

Creating National Symbols Project: National Crest

A national crest or a coat of arms is a symbol used to symbolize a country. Generally it includes animals, plants or symbols that mean something to a country. Look below for examples. It's going to be your job to create a crest for our class, using symbols that you think are appropriate (like a Jaguar or books, or an Ipod, whatever you think symbolizes this class).

Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Understanding	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.



Examples:

Creating National Symbols Project: Flag

A flag is another great way to represent a nation, because it's something recognized the world over as a way of identifying a nation. Look at the examples below, then make a full sized flag. Due to the lack of detail that most countries put on a flag, you'll also need to write a paragraph or have a conversation with Mrs Sharpe, explaining your choices on why you made the flag the way you did and how it symbolizes our class.



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Creating National Symbols Project: National Heroes

Decide on a hero or legend that you want our classroom to have. Part of nationalism is the stories we tell each other about famous people that live or used to live in our country. Make up a short (**two page**) story on someone imaginary or real in our classroom that did something amazing. You can star as the hero if you want!

CATEGORY	4	3	2	1
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
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Requirements	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.
Focus on Assigned Topic	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.

Name _____

Creating National Symbols Project: Tourism Poster

Create a poster on our country to advertise it as a great destination. What is so great about our class? What kinds of interesting things could you do here in our country? (Either make it our classroom or make up a country that we are all from)

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Creating National Symbols Project: Beliefs/Traditions

List of Customs and Important Holidays:

1. Name of Holiday: _____

Date Celebrated: _____

Activities: _____

Foods or Supplies needed to Celebrate: _____

2. Name of Holiday: _____

Date Celebrated: _____

Activities: _____

Foods or Supplies needed to Celebrate: _____

3. Name of Holiday: _____

Date Celebrated: _____

Activities: _____

Foods or Supplies needed to Celebrate: _____

4. Name of Holiday: _____

Date Celebrated: _____

Activities: _____

Foods or Supplies needed to Celebrate: _____

5. Name of Holiday: _____

Date Celebrated: _____

Activities: _____

Foods or Supplies needed to Celebrate: _____

Name of Holiday: Our National Holiday! This is the day we celebrate becoming a nation.

Date Celebrated: _____

(normally the date that a nation officially became a nation, like it is with July 4th for the US)

Activities: _____

Foods or Supplies needed to Celebrate: _____

6. National Dish!

What is our national dish?

7. Why do we eat this?

8. Can you think of any group that might have religious or cultural reasons not to eat this food? (like bacon?)

9. Is there a particular ethno-cultural group that generally eats this dish, like only Western European people, or North Americans?

10. Who in our classroom, won't eat this?

11. What is the official language of our country?

12. Does anyone in our classroom speak any other languages?

13. What is the official summer sport of our country?

14. Who doesn't enjoy this sport?

15. What is the official winter sport of our country?

16. Who doesn't enjoy this sport?

17. Is there an official religion of our country?

18. Stereotypes are often rooted in beliefs about a particular group of people, that certainly do not apply to everyone in that group. Make up the stereotype of someone in your country.

What are the **Five** most important traits used to describe us? (Examples: Very strong and powerful, or well tuned in with nature and our world, or easy to talk to and friendly)

Now dress up that person; What do we often wear? Are we normally in very formal suits or a hoodie and jeans?

If you prefer, draw an example of what someone from our country might look like.

Creating National Symbols Project: Charter of Rights and Freedoms

Take a look at the following two groups of Rights and Freedoms. One is from Canada, and the other is the Bill of Rights from the States. Decide on which parts you want in our Charter, then write it out and age the document so that it looks like it came from a long ago historical time period. You'll need to talk to Mrs Sharpe about your choices when you hand it in or write a paragraph explaining your choices.

Charter of Rights and Freedoms (Canada)

Fundamental freedoms

- freedom of conscience: freedom not to fight in a war if you don't believe in war
- freedom of religion: to believe in and practice any religion
- freedom of thought, freedom of belief: Believe whatever you want
- freedom of expression: You are free to express your beliefs (as long as it's not about going out and killing groups of people)
- freedom of the press and of other media of communication: The government does not control what the media says
- freedom of peaceful assembly: People can physically form groups in public places, to protest or promote ideas
- freedom of association: People can join groups or associations

Democratic rights

- generally, the right to participate in political activities and the right to a government that we all have the chance to vote on.

Movement rights

- The right to enter and leave Canada freely, to move to and live in any province or live outside Canada.

Legal rights

- Right to living a free life, security in your daily life.
- Right to not be searched by police without a warrant
- Right to not be held by the police unless they are charging you with something
- Right to a lawyer.
- Right to be seen as innocent unless they can prove you guilty.
- Right not to be punished in cruel and unusual ways (no torture!)
- Right to say nothing if everything you say will incriminate you.
- Right to an interpreter if you don't speak English or French.

Equality rights

- Everyone is equal legally speaking. No laws that are just applied to certain groups of people.

Language rights

- The right to do any government rated things in either French or English.

Language education rights

- The right to be educated in French if you choose.

Bill of Rights (United States)

First Amendment:

- Freedom of speech: You are free to express your beliefs
- Freedom of the press: The government does not control what the media says
- Freedom of religion: There is not state religion.
- Freedom to practice religion: Everyone can practice any religion as long as you're not doing illegal things by practicing it.
- Freedom of association: Just like in Canada, people can physically form groups in public places, to protest or promote ideas
- Right to petition: The right to ask your government to change unfair laws

Second Amendment:

- The right to bear arms: To own weapons and use them in legal ways
- The right of the government to keep an army.

Third Amendment:

- The government cannot keep soldiers in your house in peace time: Your house shouldn't have government people storming in there.

Fourth Amendment:

- Right to not be searched by police without a warrant.

Fifth Amendment:

- Double jeopardy: You cannot be charged again for the exact same offense if you were found not guilty or guilty.
- Right to say nothing if everything you say will incriminate you.
- The right to eminent domain: The government can force you to sell your property (even if you didn't want to!) They use this to build highways and things like that. \

Sixth Amendment:

- Right to a trial with a jury of your peers
- Right to be seen as innocent unless they can prove you guilty.
- Right to a speedy, public trial with a lawyer.
- Right to cross examine witness in a trial in person to have the accused and witnesses see each other, face to face in a court room.

Eighth Amendment:

- Right to have bail set according to severity of the crime and ability of the accused.
- Right not to be punished in cruel and unusual ways (no torture!)

If there are any rights or freedoms not listed here, but that you think are still really important, please include them!

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Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.

Creating National Symbols Project: Choose your own Geography

Using an atlas, make a poster that includes a map of what you think would be a great, REAL area of the world for our world. Please include a legend with at least two natural resources listed, a Compass Rose, and clearly outlined borders for your map.

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