

## **Teacher's Resource for *Deeply Rooted***

Designed for:  
Grade 9 Canadian Geography  
Grade 11 English  
Grade 12 Challenge and Change in Society  
Grade 12 Equity and Social Justice: From Theory to Practice

Distributed by:  
Black, Indigenous and Workers of Colour Committee  
Ontario Secondary School Federation (OSSTF) District 12 Toronto

Writing Team:  
Herdeep Chauhan  
Joy Martyr-André  
Amani Kwadwo Ausar

## Grade 11 English: University/ College

### Strand: Oral Communication

Overall Expectations	Specific Expectations
<ul style="list-style-type: none"><li>· Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</li><li>· Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</li><li>· Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations</li></ul>	<p>Using Active Listening Strategies</p> <p>1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions (e.g., stay on topic during a class discussion;1 respond to a guest speaker with appropriate empathy and interest; ask questions during a student-teacher conference to clarify the teacher’s suggestions for essay revisions)</p> <p>Using Listening Comprehension Strategies</p> <p>1.3 Select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts (e.g., underline unfamiliar words in a text during a shared reading; read the lyrics of a song before listening to it; make jot notes while listening to an oral presentation; complete a “What I Heard/What I Think” T-chart after listening to a speaker)</p> <p>Purpose</p> <p>2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience (e.g., role-play a job interview; present a monologue from the point of view of a character from a work of prose fiction; explain how an object from a career of their choice is used; interview a Grade 8 student for a research project on how their high school is perceived by the community)</p> <p>Clarity and Coherence</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience (e.g., use a formal structure that includes an opening statement, a point-by-point argument, and a summary/conclusion; restate the main facts</p>

	<p>from a graphic text in the correct sequence 8)</p> <p>Audio-Visual Aids</p> <p>2.7 use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience (e.g., use a collage to express a literary theme discussed in their presentation; use a series of images to demonstrate a particular movement used in a sport; create a slide show to accompany an oral report)</p> <p>Metacognition 3.1 describe a variety of strategies</p> <p>They used before, during, and after listening and speaking; explain which ones they found most helpful; and identify appropriate steps they can take to improve their oral communication skills (e.g., describe the strategies they use to monitor their understanding of an oral text, and explain which ones they use the most and why; identify the body language they use to communicate interest while speaking and listening; identify a presentation strategy they can incorporate to improve their presentation skills)</p>
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Strand: Writing

Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> <li>· Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;</li> <li>· Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;</li> </ul>	<p>Identifying Topic, Purpose, and Audience</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing tasks (e.g., an expository essay comparing the themes of two short stories or poems; an opinion piece for a local magazine about teenagers’ perceptions of portrayals of body image in advertising, television sitcoms, and fashion layouts; an adaptation of a children’s story into a script, including stage directions, for a one-act play) Teacher prompt: “How would you dramatize this event in the story to appeal to an audience of children? What rhetorical devices would</p>

<ul style="list-style-type: none"> <li>· Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</li> <li>· Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</li> </ul>	<p>be effective? What parts of the narrative could become the characters' dialogue</p> <p>Generating and Developing Ideas</p> <p>1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., work in pairs to brainstorm ideas for an opinion piece; use a graphic organizer to group ideas and to help them determine the focus of or the key concepts to be used in an essay; take notes during classroom presentations on a topic for later use in preparing a report on the topic; use a graphic organizer to create a pattern of imagery for writing a poem on a specific topic or theme; consult print, electronic, and other sources, including online catalogues and CD-ROMs, to identify potential sources of information for use in an essay; consult bibliographies and reference lists in books and periodicals, including e-books and e-journals, to identify additional sources that would help them expand their research; record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list)</p> <p>Research</p> <p>1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., create a research plan and track their progress; identify a range of sources that could provide appropriate information relevant to their assignment, such as books, journals, community-based newspapers and television programs, online databases, and websites; develop and use a detailed template to evaluate sources for reliability, objectivity, and comprehensiveness; use key word searches and other browsing strategies when using search engines and Internet directories</p>
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	<p>to locate information relevant to their topic; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)</p> <p>Organizing Ideas</p> <p>1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing (e.g., reorganize the plot outline for a story to include a series of flashbacks; identify a pattern to guide their use of imagery in writing a poem;2 work in groups to sort and organize their ideas for creating a rap, focusing on categories such as voice, power, and the depiction and/or exclusion of certain groups;3 use a graphic organizer to refine their ideas about a thesis or topic in preparation for writing a literary essay; determine the organizational pattern, such as chronological order, climactic order, or cause and effect, best suited to presenting ideas and information in an essay on a specific topic)</p> <p>Form 2.1</p> <p>Write for different purposes and audiences using a variety of literary, informational, and graphic forms (e.g., a report comparing the responses of classmates by gender or ethnocultural background to a novel studied in class; a narrative poem for peers, based on a short story; a critique of a film for a community newspaper; texts that will form part of a public relations campaign to change the image of a villain; the text of a speech for a student running for student council president;4 an opinion piece about the use of racist, sexist, or homophobic language and its effects on readers)</p> <p>Voice</p>
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	<p>2.2 establish a distinctive voice in their writing, modifying language and tone skillfully and effectively to suit the form, audience, and purpose for writing (e.g., use colloquialisms or dialects in writing dialogue for a story, to give a character authenticity; use a confident, authoritative tone in a persuasive essay; use repetition, rhythm, and other rhetorical devices effectively to establish a distinctive tone and style in writing a poem; write the script for a monologue in which a character communicates his or her distress about a false accusation)</p> <p>Sentence Craft and Fluency</p> <p>2.4 write complete sentences that communicate their meaning clearly and effectively, skillfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas (e.g., use coordination and subordination, as appropriate, to emphasize ideas in sentences and to enhance readability; repeat sentences of the same type or structure to achieve desired effects)</p> <p>Critical Literacy</p> <p>2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing (e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; explain how their description of a specific event reveals their values, even if these values are not stated explicitly)</p> <p>Proofreading</p> <p>3.5 regularly proofread and correct their writing (e.g., ask peers to check their drafts for errors in spelling, vocabulary, punctuation, and grammar, consult print and electronic resources to confirm the accuracy of the feedback they receive, and make corrections where necessary; use the Track Changes function in their word-processing program)</p>
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	<p>when entering proofreading changes, and keep a file of these corrections for future reference)</p> <p>Producing Finished Works</p> <p>3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)</p> <p>Metacognition</p> <p>4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills (e.g., evaluate different ways of organizing research; share with peers a strategy or technique that they have found helpful in writing effective introductions and conclusions; assess their approach to editing and proofreading their work, and make changes where necessary)</p>
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Strand: Media Studies

Overall Expectations	Specific Expectations
<ul style="list-style-type: none"> <li>· Understanding Media Texts: demonstrate an understanding of a variety of media texts;</li> <li>· Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>· Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</li> <li>· Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found</li> </ul>	<p>Interpreting Messages</p> <p>1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey (e.g., explain how the perspective and audience of a newspaper or magazine are revealed in the type of advertising it attracts; explain the overt and implied messages about violence conveyed by a children’s cartoon featuring conflict between animal characters)</p> <p>Evaluating Texts</p> <p>1.4 evaluate how effectively information, ideas, themes, issues, and opinions are communicated in media texts, including</p>

<p>most helpful in understanding and creating media texts</p>	<p>increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose (e.g., determine whether the use of multiple perspectives in a documentary about a historical event clarifies or blurs the focus of the film; comment on the effectiveness of the use of flashbacks in a movie to provide the background needed to understand character development and plot)</p> <p>Audience Responses 1.5 explain why the same media text might prompt different responses from different audiences (e.g., explain why a war veteran and a student might have different reactions to their country’s flag; explain why a parent and a teen might respond differently to a Young Adult novel depicting teen issues and behaviour in a realistic way)</p> <p>Critical Literacy 1.6 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power (e.g., assess the way a television sitcom or drama depicts characters from cultural or social groups that are under-represented in mainstream television; explain how the representation of body types in the advertising<sup>2</sup> and editorial content of most popular sports and fashion magazines can affect audiences; explain how a film manipulates familiar archetypes and/or stereotypes to confirm or contradict the audience’s expectations about plot or character)</p> <p>Form 3.2 Select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is a highly appropriate choice (e.g., explain why an online fundraiser would be an appropriate way to raise money to buy computers; explain why a mini-drama might be a good way to advertise a new product)</p>
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	<p>Conventions and Techniques 3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help communicate a specific aspect of their intended meaning effectively (e.g., conventions/techniques for a presentation using presentation)</p> <p>Metacognition 4.1 explain which of a variety of strategies they found most helpful in interpreting and creating media texts, then evaluate their strengths and weaknesses as media interpreters and producers to help identify the steps they can take to improve their skills (e.g., use a log to keep track of decisions made at various stages in the design and production process, review the log to evaluate the efficiency and effectiveness of their production process, and determine how to apply this learning to another production)</p>
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**Overview**

This lesson will focus on key themes from the film *Deeply Rooted* by filmmaker Cazhmmere. Students will learn about the rich and varied history of Blacks in Canada via the eyes of a seventh generation Black Canadian.

**Theoretical Framework**

This lesson is rooted in the tenets of [Culturally Responsive and Relevant Pedagogy](#) According to educational scholar Gloria Ladson Billings , three are three fundamental components :

- 1) **Academic Success**-Teachers have a moral and professional imperative to create classroom environments that provide students of all backgrounds with the opportunity to experience success and maximize their immense potential.
  
- 2) **Cultural Competence** – Teachers should have a strong understanding of their own culture as well as the cultural backgrounds of the students that they are serving . Every effort should be made to foster a milieu that is conducive to genuine intercultural understanding.
  
- 3) **Critical Consciousness**- Teachers should encourage their students to challenge existing socio-cultural inequities in hopes of creating a more inclusive and equitable world both now and for future generations to come.

## Learning Goals

- Students will learn that journal writing is an effective way of communicating their ideas on issues pertaining to identity , diversity , inclusion, exclusion , family history , cultural heritage and equity
- Students will develop a deeper understanding of how media texts from historically marginalized groups can lead to positive social change
- The employment of graphic organizers to help students communicate their thoughts and feelings based on major ideas inspired by the film
- Provide students with the opportunity to create their own cultural and media-based narratives that speak to their life experiences and validate their learning styles and needs
- Students will strengthen their critical thinking, writing and communication skills by engaging in work that is intrinsically relevant or germane to their lives
- Students will develop a deeper understanding of the term **Ubuntu** and how its everyday practice can lead to the creation of a more inclusive and equitable world both now and for future generations to come
- Students will learn how to properly cite sources using the MLA format

## Student Success Criteria

- Students from diverse cultural backgrounds will create their own media texts that validate their lived experiences and learning needs
- Students will do a response journal that reflects key takeaways from the film Deeply Rooted
- Students will complete a self evaluation form that will afford them the opportunity to examine their strengths and needs as writers and communicators
- Successful completion of the media texts will help to reinforce the fact that young people have agency and can be positive agents of change
- Students will demonstrate an increased awareness of the achievements of Blacks in Canada via participation in interactive activities like Kahoots

## Accommodations

In an effort to increase the likelihood that all students will experience success in terms of completing the tasks that have been assigned, every effort will be made to ensure that the appropriate accommodations are implemented for students with IEPs and English language learners. e.g. extended time limits, extra time for processing and completing assignments,

assistive technology (for example Read and Write gold), peer / buddy tutoring , duplicated notes, graphic organizers.

### **Prior Learning**

Teachers should make a concerted effort to ensure that their students have a fundamental understanding of terms like anti- Black Racism, racism, discrimination, prejudice, exclusion, social inclusion, culture , social identity , power, privilege, micro aggressions, Eurocentrism, [Afrocentrism](#), bias, and equity. A review of the [TDSB equity policy](#) might also be helpful.

In addition, students will learn about [media literacy](#) and its fundamental components (media are constructions, audiences negotiate meanings, media have commercial implications, media have social and political implications, each medium has its own esthetic form), as well as the different types of [journals](#) that students use to address issues of identity and cultural diversity

Educators should also ensure that students understand the important role that [graphic organizers](#) can play in terms of helping to organize information and activate prior knowledge.

Students will develop a great appreciation for the power of the term [Unbuntu](#) (“I am because we are”)

Students will be taught how to properly cite their sources using the MLA method.

### **Lesson Materials and Resources**

- Projector
- Paper
- Graphic Organizer
- Self – Evaluation Form
- Pens
- Kahoots
- Padlet
- Computers / Chromebooks
- Student IEPs
- [Deeply Rooted film](#)
- [Black History in Canada – A timeline](#) video

### **Sharing Our Story : Celebrating The Lesson**

It is important to note that the following Grade 11 English lesson will require several periods to complete due to its multifaceted nature.

### **Lesson Components**

#### **Part One**

1. Students will watch a roughly **seven (7)** minute video entitled [Black History in Canada- A timeline](#)

2. After viewing the video, students will be asked to complete a [KWL chart](#) and engage in a think pair share activity.
3. Students will then use a [padlet](#) to answer the following question: Where are you from? (students and their families in terms of country of origin or their place of birth).
4. Students will watch the film [Deeply Rooted](#) which addresses the aforementioned question (**Where you are from?**) and highlights the salience of family, Black history in Canada and Cultural diversity. As students are watching the film, they will be asked to complete a [retell, relate and reflect form](#).
5. After viewing Deeply Rooted, students will play [Kahoot](#) in an effort to determine how much they learned in a dynamic and Interactive way (Teachers will be given an answer key).
6. The team or individual that gets the most correct answers will obtain a prize.

(Ultimately, all student participants will be formally recognized for their efforts)

### **Kahoots Answer Key**

- 1, Cazzhmere Downey
2. Nova Scotia
3. Where are you from?
- 4, Seventh Generation Canadian
- 5 All of the Above
6. All of the Above
7. Halifax , Nova Scotia
8. Both A and C
- 9, All of the above
10. Black
- 11 She was called the “N” word
- 12, Anti- Black Racism
- 13, Canada
- 14, The school system is doing a poor job
15. The No. 2 Construction Battalion
16. She comes from a family that has made contributions to Canada in many areas
17. Boxing
18. All of the above
19. Both A and B
20. All of the above

### **Part 2: The Response Journal**

7. Students will write a response journal that is designed to answer some of the questions found below. Students are encouraged to do their [response journal](#) in a way that best reflects their learning style, e.g. free writing Dual entry, lifted entry, creative writing (writing a poem or short story ), drawings , charts and webs. In addition, students should be provided with [writing prompts](#).

- What did you like, dislike or find interesting about the film?
- Could you personally relate or connect to the film’s major themes or messages?
- What does being Canadian mean to you as a young person growing up in Canada today?

- What are your overall thoughts on the film?
- Are you given the opportunity to learn about your own history/ culture in school?
- How important is it to learn about each other’s cultural and familial roots?
- What would the world look like if we all practiced the principle of Ubuntu on a regular basis?
- Inspired by the film, what story do you hope to share with the world and how can it contribute to the betterment of humanity?

### **Part 3: Identity Charts**

An significant theme in **Deeply Rooted** is the importance of knowing and embracing one’s identity. Keeping this reality in mind, students will be asked to create their own [identity charts](#) based on such factors as race, socio economic status, gender, identity, religion, sexual orientation, interests, talents, cultural background, mental or physical disability, birth order, relationships with family members.

10. Students will share their **identity charts** in small groups and report key findings to the class

### **Part 4: Ubuntu Choral Reading**

Teachers will revisit the meaning of [Ubuntu](#).

*“Ubuntu” is a beautiful Zulu word that stands for inter-connectedness. Ubuntu essential mean “humanity” but has gone on to have a more widespread meaning emphasizing on spreading kindness to connect people. It is the understanding that we cannot exist in isolation and so Ubuntu is more commonly interpreted as “I am because we are”. It means that we are a sum total not just of our own experiences but because we are social creatures, we are a collective summary of our own as well as the shared experiences of our society”*

Students will solidify their understanding of the term Ubuntu via a choral reading of the poem entitled Ubuntu by Ngiyabonga Nkosiyama

We are here today,  
 and today we pause to remember those who passed before us,  
 We walk along many paths,  
 crisscrossing myriad strands that bind us as one,  
 strands of conscience,  
 painfully forced by the ancestors.  
 We imbibe the spirit of uBuntu,  
 giving thanks to those who shed blood and sweat and tears,  
 selflessly guiding us ever onwards,  
 onwards, yes,  
 yet ever conscious,  
 that we are all,  
 all of us,  
 hewn from the winds,  
 forged in the depths,  
 our jagged edges far, far more radiant,

than dead flawless diamonds.  
We are here today,  
and we student as one,  
together braving the thunder rolling across the plains,  
soaking in the rejuvenating blessings,  
bathing us in the rains,  
the heartbeat of Africa,  
throbbing within us all,  
whispering,  
guiding,  
comforting us,  
that,  
whenever we fall,  
we need only stretch out our hands,  
to be lifted up again,  
helped back on our feet,  
to stand once again,  
together,  
always, always together,  
tall  
The spirit of uBuntu,  
flows through our collective veins,  
urging us to see,  
to hear,  
to share the light of peace and unity,  
for we are all,  
all of us,  
sculpted from one whole,  
one mould,  
far, far more priceless,  
than dead nuggets of gold.  
“I am because we are”.

12. The foregoing activities will serve as the springboard for the major assignment.

### **Part 5: Culminating Task**

This assignment will consist of the following steps :

1. A good version of the response journal based on key learnings from the film.
2. Students will select an option from the choice board that reflects the theme of **Celebrating my story: the oneness of humanity**.
3. Students will share their response journal and choice board project with their classmates/family members.
4. Students will complete a self-evaluation form

5. All students will be given a rubric (**co-constructed**) so that they are clear in terms of what is required to obtain a level 4 plus

6. The assignment will be worth 80 marks

### **Part 6: The Choice Board**

Create an original song or spoken word piece based on what your cultural background or identity means to you and the experiences of your family in Canada

Create a podcast that documents your cultural background or heritage and the experiences and memories of your family in Canada

Do a dance performance based on what your cultural means to you and the experiences of your family in Canada. The performance should be recorded

Create an original work of art that reflects what your cultural background or identity means to you and the experiences of your family in Canada. Your

Interview a family member about his or her cultural background or identity as well as his or her lived experiences in Canada. The interview should have been taped

Create a video based on what your cultural background or identity means to you and the experiences of your family in Canada

Write a bio poem that shows what your cultural identity means to you and the experiences of your family in Canada. Your poem should be recorded

Create a monologue or dramatic performance based on your cultural background or identity, and the experiences of your family in Canada. Your creative piece should

Students can do a standard written report based on the contributions that a member of their ethnic or cultural group has made to Canadian society

**Note ; Students will have the option of doing something entirely different that reflects the spirit of the assignment**

It is important to note that students will be given examples and provided with resources that will help them to complete the choice board options that they have selected.

### **Examples**

1. <https://www.facinghistory.org/resource-library/teaching-strategies/biopoem-identity-poetry>
2. <https://spark.adobe.com/>
3. <https://www.powerpoetry.org/poems/cultural-identity>
4. <https://www.youtube.com/watch?v=mQT5S57FyXw>
5. <https://www.rellablackhistoryfoundation.com/copy-of-rella-s-spotlight-1>
6. <https://www.thecanadianencyclopedia.ca/en/educators>

## Part 7: Assignment Checklist

- ✓ For each option on the **choice board**, students must produce a **write-up** that contains a clear **introduction**( name, grade level, cultural background , interests , career goal, thesis statement , supporting evidence and a conclusion ( restate the thesis as well as indicate at least one thing that they plan to do to do to help create a more equitable and just nation( Canada) and world that honours the spirit of **Ubuntu**
- ✓ Generally speaking, the write up for the **creative piece** should be roughly **one (1)** (one page ) in length ( **typed and double spaced** )
- ✓ The write up must also have a **title page (title, picture reflecting student’s cultural heritage , teacher’s name , student’s name , course code and date due )**
- ✓ For those students who choose the **art option**, their explanation of the artwork should be **taped**
- ✓ Students who choose to **interview** a family member should ask a minimum of **seven (7)** questions ( **A question and answer format is encouraged** ). The write-up must have a clear introduction ( name, grade level, cultural background , interests , career goal, thesis statement , ), background information on the interviewee ) name, country of origin, interests . questions and answers and a conclusion ( restate the thesis as well as indicate at least one thing that they plan to do to do to help create a more equitable and just nation(**Canada**) and world that honours the spirit of Ubuntu ) The write-up must also include a title page (( **title, picture reflecting student’s cultural heritage , teacher’s name , student’s name , course code and date due** )
  
- ✓ Students who are doing a standard write-up or a report must have a clear introduction name, grade level, cultural background , interests , career goal, person understand investigation , an indication of why they chose the person thesis statement) , explanation of the achievements, two major things that you learned and one major thing that you found surprising or interesting . an indication of how you can relate to the story, and a strong conclusion that states how you plan to embody the concept of Ubuntu. The report should be roughly 2-3 pages in length – typed and double spaced and must include a title page (**title, picture reflecting student’s cultural heritage , teacher’s name , student’s name , course code and date due**)
  
- ✓ The response journal must be typed and double spaced. It must also include a title page (title, teacher ‘s name, student’s name. course code and date due)
- ✓ All completed journals will become part of a class blog (see link)
- ✓ Students will be required to present both their **response journal** and their **choice board option** (teachers will co-create the presentation checklist with their students) to the entire class
- ✓ The final presentation will be evaluated by both peers and teachers (**see the end of part 7 for examples** )
  
- ✓ Students will complete a self-evaluation form
- ✓ Students will submit their completed work to their teacher ( they will be required to submit a digital copy)
- ✓ Students must properly cite at least **one (1)** source using the MLA format



**Peer Evaluation Form**

Date\_\_\_\_\_ Course \_\_\_\_\_

Student who is being Evaluated \_\_\_\_\_

**Evaluating Student** \_\_\_\_\_

**Use the following scale to rate the student**

4=Exceptional                                      2- Average  
3- Good    1-Poor

<b><u>Description</u></b>	<b><u>Possible Rating</u></b>	<b>Earned Rating ( 0 to 4)</b>
Introduction		
Supporting Evidence		
Conclusion		
Fulfills presentation Requirements		
Enthusiasm		
Eye Contact		
Knowledge of Subject		
Audience Involvement		

**Overall Comments**

## Teacher Evaluation Form

Date \_\_\_\_\_ Course \_\_\_\_\_

Student who is being Evaluated \_\_\_\_\_

Teacher Evaluator \_\_\_\_\_

**Use the following scale to rate the student**

4=Exceptional

2- Average

3- Good

1-Poor

<u>Description</u>	<u>Possible Rating</u>	<u>Earned Rating ( 0 to 4)</u>
Introduction		
Supporting Evidence		
Conclusion		
Fulfills presentation Requirements		
Enthusiasm		
Eye Contact		
Knowledge of Subject		
Audience Involvement		

**Overall Comments**

## **Part 8: Write-up Reminders and Supports**

1. The write up for the choice board option that has been selected should answer four [fundamental questions](#)
  - **Who am I ?** (What values, history, traditions and cultural precepts do I recognize, respect, and continue?)
  - **How did I come to be who I am ?** (What were/are the forces, events, people which have come together to frame who I am?)
  - **Am I really who I think I am** ( To what extent do I understand, internalize, employ, and reflect the cultural authenticity of my origins? Students should indicate whether they or members of their family have experienced any forms of discrimination and how they responded )?
  - **What is my life purpose** (Students should include how they plan to apply the principle of Ubuntu to their everyday lives )?
2. In addition , teachers will remind students of the [steps to effective writing](#) (**Generate, Ideas, Organize Writing, Revise and Edit, Final Draft** )
3. Students will be provided with examples that highlight how to write [effective paragraphs](#)
4. Students must cite at least one source using the MLA format

## **Part 9: Peer Editing**

For both the **response journal, and the Choice Board write –up**, students will have their work edited by their peers via a [peer editing form](#) in an effort to improve the quality of their final product

## **Part 10: Presentation Reminders**

Students should be reminded of the following:

- Introduce yourself
- Share your response journal
- Share your choice board option
- Make eye contact
- Demonstrate enthusiasm and self –confidence
- Clarity of Voice
- Knowledge of the Subject Matter
- Evidence of critical thinking
- Creativity
- Visual Aids
- Organization
- Conclusion
- Audience involvement ( Activity that gets everyone involved )

## **Part 11 Self- Evaluation**

Name: \_\_\_\_\_

1. What did you do for this assignment?
  
2. Identify at least **one (1)** major thing that you learned?
  
3. What is **one** (1) thing that you found surprising or interesting? Explain fully?
  
4. Did you find the **peer feedback** of your work to be useful? Why or why not?
  
5. How would you rate your overall performance ( **Excellent , Good , Average or Poor**)? Defend your position
  
6. Create an **emoji** that reflects your overall thoughts on doing this assignment. Provide a brief **write-up** that explains its significance
  
7. What is one ( 1) thing that you plan to do to create a more just and equitable world that celebrates cultural diversity and the oneness of humanity ( **Ubuntu** )
  
8. Would you like to add anything?

**Part 12: Submission Community Collaboration**

Students will submit their response journals and their original media texts for grading .

**Note :** Teachers are encouraged to collaborate with local community partners/ agencies in an effort to ensure that the final products that are produced by the students are published

## RUBRIC

Categories	Level 4/4+ (80-100 %)	Level 3 (70 -79 %)	Level 2 ( 60 -69 %)	Level 1 ( 50-59%)	Below Level 1 ( below 50 percent)
<p><b>Knowledge and Understanding</b></p> <p>Demonstrates knowledge of issues relating to identity, culture and social justice</p> <p>Demonstrates an ability to make meaningful connections between major ideas that are contained in the film and one's own lived realities</p> <p>Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concep</p>	<p>Demonstrates thorough basic knowledge and understanding of key ideas or concepts relating to identity , culture and equity</p> <p>Excellent job of making connections between key themes in the movie <b>Deeply Rooted</b> and one's own life experiences</p> <p>Excellent job of meeting the requirements of the assignment</p>	<p>Demonstrates considerable basic knowledge and understanding of key ideas or concepts relating to identity , culture and identity</p> <p>Good job of making connections between key themes in the movie <b>Deeply Rooted</b> and one's own life experience</p> <p>Good job of meeting the requirements of the assignment</p>	<p>Demonstrates some basic knowledge and understanding of key ideas or concepts relating to identity , culture and identity</p> <p>Satisfactory job of making connections between key themes in the movie <b>Deeply Rooted</b> and one's own life experiences</p> <p>Satisfactory job meeting the requirements of the assignment</p>	<p>Demonstrates limited basic knowledge and understanding of key ideas or concepts relating to identity , culture and identity</p> <p>Limited job of making connections between key themes in the movie <b>Deeply Rooted</b> and one's own life experiences</p> <p>Limited job meeting the requirements of the interview and written report.</p>	<p>Does not demonstrate knowledge and understanding of key ideas or concepts identity , culture and identity</p> <p>Poor job of making connections between key themes in the movie <b>Deeply Rooted</b> and one's own life experiences</p> <p>Fails to meet the requirements of the assignment</p>

ts,themes)					
/20					
<p><b>Thinking and Inquiry</b></p> <p>Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)</p> <p>Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)</p> <p>Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, meta</p>	<p>Excellent evidence of providing examples to support ideas</p> <p>Excellent evidence of deep or critical thinking.</p> <p>Student uses processing information skills with a high degree of effectiveness for both the response journal and the choice board</p>	<p>Good evidence of providing examples to support ideas</p> <p>Good evidence of deep or critical thinking.</p> <p>Student uses processing information skills with considerable effectiveness for both the response journal and the choice board</p>	<p>Satisfactory job of providing examples to support ideas</p> <p>Satisfactory evidence of deep or critical thinking.</p> <p>Student uses processing information skills with some effectiveness for both the response journal and the choice board</p>	<p>Limited job of providing evidence to support ideas</p> <p>Limited evidence of deep or critical thinking.</p> <p>Student uses processing information skills with limited effectiveness for both the response journal and the choice board</p>	<p>Poor job of providing evidence to support ideas</p> <p>Poor evidence of deep or critical thinking</p> <p>Student uses processing information skills with a poor level of effectiveness for both the response journal and the choice board</p>

cognition, creative process)					
/20					
<b>Communication</b>  /20 Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, graphic, and written forms, including media forms  Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) in oral, graphic, and written forms, including	Information is displayed in an exceptionally clear, logical, and creative manner.  Vocabulary used clearly reflects course concepts and is above grade level.  Excellent spelling and grammar  Excellent job of presenting response journal and the original media text to the class	Information is displayed in a clear, logical, and creative manner.  Vocabulary used reflects course concepts well and is at grade level.  Good Spelling and grammar  Good job of presenting the response journal and the original media text to the class	Information is displayed in a somewhat clear, logical, and creative manner.  Vocabulary used somewhat reflects course concepts and is at grade level. Satisfactory spelling and grammar  Satisfactory job of presenting the response journal and the original media text to the class	Information is displayed in a manner that is not so clear, logical, and creative.  Vocabulary used somewhat reflects course concepts and is somewhat at grade level.  Limited job of presenting the response journal and the original media text to the class	Information displayed is not clear, logical, or creative.  Vocabulary used does not reflect course concepts and is not at grade level OR has not been completed.  Poor spelling and grammar  Poor job of presenting the response journal and the original media text to the class



<p>media forms</p> <p>Use of conventions (e.g., grammar, spelling, punctuation, usage), vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms</p>					
<p><b>Application</b></p> <p>Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) in familiar contexts</p>	<p>Excellent job of showing what was learned from watching Deeply Rooted and indicating what can be done to create a more just and equitable world that champions cultural diversity and the oneness of humanity (</p>	<p>Good job of showing what was learned from watching Deeply Rooted and indicating what can be done to create a more just and equitable world that champions cultural diversity and the oneness of humanity (</p>	<p>Satisfactory job of showing what was learned from watching Deeply Rooted and indicating what can be done to create a more just and equitable world that champions cultural diversity and the oneness of humanity (</p>	<p>Limited job of showing what was learned from watching Deeply Rooted and indicating what can be done to create a more just and equitable world that champions cultural diversity and the oneness of humanity (</p>	<p>Poor job of showing what was learned from watching Deeply Rooted and indicating what can be done to create a more just and equitable world that champions cultural diversity and the oneness of humanity (<b>Ubuntu</b>)</p>

<p>Making connections within and between various contexts (e.g., between the text and personal knowledge and experience, other texts, and the world outside school)</p> <p>/20</p>	<p><b>Ubuntu )</b></p> <p>Excellent job of making connections <b>between Deeply Rooted</b> and your own cultural experiences and identity</p>	<p><b>Ubuntu)</b></p> <p>Good job of making connections between <b>Deeply Rooted</b> and your own cultural experiences and identity</p>	<p><b>Ubuntu)</b></p> <p>Satisfactory job of making connections between <b>Deeply Rooted</b> and your own cultural experiences and identity</p>	<p><b>Ubuntu)</b></p> <p>Limited job of making connections between <b>Deeply Rooted</b> and your own cultural experiences and identity</p>	<p>Poor job of making connections between <b>Deeply Rooted</b> and your own cultural experiences and identity</p>
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