**Option A: Make a Map from Statistics**

Unit: Geography Skill: Interpreting a Primary Resource

Purpose:

For this task you will use an atlas, textbook or the internet to find a set of statistics that you find interesting and can be communicated more clearly on a map than in its current form.

Details:

* Find a series of statistics that shares something interesting about Canada, Canadians, or a province that explain a topic you find interesting
	+ You can find statistics about language, demographics, industries, or any other topic you find interesting.
	+ You must include a copy of these statistics with your final product.
* Determine whether or not these statistics can be communicated more clearly when presented on a map. For this to work, remember that the numbers must be directly connected to places. If not, return to step one.
* Make a map to communicate these statistics or ideas.
	+ Be sure to include all necessary elements of a useful visual including labels, legends, clear differences, etc.
* Write a brief explanation of your work explaining the follow:
	+ Why did you choose these statistics and where did you find them?
	+ What decisions did you have to make when creating your visual?
	+ What is the most important message your visual communicates?

**Option B: My Favourite City**

Unit: Geography Skill: Determining Significance

Purpose:

For this task you will choose a Canadian city that you have visited or that you would like to visit and explain why you think it is so great. In order to do so you must have a good understanding of pull factors in geography.

Details:

* Choose a Canadian City to study and report on
	+ You may need to do some research prior to choosing or you may already have a city in mind
* Find the follow basic pieces of information
	+ Population and population density
	+ A Map and a basic description of the geography include major landform (rivers, mountains, etc.)
	+ A brief history including when it was built and one other major event
	+ Three aspects of the city that make this the greatest Canadian city
		- This may include tourist attractions, sports teams, jobs, etc.
* Show your understanding of significance by explaining how at least three of these pieces of information can be seen a pull factors.

**Option C: My Family Migration**

Unit: Geography Skill: Analyzing Cause and Consequence

Purpose: To understand how Canadian Identity has evolved since the birth of this nation it is essential to reflect on our own family history. Take time to research, including interview(s), your own past and how your family has immigrated and migrated to and around this country.

Details:

* Include an interview with relatives about your family roots and immigration/migration experience.
* Include a map that indicates where your family has lived. Include your extended family(aunts, uncles, cousins) in this map.
* If family members have migrated be sure to show that movement on your map.

**Option E: Artifact Study**

Unit: History Skill: Interpreting a Primary Source

Purpose:

Artifacts are objects left from the past and, as historians, they give us an unaltered view into the past. For this project you will find an artifact that helps tell the story of your family, your community or of our country.

Details:

* Look around your house or your community and speak with friends and family to find an object that you feel tells a significant story.
	+ If more practical you may use a photo of the object
* Learn the story of your artifact
	+ When was is made and used?
	+ Who did it belong to?
	+ What was it used for?
	+ Why is it still around?
* Explore what this primary source can tell us about the past
	+ What does it teach us about the period in which it was made and used?
	+ What does it teach us about the area at the time it was used?
	+ What does it teach us about the people that used it?
	+ What does it help us understand or appreciate about today?

**Option F: My Family History**

Unit: Geography Skill: Determining Significance

Purpose:

In this project you are asked to explore key moments and people in your family history and share how you feel they have left a mark directly on your own life, the lives of your family members or on your community.

Details:

* Start by working with your family and from your own prior knowledge to construct a family tree as far back as you are able
* Once you have gathered a number of names and stories select a minimum of three family members who you feel made a significant impact on your family, your community or on an even bigger scale.
* For each of these family members provide the following information:
	+ Years of birth and of death (if applicable)
	+ Where they lived throughout their lives
	+ Significant details of their lives such as jobs and education
	+ Why you believe their contributions and their impact has historical significance
* Key points to remember when explaining significance of their impact:
	+ How were their lives affected by when they lived?
	+ How are they remembered today?
	+ What is different for people that have come after or those those that lived alongside them?

**Option G: Events Web**

Unit: History Skill: Determining Cause and Consequence

Purpose:

History does not happen in a vacuum. Every person and every event changes the course of history in big or small ways. One major task of a historian is to understand the relationship between all of these people and events. For this project you will show your understanding of how one event or person can create a major change in the course of history.

Details:

* Begin with a major event or person in Canadian history that you find interesting and important
* Use this event as the center of a mind-map that shows how this event or person led to other major events or the rise of other people.
	+ You must include a minimum of 8 items
	+ All items must be traced back to the central item but do not necessarily have to be connected directly to each other.
* With each event of person provide a brief description of what it is, as well as a description as to why you believe one led directly to the next.

**Option I: Examining Canadian Art**

Unit: Culture Skill: Interpreting a Primary Resource

Purpose:

This project will give you the opportunity to study a piece of Canadian art in great detail in order to gain a greater understanding of Canadian Identity and share the lessons learned with others.

Details:

* Choose a piece of Canadian art that you believe communicates a message about Canadian Identity
	+ Art can mean paintings, music, poetry, literature or other forms of expression
* Give a basic overview of the art and the story behind it
	+ Who is the artist?
	+ When was it created?
	+ Is it part of a series or collection of other pieces?
	+ Where can one find this piece of art?
* Explain how someone who examines this piece of art will have a greater understanding of Canadian Identity because of it. This may be in answering any or all of the following questions:
	+ What does this piece communicate about Canada as a place?
	+ What does this piece communicate what Canadians find important?
	+ What does this piece share about Canadian values?
	+ What does this piece explain about Canadian history?

**Option J: Impact of a Cultural Icon**

Unit: Culture Skill: Determining Significance

Purpose:

In a land of greats there are most definitely some that stand above the rest. In this project you will select a culture icon that you believe is exceptional in representing Canadian Identity.

Details:

* Find a Canadian cultural icon that you feel represents the best of Canada
	+ This icon may be a person, a traditional event, a group of Canadians, a landmark or anything else of the sort.
* Research this icon in order to provide a background on it/them

**Option K: Symbols of Your Canada**

Unit: Culture Skill: Determining Cause and Consequence

Purpose: To determine how citizens are impacted by events in Canadian history. These events can be seemingly insignificant to some but monumental to others.

Details: Look for ways that Canadians have used historic/current events as inspiration for creating symbols in art, including painting, photography, theatre, and music. Your goal for this option is to discover 3 events that has inspired artists. Explain each event and describe the art that was created as a result of each event.

**Option M: Recap a News Story**

Unit: Current Events Skill: Interpreting a Primary Resource

Purpose:

Details: Find a current news story that has a connection to Canada. Complete a close read of the article and provide a summary of the article and a reflection about how it connects to Canada.

**Option N: Find a News Story with Direct Impact on your Life**

Unit: Culture Skill: Determining Significance

Purpose:

Reading the news often opens our eyes to many factors that influence our own lives from day to day. FOr this project you will have the opportunity to find a news story that has an impact directly on your life at present or in the near future.

Details:

* Read through a newspaper or search through trusted news sources online to find a story that will have an impact on one or more aspects of your own life.
* Provide an overview of the story details including:
	+ The source of your story
	+ The date your story was published
	+ The key points of the story
	+ The key people directly involved in the story
* Show an understanding of significance by explaining how this story is something you and those close to you or in a similar situation to you will be affected by the story and why it is important for you to understand the story

**Option O: Predict the Future Impact of a Current News Story**

Unit: Culture Skill: Analyzing Cause and Consequence

Purpose: Anticipate potential consequences for current causes.

Details: Instead of exploring the historical significance of a news story use a current event and predict the possible consequences of this event in relation to Canada.