up into his 90's. When he was in high school he particularly embraced languages, studying Latin, Greek, German, and French right along with English. He memorized Shakespeare in his youth and could still recite it up until his passing in 2018.

Judge Carter knew that education was the key to overcoming boundaries. One of Dad's great loves was the Law but his other 'learning loves' were on many subjects that challenged him, and he loved cricket.

Above all George Carter had a great love of family, being the oldest of 14. Raised during the Great Depression, a most difficult time in our history, it instilled in him many values and virtues.

I hope this film encourages you to keep pushing through any obstacles you encounter. One of Dad's favourite words was the Latin "Numquam" Never Give Up.

Best Wishes,  
Linda V. Carter  
Producer, Director.  
But most of all Daughter

## Grade 10 History

Overall Expectations:

Strand A: Historical Inquiry and Skill Development

Overall Expectations	Specific Expectations
<p>A1 Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914</p> <p>A2 Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful</p>	<p>A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914</p> <p>A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources</p> <p>A1.5 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in Canada since 1914</p> <p>A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose</p> <p>A2.3 apply the knowledge and skills developed in the study of Canadian history when analysing current social, economic, and/or political issues</p>

Strand C, D: Canada, 1945–1982

Overall Expectations	Specific Expectations
<p>C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them</p> <p>D3. Identity, Citizenship, and Heritage: analyse how significant events, individuals,</p>	<p>C2.1 analyse some significant ways in which Canadians cooperated and/or came into conflict with each other during this period</p> <p>D2.1 describe some significant instances of social conflict and/or inequality in Canada during this period</p> <p>D3.1 describe contributions of various individuals, groups, and/or organizations to</p>

and groups, including Aboriginal peoples, Québécois, and immigrants, contributed to the development of identity, citizenship, and heritage in Canada between 1945 and 1982	Canadian society and politics during this period
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**Overview:**

In this Activity, students will engage in a historical inquiry of the story of George Carter and investigate other prominent Black Canadian historical persons and firsts to reflect on the historical significance of these individuals. Students will view the DVD *The Making of a Judge* and record information about George Carter's journey to becoming a judge through the use of historical inquiry. They will be asked to explore how the many facets of race, education, discrimination, stereotypes, and family, impact personal stories as well as, Carter's determination. This activity will culminate in an inquiry and presentation of the significance of a chosen Black historical figure.

**Learning Goals:**

- we are learning about Black historical figures by exploring inquiry questions and answering how these questions make learning about Black historical figures relevant to our lives
- we are learning to demonstrate an understanding of the impact of discrimination on the identity and heritage of black historical figures

**Success Criteria:**

- I can identify inquiry questions to research Black historical figures
- can explain why Black historical figures are relevant to our lives
- I can explain why we study Black historical figures
- I can identify key events in history of discrimination and their impact on Black historical figures
- I can use the concepts of historical thinking when analyzing evidence about Black historical figures

**Learning Skills:**

Initiative, responsibility, collaboration, organization

**Initiative:** looks for and acts on new ideas and opportunities for learning, demonstrates curiosity and interest in learning about Black historical figures

**Responsibility:** fulfills individual responsibilities within the group, completes and submits contribution according to agreed-upon timelines

**Collaboration:** shares information and resources, responds positively to the ideas and opinions of others, works with others to achieve group consensus

**Organization:** uses information and resources to complete discussion and visual presentation

**Materials:**

The Making of a Judge DVD

Handout (Graphic Organizer):Collecting Information: George Carter, The Making of a Judge

3-4 x75 min

**Minds On:**

For the Minds On activity, students will be asked about prior knowledge of Black Canadian history. Teachers can begin by asking the following questions:

- What do we know about Black history in Canada?
- What has contributed to our knowledge of Black Canadian history?
- Where do we go to learn about Black history in Canada?
- Do we know more about African American History than Black Canadian history or visa versa?
- Where would we have gained our knowledge of Black Canadian history?

When students have briefly considered these questions, teachers will then pose the final question for students to write either in an interactive program such as mentimeter

<https://www.mentimeter.com/> or have students write their responses on sticky notes.

**Final question: Can we Identify key figures in Canadian Black history?**

**Let us list figures in Black Canadian History.**

Teachers can further prompt students by asking them to name figures under the following titles:

- American
- Entertainers
- Sports Professionals
- National/Global leaders
- Academics
- Law Makers
- Scientist
- Authors

Each student will use one sticky note per person that will be posted up on the board.

Teachers will then guide students to organize those sticky notes under the categories mentioned above. Teachers are invited to create more categories.

Teachers will then engage in a debrief of the Minds On and have a class/group discussion using the following questions:

- Who is missing from the list? What types of professions/accomplishments are missing from this list? Why?
- Who was featured most prominently on the list? Why?
- How long have Black people been in Canada?
- *Should* we know more people to put on the list? Why?
- What does this activity/current list tell us about our knowledge of Black historical figures in Canada?

## Teaching/Learning Strategies

### ***Pre-screening activity/preamble:***

Before showing the documentary, teachers should introduce the concepts of historical inquiry, discrimination, segregation, prejudice, racism and the Depression. Let students know the culminating activity for the lesson and that the expectation is to fill out the graphic organizer handout: ***Collecting Information: George Carter: The Making of a Judge***, to gather information on George Carter's experience in rising to become the first Black Judge in Canada. Awareness of the concepts mentioned in the opening of this paragraph will provide a way in which to view Carter's experiences. While they are watching the documentary, teachers might want to pause the DVD on specific parts that may require more discussion. This may include but are not limited to:

- pausing on Carter's quotes about education and reflecting on their current understanding of how that quote impacts them personally
- Pausing on Carter recounting his experiences as a sleeping porter, to clarify for students the role of the porter and the limited professions often accessible to Black men at that time
- Pausing where he talks about segregation in Toronto, having students understand that segregation was very much alive in Canada as well as the States
- Pausing where he quotes "the closer to whiteness the better you were" as it relates to the use of the term "colored" in the documentary
- Pausing to provide background on the Christie Pitts
- Pausing to provide background on the KKK
- Pausing at more information on the Universal Negro Improvement Association
- Please choose to pause the DVD in a part of the documentary that you feel will connect with your group of students.

While viewing the DVD have students complete the graphic organizer handout: ***Collecting Information: George Carter: The Making of a Judge***

### **REFER TO APPENDIX 1 for Graphic Organizer**

Have students reflect in groups on the responses to the graphic organizer to prepare for a whole class discussion.

Once the content of the graphic organizer has been completely reviewed, introduce the final assignment titled **Missing Pages: Black People in Canada** where students will explore Black figures in Canada and Black Canadian firsts. This will connect with the Minds on Activity and will require students respond similarly to the first graphic organizer.

Have students consider the Organizer used in viewing the DVD and pose the following questions:

- Did we collect enough valid information on Carter and his importance as a key person in Black Canadian History?
- What more do we need to know? Add questions to your graphic organizer to guide your learning.
- What information about Carter can students benefit from knowing and what key information is important to share with viewers/audience?

- If you were to present information about Carter in a 3-5 (5-7) minute presentation, what information should be highlighted?

Teachers then introduce the lesson culminating activity. For their lesson culminating activity, teachers will have students work in groups to create a visual presentation titled **Missing Pages: Black People in Canada** where students will explore Black figures in Canada and Black Canadian firsts. Students will be asked to present in a way that is interactive with the audience.

Using their new knowledge on the effectiveness of graphic organizers generated from the class discussions, together as a class, create a graphic organizer to help organize the information needed to create your visual presentation.

Have students recall their hear, think, wonder chart and consider how they can use this information and the wonder section to pose question to class.

Encourage visual presentation to follow time guides and should not be text heavy (if text appears at all)

## Lesson Culminating Activity

### **Missing Pages: Black People in Canada**

For your lesson culminating activity, you will work in groups to create a visual presentation titled **Missing Pages: Black People in Canada** where you will explore Black figures in Canada and Black Canadian firsts. For your presentation, you will be asked to present in a way that is interactive with the audience and at the end of your presentation, you will be expected to pose and facilitate a discussion question for the class.

Choose an individual from the chart below. If you want to develop your own choice, consult with the teacher.

<b>Black Canadian</b>	<b>"First"</b>
Albert Jackson	First Black Postman
Mary Ann Shadd	The first Black woman publisher in North America and the first woman publisher in Canada
Viola Desmond	Civil rights activist and businesswoman will be the first Canadian woman to appear on a bank note
Willie O'Ree	The first black man to play in the National Hockey League
Portia White	The first Black Canadian concert singer to win international acclaim
Carrie Best	Carrie Best, publisher of first Black-owned Nova Scotia newspaper.
Anderson Ruffin Abbott	Canada's famous first black doctor, first Black medical school graduate in Canada
Jean Augustine	First Black female MP and Cabinet minister
Rosemary Brown	Canada's first Black female member of a provincial legislature and the first woman to run for leadership of a federal political party.
Addie Aylestock	The first ordained black woman minister in Canada



Donovon Bailey	First Canadian to win an Olympic gold medal in the 100 metre sprint
Mathieu DaCosta	First recorded black person in Canada. Five-language interpreter, translator and explorer.
Dr. Daurene Lewis	First Black female Mayor in Canada
Ferguson Jenkins	First Canadian to be inducted to the Baseball Hall of Fame and ex Harlem Globetrotter

Once you have chosen an individual, use the graphic organizer developed in class to gather, organize, interpret and analyse information. Ask critical questions to guide your inquiry. Remember that everyone in the group will be assigned a role.

- From what sources will you gather information?
- How will you confirm authenticity of resources?
- What information is most important to share with the audience?
- What visuals will you use?
- Are they the “right” visuals?
- What will you say to connect with your audience?

Ideas for visual presentation: (should we add links)

Pecha Kucha

Visual essay

Google slides

Prezi

Presentation board

**REFER TO APPENDIX 2 for the Rubric**

Once students have completed the preparation, they will present for the class ending with their discussion question for class. When all groups have presented, teachers will pose the **Wrap up question:** Through your research and presentation, you have all been exposed to many new names in Black Canadian history and the contemporary impact their stories have had on all people living in Canada. Reflect on the contemporary figures in Black history. List their names. 50 years from now, who do you think will be remembered? Why? Who would this video be about today?

# APPENDICES

## APPENDIX 1

<b>Collecting Information: George Carter: The Making of a Judge</b>		
<p>George E. Carter was a Black Canadian man of Barbadian descent born in 1921. He secured his rightful place in Black Canadian history by becoming the first Canadian born Black judge in Canada in 1979. He passed away in June of 2018 and what you will be watching is the story of his legacy. Read this graphic organizer prior to viewing the documentary and begin to fill out responses. This handout will guide your understanding of the film.</p>		
<p><b>Pre viewing</b></p> <ul style="list-style-type: none"><li>● Consider the Title of the film. What do you think you will see in the documentary?</li><li>● List the barriers do you feel Carter may face as he is one of the first Black Judges in Canada. Be prepared to reflect on this list as you watch the film to see how your list compares with Carter’s experiences.</li><li>● What do you feel will be key issues that could be faced by a Black “first?”</li><li>● Develop 2 historical inquiry questions that you feel will guide your learning about the film.</li></ul>		
<p><b>While viewing the film</b> <i>List words you were unfamiliar with</i></p>		
<p><b>Hear</b> (what did you hear in the Documentary that stood out to you, list a minimum of 4 “things”...) <i>Example:</i> I heard George Carter say “People don’t run around telling you your history, you have to go out and get it.”</p>	<p><b>Think</b> (what do your prompts make you think) <i>Example:</i> I think that George Carter faced extreme discrimination in law school during the time period he attended.</p>	<p><b>Wonder</b> (What questions do you have about the documentary?)<i>Example:</i> I wonder Did Carter face further discrimination being not only a Black man but a dark skinned black man? And how can my understanding of this relate to current discussions on shadeism?</p>

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***Post viewing***

- *What questions do you have about the Documentary? (questions of confusion are welcome)*
- *Create a discussion question you would pose of the class?*
- *How can you respond to your 2 historical inquiry questions?*
- *What examples from the DVD are relevant to current society?*

## APPENDIX 2

### Missing Pages: *Black People in Canada*- Visual Presentation Rubric

Curriculum Expectations/Criteria	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
<p><b>Knowledge</b> Demonstrates an understanding of visual presentation techniques present knowledge of social challenges and forces pertaining to the story of Black Canadian firsts (Presentation)</p>	<p>-Presentation is not sequential or logical and it may be hard for the audience to understand the purpose -Presenters have only a basic understanding of the content and do not develop reasonable conclusions</p>	<p>-Presentation may not be sequential or logical but the audience understands the purpose -Presenters show a basic understanding of the content but do not develop reasonable conclusions</p>	<p>-Presentation is sequential, logical and audience understand the purpose -Presenters demonstrate a firm grasp of the content and generalize reasonable conclusions</p>	<p>-Presentation is sequential, logical and effectively conveys the meaning and purpose to the audience -Presenters demonstrate an in-depth understanding of the content and provide valid and/or reasonable conclusions</p>
<p><b>Thinking</b> Demonstrates an ability to select, organize, and interpret information gathered from a variety of print and electronic sources</p>	<p>- Presentation demonstrates Poor organization and does not meet time requirements -Lacks creative and critical thinking</p>	<p>-Presentation demonstrates some organization and is below time required -Some creative and critical thinking</p>	<p>-Presentation demonstrates good organization and meets time requirement -Good creative and critical thinking</p>	<p>-Presentation demonstrates excellent organization and works within time requirements -Excellent creative and critical thinking</p>
<p><b>Communication</b> Communicates the results of inquiries effectively (Presentation)</p>	<p>-Message is not clear and concise -Little attempt to engage audience -Poor discussion with peers</p>	<p>-Message is somewhat clear and concise -Some attempt to engage audience -Some good discussion with peers</p>	<p>-Message is clear and concise -Good attempt to engage target audience -Good discussion with peers</p>	<p>-Message is very clear and concise -Excellent attempt to engage audience -Excellent discussion with peers</p>

<b>Application</b> Defines and correctly uses historical inquiry terms and concepts	-Poor use of terms and concepts -Poor use of relevant facts to support your ideas	-Some use of terms and concepts -Some use of relevant facts to support your ideas	-Good use of terms and concepts -Good use of relevant facts to support your ideas	-Excellent use of terms and concepts -Excellent use of relevant facts to support your ideas
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# Grade 11 Introduction to Anthropology, Sociology Psychology

## Overall Expectations

### Strand A: Research and Inquiry Skills

Overall Expectations	Specific Expectations
<p>A3. Processing Information: assess, record, analyse and synthesize information gathered through research and inquiry</p> <p>A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry and communication skills</p>	<p>A 3.2 record and organize information and key ideas using a variety of formats</p> <p>A 3.3 analyse and interpret research information</p> <p>A3.5 synthesize finding and formulate conclusions</p> <p>A4.1 use and appropriate format</p> <p>A4.2 use terms relating to anthropology, psychology and sociology</p> <p>A4.3 clearly communicate the results of their inquiries and follow APA conventions for acknowledging sources</p> <p>A4.4 demonstrate an understanding of the general research process by reflecting on and evaluating their own research, inquiry, and communication skills</p>

### Strand D: Sociology

Overall Expectations	Specific Expectations
<p>D2. Explaining Social Behaviour: use a sociological perspective to explain how diverse factors influence and shape individual and group social behaviour</p> <p>D3. Socialization: use a sociological perspective to explain patterns of socialization</p>	<p>D2.1 explain, from a sociological perspective, how divers factors influence and shape individual and group behaviour</p> <p>D2.2 explain, from a sociological perspective, the relationship between prejudice and individual and systemic discrimination, and describe their impacts on individuals and society</p> <p>D2.3 explain, from a sociological perspective, how diverse influences shape social behaviour</p> <p>D3.1 explain how structural changes take place in social institutions</p>

	<p>D3.2 explain the ways in which social structures affect individual and group behaviour</p> <p>D3.3 evaluate the relative influence of primary agents of socialization on the socialization of the individual</p>
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**Overview:**

In this Activity, students will engage in a discussions around the barriers that marginalized people and how they work towards breaking those barriers. They will learn about George Carter through the film, *The Making of a Judge*, and assess the ways in which agents of socialization help facilitate Carter in achieve his success. Students will then think of non-deviant ways that marginalized people can work towards change and the breaking of barriers. They will be asked to choose barrier worthy of action, and draft and circulate a petition as a step towards creating social change

**Learning Goals:**

- we are learning about the history of prejudice and discrimination in twentieth century Canada through the eyes of the first Canadian born Black judge.
- we are learning to become socially engaged by identifying barriers that need to change and creating a petition persuade others to work towards greater social change.

**Success Criteria:**

- I can identify discriminatory practises
- I can describe how institutions maintain systemic discrimination
- I can describe how individuals can promote change within institutions
- I can identify the main elements of a effective petition
- I can use problem solving skills in order to address social change

**Learning Skills:**

Initiative, responsibility, collaboration, organization

**Initiative:** looks for and acts on new ideas and opportunities for learning, demonstrates curiosity, interest and commitment in taking action towards positive social change

**Responsibility:** fulfills individual responsibilities within the group, completes and submits contribution according to agreed-upon timelines

**Collaboration:** shares information and resources, responds positively to the ideas and opinions of others, works with others to achieve group consensus

**Organization:** uses information and resources to complete discussion and visual presentation

**Materials:**

The Making of a Judge DVD

Handout (Graphic Organizer): Collecting Information: The Agents of Socialization in *George Carter, The Making of a Judge*

3 - 4 x75 min, plus time for independent work

**Prior Learning:** Prior to this lesson students should be familiar with the various agents of socialization and the following terms: conformity, deviance, prejudice, discrimination, racism and segregation.

**Minds On:** With chart paper placed in different parts of the room, labelled "Age", "Race", "Gender Identity", "Sexual Orientation", "Creed", etc. Have students walk around, writing down the barriers/obstacles they face based on these categories. (This can be also be done using the word cloud feature with the mentimeter app to maintain anonymity)

Prompts: Cannot vote due to age; gendered school dress codes etc,

In a whole group discussion, ask students to share answers to the following questions:

1. How do you deal with and/or overcome these barriers?
2. Is it important to have barriers?
3. Which ones are worth breaking?
4. What is the best way to create space for marginalized voices?

**Teaching/Learning Strategies****Pre-screening preamble:**

Inform students that they will be watching a film about George E. Carter, a man of Barbadian descent, who became the first Canadian born, Black Judge in the country, in 1979. Tell them that they will learn about the racism and discrimination that he faced in his day.

While they are watching the documentary, teachers might want to pause the DVD on specific parts that may require more discussion. This may include but are not limited to:

- Pausing on Carter's quotes about education and reflecting on their current understanding of how that quote impacts them personally
- Pausing on Carter recounting his experiences as a sleeping porter, to clarify for students the role of the porter and the limited professions often accessible to Black men at that time
- Pausing where he talks about segregation in Toronto, having students understand that segregation was very much alive in Canada as well as the States
- Pausing where he quotes "the closer to whiteness the better you were" as it relates to the use of the term "colored" in the documentary
- Pausing to provide background on the Christie Pitts
- Pausing to provide background on the KKK
- Pausing at more information on the Universal Negro Improvement Association
- Please choose to pause the DVD in a part of the documentary that you feel will connect with your group of students.



While viewing the DVD have students complete the graphic organizer handout: **Collecting Information: The Agents of Socialization in *George Carter: The Making of a Judge*.**

**REFER TO APPENDIX 1 for Graphic Organizer**

**Learning Strategies:**

Allow a few minutes for students to complete their organizers and discuss as a class. Point out the fact that Carter was able to break barriers by working within the system and excelling. In his earlier years, his options at the time were limited due to a lack of space for marginalized voices. Had he been a vocal protestor/advocate for change he might have been shut down, shut out, ostracized etc. In addition, point out the social conditions and events that helped open some doors for Carter later in his life, such as the civil rights movement in the United States, increased open discussion about racism, anti-discrimination laws etc.

As a class, have students brainstorm the non-deviant ways one can work towards change. Possible answers may include using social media, litigation, voting, running for office, letter writing, awareness raising campaigns and writing/signing petitions.

Facilitate a jigsaw activity where students assess the following anti-racism petitions:

[Stop Racism at Pretoria Girls High](#)

[Revoke racist "Sir" Bob Jones of his Knighthood](#)

[Petition to Change 'Cornwallis Street' in Halifax to 'Rocky Jones Blvd'](#)

Assign one petition per group and have each group answer the following:

1. Who is the petition addressed to? Given the audience, is the wording appropriate?
2. Would you take the time to read, sign and share this petition? Why/Why not?
3. Do you think it provides a reasonable solution? Why/Why not?
4. Does it provide enough background information? Is there any information missing in this petition?
5. What could you add/remove to this petition to make it more effective to a broader audience that includes yourselves?
6. Are the goals and proposed solutions presented in a clear and concise manner?

Following this discussion, have students break out into new groups consisting of 'experts' on each petition. Have the groups create a checklist outlining the criteria for an effective petition. As a class have the groups share their results and prioritize and narrow the results to five main criteria. Guide students so that the list includes clarity and succinctness, complete background information, impact, and a clear solution.

Use this to help create a student-generated rubric for the culminating activity.

Return to the subject of barriers and ask the class to suggest specific issues for which writing a petition might be appropriate. Tell them that the topics they suggest will be the pool of topics they can choose from in their culminating task.

## **Culminating Task: Taking Action Through Petitions**

In groups of 3 or 4, create a petition that informs the school community about breaking down barriers of a specific issue, relevant to your own personal and/or school experiences.

Possible topics include the issues that we brainstormed in class or a teacher-approved topic of your choosing.

Your petition must raise awareness about the issue and have call to action. It must also satisfy the top 5 criteria for a strong petition, as we determined in class

### **Part I - Research and Proposal**

Many people are often skeptical of petitions because they are cautious about what they put their name to; some will have a number of questions, so it is important that you conduct some specific research using the Internet and other sources, in order to provide well informed answers. Find statistics if you can.

Write a one page proposal for your petition. Ensure that the information presented is supported by reliable resources and that you explain how your petition will cover the top 5 criteria for a strong petition

### **Part II - Petition**

Draft your petition, submit it to two other groups for peer review and feedback

### **REFER TO APPENDIX 2 for Peer Evaluation**

Write a final copy and circulate the petition.

### **Part III - Report and Reflection**

Write a 500 word report summarizing and reflecting on your experience. Use the questions below to guide you:

1. What does the topic of your petition mean to you. Why did you choose it?
2. In what ways did your research surprise you or enhance your thoughts on the issue?
3. How comfortable were you in pursuing signatures? Were they easy or difficult to obtain? Why/Why not?
4. What did this experience tell you about your peer group's awareness of this issue?
5. What are the next steps? What else can be done to break down the barrier?



**Fill in the table to determine How Agents of Socialization and Culture Help and Support People to Overcome Barriers and Create Space**

Agents	Influence on Me	Influence on George E. Carter
<b>Family</b>		
<b>Peers</b>		
<b>Education</b>		
<b>Culture</b>		
<b>Other Groups and Institutions (clubs, organizations etc)</b>		<b>United Negro Improvement Associatio</b> - helped give him a sense of community - was an outlet for him to contribute toward community - connected him with other change makers

## Appendix 2

### Peer Evaluation

<b><u>Name of Petition:</u></b>		
<b>Criteria</b>	<b>How well does the petition satisfy the criteria? Circle 1 for "Extremely well" and 5 for "The Criteria is not satisfied"</b>	<b>Additional Comments</b>
<b>1</b>	<b>1 2 3 4 5</b>	
<b>2</b>	<b>1 2 3 4 5</b>	
<b>3</b>	<b>1 2 3 4 5</b>	
<b>4</b>	<b>1 2 3 4 5</b>	
<b>5</b>	<b>1 2 3 4 5</b>	
<b><u>Final comments - Would you sign this petition? Why/Why not?</u></b>		

## Appendix 3

### Culminating Task Rubric

(Students to develop the criteria but with a couple of examples/prompts provided each category)

<b>Curriculum Expectations/Criteria</b>	<b>Level 1 50-59%</b>	<b>Level 2 60-69%</b>	<b>Level 3 70-79%</b>	<b>Level 4 80-100%</b>
<b>Knowledge/Understanding</b>  - Displays knowledge of who is affected and how - -  - Understands the causes and impacts - Understands the strategies that can be implemented to solve the problem - - -	<b>To a limited degree</b>	<b>To a moderate degree</b>	<b>To a considerable degree</b>	<b>To a high degree</b>
<b>Thinking/Inquiry</b>  - Research is expansive and thorough - - -  - Makes insightful connections to research and prior learning	<b>To a limited degree</b>	<b>To a moderate degree</b>	<b>To a considerable degree</b>	<b>To a high degree</b>
<b>Communication</b>	<b>To a limited degree</b>	<b>To a moderate degree</b>	<b>To a considerable degree</b>	<b>To a high degree</b>

<ul style="list-style-type: none"> <li>- Petition is engaging to its target audience</li> <li>- Effective use of language in expression of urgency</li> <li>- Main message is succinct and clear</li> <li>-</li> <li>-</li> <li>-</li> </ul>				
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>- Petition and report correctly uses appropriate terminology learned in the course</li> <li>-</li> <li>-</li> <li>-</li> </ul>	<p><b>To a limited degree</b></p>	<p><b>To a moderate degree</b></p>	<p><b>To a considerable degree</b></p>	<p><b>To a high degree</b></p>
<p><b>Additional Comments</b></p>				