

My Model Citizen

Purpose

Regardless of fame or power, each person can make a difference. We all know individuals who have made a difference for good in our community, country, or world. In this exercise, you will have an opportunity to choose your model citizen, to describe his or her contributions for good, and to explore what you think it means to be a model citizen.

Procedures

1. Choose your model citizen, someone you think has made a difference for good in the world. It could be someone close to you or not, someone you know personally or not; it is a person to whom you look up and who you think is a good example of a model citizen.
2. On the back side of the paper, write a profile (you may use point form) describing the following about the person:
 - a. Who was this person?
 - b. When did this person live?
 - c. Where did this person live? What were the place and circumstances?
 - d. What did this person do?
 - e. How did this person make a difference for good?
 - f. Why did this person make these contributions; what were his or her motivations?
 - g. Why is this person is a model citizen? Refer to the characteristics or qualities of a citizenship (on page 3/4).
3. On the front side of the paper, include information that you think other students should know. Make it informative, catchy, and short. Make sure you answer the question, "why is this person a model citizen?"

Final Product:

The File you make should fit on one piece of 8.5" x 11" paper and should be informative.

Civics Course Grade 10 Open - CHV 20
My Model Citizen

Examples

Bob Hunter (Greenpeace)
Craig Kielberger (Free the Children; child labour/slavery)
Daniel Igali (Wrestler. Fundraising for African schools)
David Suzuki and/or daughter Severn (Environmental activists)
Dr. Norman Bethune (Doctor for poor in China 1930s)
Jean Vanier (L'Arche for mentally challenged)
John Peters Humphrey (Wrote UN Declaration of Human Rights)
Lester B. Pearson (Politician; United World Colleges)
Mary Jo Leddy (Romero House for Refugees, Toronto)
Maude Barlow (Antiglobalization)
Michaelle Jean (Governor General and news anchor)
Michael J. Fox (work for Parkinson's Disease)
Naomi Bronstein (Canada House – orphanage in Toronto)
Naomi Klein (Antiglobalization activist; author of "No Logo")
Peter Jennings (Received Order of Canada)
Rick Hansen (Rights of physically challenged)
Romeo Dallaire (UN peacekeeper; Rwanda)
Roy Henry Vickers (B.C. First Nations artist. Vision Quest)
Ryan Hrdjac (12 year old; Campaign for wells in Africa)
Sir William Mulock (politician and philanthropist)
Stacy Toews (Victoria! Fair Trade Coffee)
Stephen Lewis (UN ambassador and AIDS activist)
Terry Fox / Steve Fonyo (Runs for funding cancer research)
Tommy Douglas (Saskatchewan politician. Medicare)

Canada's Citizenship Award

The 12 recipients for 2010 are:

Dr. James Chi Ming Pau of Vancouver, British Columbia
Maria Logan of Vancouver, British Columbia
Shokoofeh Moussavi of Calgary, Alberta
Dr. Kazi Sadrul Hoque of Toronto, Ontario
Mario Guilombo of Toronto, Ontario
Xiaoran (Joshua) Jiang of Toronto, Ontario
Dr. Ambaro Guled of Toronto, Ontario
Dr. Hoanh Khoi Nguyen (Dr. Khoi) of Toronto, Ontario
Christopher Harris of Ottawa, Ontario
Elizabeth Rapley of Ottawa, Ontario
Rosemary A. Segee of Montreal, Quebec
Gail McKay of Fall River, Nova Scotia

Citizens in other Countries:

Jackie Robinson	Mother Teresa
Jody Williams	Mahatma Gandhi
Shirin Ebadi	Nelson Mandela
Aung San Suu Kyi	Martin Luther King

Civics Course Grade 10 Open - CHV 20
My Model Citizen

Grading:

Thinking: ____/5 (2 e-g)

Knowledge: ____/5 (2 a-d)

Communication: ____/10 (look of poster, information available as described)

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
Use of processing skills (e.g., analysing, generating, integrating, synthesizing, evaluating,	– uses processing skills with <i>limited</i> effectiveness	– uses processing skills with <i>some</i> effectiveness	– uses processing skills with <i>considerable</i> effectiveness	– uses processing skills with a <i>high degree</i> of effectiveness
Communication <i>The conveying of meaning through various forms</i>				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, written, and visual forms	– expresses and organizes ideas and information with <i>limited</i> effectiveness	– expresses and organizes ideas and information with <i>some</i> effectiveness	– expresses and organizes ideas and information with <i>considerable</i> effectiveness	– expresses and organizes ideas and information with a <i>high degree</i> of effectiveness
Knowledge and Understanding <i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
Knowledge of content (e.g., facts, terms, definitions)	– demonstrates <i>limited</i> knowledge of content	– demonstrates <i>some</i> knowledge of content	– demonstrates <i>considerable</i> knowledge of content	– demonstrates <i>thorough</i> knowledge of content

Citizenship:

Is the condition of being vested (entrusted) with the rights, duties and responsibilities as a member of a state or nation.

Purposeful Citizenship (Understand each other and our roles):

As contributing citizens, we need to understand our role and our relationship with our communities and government. We need to be aware of, and sensitive to, the (often contrasting) values and perspectives that guide our own and others' actions and decisions.

Informed Citizenship (Be aware and knowledgeable):

As true citizens, we need to be aware of the needs of our communities – from families, schools, and neighbourhoods – as well as regional, national, and global interests. We must understand the workings of our government and how it operates.

Active Citizenship (Apply and participate):

Knowledge is not enough. As active citizens, we must apply our

Civics Course Grade 10 Open - CHV 20

My Model Citizen

knowledge in a meaningful and constructive way. We must know how to participate effectively in our communities and how to influence our government.