

## Social 9 - Building the Perfect Colony on Mars

*This assignment will encourage you to demonstrate your understanding of key concepts of the grade 9 curriculum. You will be making decisions for the political, legal and economic systems of a society, including the consideration for how your decisions could impact your citizens both positively and negatively. While you will have the freedom to use your imagination (e.g. there can be Martians and unlimited technology) in the end this assignment is intended to demonstrate your learning in the class, and as such you will want to ensure your work does indicate an appropriate level of comprehension of key concepts.*

“Mars One” was such a successful endeavor that people have continued to migrate to Mars. Canada has decided to organize a formal colony of 100,000 people on Mars and you have been asked to present a proposal for how the colony should be run. If your proposal is accepted, you will be granted the opportunity to rule the colony.

There are several things you need to consider:

- How should the colony be governed?
- How should the economy be organized?
- Who should be allowed to join the colony?
- What rights will colonists have?
- How will you prevent crime and keep your society safe?
  - *Going beyond the basic expectations, you may want to create a flag or a national anthem or some other aspect you feel is important to your colony*

**Throughout the year you will be gathering information, and then you will create your formal proposal, which must be in the format of a magazine publication or a website.<sup>1</sup>**

### Evaluation

	Excellent	Satisfactory	Poor
<b>Demonstration of class knowledge</b>	Information is comprehensive and accurate, demonstrating a thorough and perceptive understanding.	Information is valid, but general demonstrating an acceptable understanding.	Information is overgeneralized or superficial, demonstrating a confused understanding.
<b>Clear analysis of pros and cons</b>	Analysis of ideas is sophisticated and effective.	Analysis of ideas is general and acceptable.	Analysis of ideas is confused and/or contradictory.
<b>Logical conclusions</b>	Convincing, logical arguments with specific evidence.	Adequate arguments with relevant evidence that may be incomplete.	Simple assertions/questionable logic with limited evidence
<b>Communication, including citation</b>	Vocabulary is precise, confident control of sentence structure. Citations are accurate.	Vocabulary is basic, errors do not interfere with communication. Citations are acceptable with a few errors.	Imprecise/ inappropriate vocabulary, errors hinder communication. Citations are limited with many errors.
<b>Overall creativity</b>	Use of images and formatting leads to an engaging document.	Use of images and formatting leads to a document that is matter of fact.	Use of images and formatting is limited and/or confusing.

<sup>1</sup> All of the information you will need for this project will be provided in the course, especially from the class videos and class discussions. Your teacher will help you at the end of the course to create your magazine or website.

## **Government on Mars**

As you create your government you need to consider how the government of Canada is organized. What aspects of Canada's government will you adopt, and what aspects will you change or reject. Remember that all of your choices will have consequences that you need to address.

### **Step One - gain an understanding of Canada's government organization.**

Exploring and reflect on the following questions and issues:

- How are laws passed in the federal political system?
- What are the roles of the executive, legislative and judicial branches of Canada's federal political system? How do they interact with each other?
- How do we choose Members of Parliament (MPs) and Senators?
- To whom are Members of Parliament and Senators accountable?
- What is the role of political parties within Canada's federal political system?
- What is the role of the media in relation to political issues?
- How do lobby groups impact government decision making?
- To what extent do political and legislative processes meet the needs of all Canadians?

### **Step Two - decide what aspects of Canada's government you will implement in your economy (what works and what doesn't work)**

- How are laws passed in your colony?
  - What are the pros and cons to this?
- How have you organized the executive, legislative and judicial branches?
  - What are the pros and cons to this?
- How does your colony choose members of the legislative branch?
  - What are the pros and cons to this?
- How does your colony choose members of the executive branch?
  - What are the pros and cons to this?
- What role will political parties play in your colony?
  - What are the pros and cons to this?
- Would there be any government control over your media - how free is your media to report issues in your society?
  - What are the pros and cons to this?
- What types of lobby groups would exist in your colony and what role would they play in government?
  - What are the pros and cons to this?

## Section Two - Justice

As you create your justice system you need to consider how the government of Canada has organized the justice system. What aspects of Canada's justice system will you adopt, and what aspects will you change or reject. Remember that all of your choices will have consequences that you need to address.

### Mars Colony - Rights

To review: Mars One was very successful, and now Canada has established a colony of 100,000 people on Mars. It is your responsibility to ensure that the colony is the best it can be

(The purpose of this assignment is to allow students the opportunity to demonstrate a depth of understanding of what we have discussed in class relating to the Charter of Rights and Freedoms and collective rights in Canada)

## You need to decide what rights your colonists will have.

Think about the following:

- Look at the Canadian Charter of Rights and Freedoms - do you want to apply these **same rights**, or do you want to create **different rights** for your people. Are there some rights you don't want to give colonists because this is a different society and environment from what Canadians experience. You may want to take the rights that exist in Canada and adapt them somewhat to better fit the needs of your colony.
- What about **collective rights** - why do we have them in Canada? Are there any groups in your Mars colony that should have special rights.

You need to have at least **6 specific rights**, AND explain both the **pros and cons** of establishing those rights.

*examples*

- *Freedom of speech - colonists have the right to say what they want, as long as it does not defame or offend society.*
  - *Pro: people will be able to contribute to the decisions of the colony to make it better*
  - *Con: it can cause conflict, which is a concern since we are such a small group*
- *Mobility rights - while citizens have the right to leave the colony, they can only do so with the government permission by applying for a visa.*
  - *Pro: people like having the freedom to move around and go on vacation*
  - *Con: with such a small colony, we may need to limit how many people are coming and going to protect the economy and prevent the spread of disease - this may frustrate people who cannot get a visa when they want.*

## Mars Colony - Criminal Justice

Canada has a global reputation for being a fair and just society. We will want to keep that reputation in the colony you have created on Mars. Of course, in order to establish a fair justice system, you will need to research the policies that Canada has in regards to the consequences for breaking the law.

First off you must consider the purpose for a criminal justice system. This includes a look at what are appropriate punishments for specific crimes, as well as the consideration of whether there should be different punishments for younger individuals. Your punishments need to reflect whether your vision of crime prevention is focused more on punishment or rehabilitation.

The **use of specific evidence** (statistics, real world events) will help you to support your ideas - don't forget to cite any information you get. And in order to effectively defend your system, you must consider what opponents might say about your decisions, and find ways to counter those criticisms.

This information will be then included in your major project. You can write an article (including appropriate images) or create an infographic that is broken into sections that would fit in a magazine format (in other words, 8 1/2x11 piece of paper - can be over multiple pages). You will need to cite any images you find. Ensure that your information is presented in a way that is engaging, informative, but also professional.

### *Key questions:*

- How will you prevent crime? = pros to your system
  - Would you have a greater focus on rehabilitation or punishment?
  - Will you have a youth criminal justice system? Why or why not?
  - What are some of the consequences for the crimes that you think will be a serious issue in your colony?
    - Why would someone oppose your choices? = cons to your system
    - How would you refute these arguments (prove that they are not really valid)? = pros to your system that outweigh the cons

*\*remember that while you do not have to follow the choices Canada has made, you must demonstrate an understanding of the Canadian system, and why Canada has chosen to make those decisions (this will be seen as you discuss the pros and cons of your system).*

## Immigration to Mars

- What type of people do you want to attract to your colony? How will your immigration policy help to attract those people?
- What are the classifications of immigrants that you will create to bring in the right kind of people to your colony?
  - What are the **pros and cons** of each of your classifications?
    - What **criteria** determines if a potential immigrant qualifies as this class of immigrant?
  - Because you should have more than one classification of immigrant that can qualify for entrance to your colony, what would be the **ratio** of the different classes?
  - What will be the positive impacts **and** negative consequences of your decisions?
- What will people have to know, and what other requirements will they have to meet before they are allowed to become a citizen?
  - What privileges or rights will immigrants not have until they become a citizen? (And what rights do they have even if they are not a citizen? - this relates to the Charter of Rights and Freedoms).
- Will you have financial support for recent settlers to help them adapt to the ways of Mars?
- Do you want to have policies to increase your population (remember the current population is 100,000), or do you want to have a limit to the number of settlers in your colony?

### Checklist

- Have I completed the Researching Canada worksheet?
- Have I discussed what the policy will be for the number of immigrants coming into the colony?
- Have I discussed the classifications of immigrants including the qualifications and the pros and cons to those choices?
- Have I discussed the ratio between the different classifications of immigrants each year, including the pros and cons of this choice?
- Have I discussed how people can become a citizen and the pros and cons of this choice?
- Have I discussed any financial or other support for immigrants?
- Does my report include charts and images to make it more engaging?
- Have I had someone proof-read my work to ensure that my spelling and grammar is effective?
- Have I properly cited my sources through footnotes (or another method if approved by the teacher)?

### General Curricular Outcome

**Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.**

- How do citizens and organizations participate in Canada's justice system (i.e., jury duty, knowing the law, advocacy, John Howard

Society, Elizabeth Fry Society)?

- What are citizens' legal roles and their responsibilities?
- What is the intention of the Youth Criminal Justice Act?
- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of individual rights in Canada?
- How does the Canadian Charter of Rights and Freedoms support individuals in exercising their rights?
- In what ways has the Canadian Charter of Rights and Freedoms affected conditions in the workplace (i.e., issues of gender, age, race, religion)?
- What is the relationship between the rights guaranteed in the Canadian Charter of Rights and Freedoms and the responsibilities of Canadian citizens?
- In what ways has the Canadian Charter of Rights and Freedoms fostered recognition of collective rights in Canada?
- In what ways does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in minority settings?
- To what extent does the Canadian Charter of Rights and Freedoms meet the needs of Francophones in Québec?
- To what extent should federal and provincial governments support and promote the rights of official language minorities in Canada?
- How does the Indian Act recognize the status and identity of Aboriginal peoples?
- How does legislation such as Treaty 6, Treaty 7 and Treaty 8 recognize the status and identity of Aboriginal peoples?
- How do governments recognize Métis cultures and rights through legislation (i.e., treaties, governance, land claims, Métis Settlements in Alberta)?

Assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues:

- What factors influence immigration policies in Canada (i.e., economic, political, health, security)?
- How are changes to Canadian policies on immigration and refugees a reflection of world issues?
- What impact does increasing immigration have on Aboriginal peoples and communities?
- How are provincial governments able to influence and implement immigration policies?
- How is the implementation of immigration policies in Québec an attempt to strengthen the French language in North America?
- What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?
- To what extent does Canada benefit from immigration?

## Section Four - Setting up your economy

As you create your economic system you need to consider how the government of Canada has organized the economy. What aspects of Canada's economy will you adopt, and what aspects will you change or reject. You should also consider your colony's attitude towards consumerism and marketing. Remember that all of your choices will have consequences that you need to address.

### Checklist:

- What type of economy will be the best for our colony (communism, democratic socialism, mixed, welfare capitalism, capitalism)?
  - How does your chosen economic system answer the three basic economic questions?
  - What are some examples on earth that show this is the best economy?
  - How will this system best help you to deal with the issue of scarcity?
- What areas will have government intervention (in other words, how much government control will there be and in what areas)?
  - What are the pros to this decision?
  - What are the cons to this decision?
  - How does your decision demonstrate whether your economy is right wing or left wing?
- What will be the role of labour unions in your economy?
  - What are the pros to this decision?
  - What are the cons to this decision?
- How will your government tax citizens, and to what level (in other words, how will you pay for your programs)?

### General Curricular Outcome

**Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.**

Appreciate the values underlying economic decision making in Canada and the United States

Appreciate the relationship between consumerism and quality of life

Appreciate the impact of government decision making on quality of life

Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues:

- What are the principles of a market economy?
- Why do governments intervene in a market economy?
- Why is Canada viewed as having a mixed economy?
- What is the role of the consumer in market and mixed economies?

- To what extent do consumer actions reflect individual and collective identity?
- How has the emergence of labour unions impacted market and mixed economies?
- What are some similarities and differences in the way governments in Canada and the United States intervene in the market economies?
- How do the economic systems of Canada and the United States differ in answering the basic economic question of scarcity?

Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

- What are the indicators of quality of life?
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- How does marketing impact consumerism?
- How does consumerism provide opportunities for and limitations on impacting quality of life?
- How is consumerism used as a power of a collective (e.g., boycotts)?
- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?
- What societal values underlie social programs in Canada and the United States?

Assess, critically, the interrelationship between political decisions and economic systems by exploring and reflecting upon the following questions and issues:

- How do the economic platforms of political parties differ from one another (i.e., Democrat versus Republican; Liberal versus Conservative)?
- How is a political party's philosophy reflected in its platform (i.e., social programs, specific taxes, taxation model)?
- How does the underground economy impact the federal and provincial tax base and social programs (i.e., tax evasion, black market)?
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?



# Consumerism Aspects of your Colony Report

In the consumerism unit we explore the various ways in which private industries and government use marketing techniques to encourage us to consume products - but of course that consumption has an impact on the environment.

For your Mars report you will need to do the following:

1. Create two advertisements that use two different marketing techniques. You can choose to market a product or an event. You will also need to include a short write up that will explain the marketing technique you chose and how your advertisement effectively demonstrates that technique.

a. Evaluation

	Advertisement Evaluation
<b>5 Excellent!</b>	Visuals are engaging and very memorable. The product being advertised is ideally selected for the target audience. Advertising techniques are effectively used and the justification for chosen techniques demonstrate an insightful understanding
<b>4 Proficient</b>	Visuals are interesting and memorable. The product being advertised is logically suited to the target audience. Advertising techniques are appropriately used and justification for chosen techniques demonstrates a sound understanding
<b>3 Satisfactory</b>	Visuals are predictable but less engaging to the audience. The product being advertised is appropriate for the target audience. Advertising techniques are generally used and justified, demonstrating a basic understanding
<b>2 Limited</b>	Visuals are unappealing and cluttered. The product being advertised seems inappropriate for the target audience. Advertising techniques are improperly used and justification demonstrates superficial or confused understanding
<b>1 Poor</b>	Visual elements are inappropriate. The product being advertised is irrelevant and not suited for the target audience. Advertisement and write up demonstrates a serious lack of understanding of key concepts

2. Write an article that includes the technique of product placement. This could take the form of an interview with you (as the colony director), or a travel article on your colony - it's up to you. The product placement could be real products or imaginary items. Your article should have a title, images and the product placement should be seamless (not noticeable)

a. Evaluation

	Text (x 2)	Visual Layout
<b>5</b>	Text is engaging and persuasively	Overall layout is sophisticated

<b>Excellent!</b>	written with no or few errors. Marketing/ product placement is seamlessly included in the article	Visuals are engaging and stimulating, and compliment rather than distract from text
<b>4 Proficient</b>	Text is well written with few errors that do not interfere with your message. Marketing/product placement is competently included	Overall layout is appealing Visuals are interesting and mostly compliment text but may be distracting in areas
<b>3 Satisfactory</b>	Text provides the key message, but is not engaging. Marketing/product placement is appropriate but sometimes awkward	Overall layout is matter of fact Visuals are adequate but may not complement the text
<b>2 Limited</b>	Text contains frequent errors and is difficult to interpret. Marketing/product placement is often awkward or inappropriate	Overall layout is simplistic Visuals are unappealing, cluttered and interfere with the text
<b>1 Poor</b>	Limited text included Marketing/product placement is not evident	Little to no visual elements are included, and/or they are unrelated or inappropriate

3. Write an article about a product (real or fact) discussing the environmental impact of that product in addition to the impact on working conditions for those producing the product. Included in your article should be a discussion of the government controls for that product (or the government controls that should be passed to protect the environment or workers). You need to include an appropriate title and images to support your article.

a. Evaluation

<b>10 Excellent!</b>	The product being reviewed is judiciously chosen and appealing to the target audience. Information presented in article provides an in-depth and thoughtful consideration of the issues relating to consumerism. Text is interesting and well written with no or few errors. The choice of visuals to support the article is insightful
<b>8 Proficient</b>	The product being reviewed is appropriate and appealing to the target audience. Information presented in the article provides clear understanding of the issues relating to consumerism. Text is interesting with some errors that do not interfere with your message. The choice of visuals to support the article is logical
<b>6 Satisfactory</b>	The product being reviewed is appropriate to the target audience. Information presented in the article provides a basic understanding of the issues relating to consumerism. Text is straightforward and contains errors that may interfere with communication. The choice of visuals to support the article is straightforward
<b>4 Limited</b>	The product being reviewed is not clearly targeted for your audience. Information presented in the article demonstrates a level of understanding of class knowledge that is confused but discernible. Text contains many errors that make it difficult to discern its message. The choice of visuals to support the article is confused

<b>2</b> <b>Poor</b>	The product being reviewed is inappropriate for your target audience. Little information is presented, or information is not related to your product. Demonstrates a lack of comprehension of class knowledge. Text is tangential and/or demonstrates a lack of control. There is a lack of visuals, or they are unrelated
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### Curriculum Objectives

Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues:

- What are the indicators of quality of life?
- How does individual consumer behaviour impact quality of life (e.g., environmental issues)?
- How does marketing impact consumerism?
- How does consumerism provide opportunities for and limitations on impacting quality of life?
- How is consumerism used as a power of a collective (e.g., boycotts)?
- To what extent do perspectives regarding consumerism, economic growth and quality of life differ regionally in North America?
- What societal values underlie social programs in Canada and the United States?
- How do government decisions on environmental issues impact quality of life (i.e., preservation, exploitation and trade of natural resources)?

## Publishing Your Report

(this is the final submission)

### If you choose to have a magazine format you must

- Make each assignment look like a submission for a magazine
  - all articles should have a title
  - if it is double spaced (i.e. an essay) make it single spaced, and if you have time you can even put it into columns (that's what makes it look more like a magazine)
  - assignments that do not have images should now have at least one relevant image (and you must cite your sources properly)
  - all text for the entire article should be the same (font, size)
  - put your ads throughout the magazine (magazines don't put all the ads together in one place)
- Create a front cover for your magazine, which must include the following:
  - appropriate image(s)
  - title
  - statements to attract readers (often referring to articles inside)

*\*you may want to use a magazine creator app*

### If you choose to create a website you must

- Have a different page within the website for each topic
  - all pages should have a title
  - have relevant images that enhance your text (that have citations at an appropriate place on the site)
- Create a front page for the website, which must include the following:
  - appropriate image(s)
  - title
  - statements to attract readers (often referring to other pages)

To help your teacher when evaluating your work, you may want to send an email highlighting aspects of the magazine that you are especially proud of or want your teacher to notice

### Checklist to ensure you having included everything:

- Does it have a cover page
- Did you include the two advertisements (placed in appropriate sections of the project)
- Did you find an appropriate place to put the product placement and product review articles
- Did you polish the plans for the colony's

- Economy
  - Rights
  - Immigration policy
  - Legal system
  - Government
- Have you skimmed over the entire project to make sure it looks like one document that is somewhat professional looking

## Evaluation of final product

All aspects of the assignment have been included	/5
All aspects of the assignment are polished (look professional)	/30
<u>The overall project is in a logical order</u>	<u>/5</u>
Total	/40

	Overall Appearance
Cover Page	/3
Economic Policy	/3
Rights and Freedoms	/3
Immigration Policy	/3
Legal System	/3
Government Organization	/3
Advertisement One	/3
Advertisement Two	/3
Product Placement Article	/3
Product Review	/3