***Student-Directed Social Technology Project***

**Goal:**

Now that you have learned about the details of the Smartflower from its development to installation at Bishop James Mahoney high school, you will have the opportunity to use your own critical thinking skills and research a technology of choosing and present your findings to the class, similar to how I presented on the Smartflower.

**Context:**

We have studied the curriculum of Social Studies 90 and learned different ways to analyze a society. You should be able to look at the location (geography: natural to developed land), governmental, financial, educational, cultural, religious, and artistic aspects around our Canadian society that lead to the approval and production of this technology.

The four main curricular units are below as a reminder of the themes you will be addressing in your research and eventual presentation. These will be reflected in more detail in the rubric that follows.

1. Interactions and Independence: To examine the local, indigenous and global interactions and independence of individuals, societies, cultures, and nations.
2. Dynamic Relationships: To analyze the dynamic relationships of people with land, environments events and ideas as they have affected the past, shape the present and influence the future.
3. Power and Authority: To investigate the processes and structures of power and authority, and the implications for individuals, communities and nations.
4. Resources and Wealth: To examine various worldviews about the use and distribution of resources and wealth in relation to the needs of individuals, communities, nations, and the natural environment and contribute to sustainable development.

In essence, it takes people with ideas, resources, partnerships, finances, production means, and strategic business goals that align with the societal needs or wants for any successful technology to survive! Nothing is successfully created without all these factors, and this project will hopefully have you looking at your environment and what is physically around you in a more practical, and hopefully even entrepreneurial way 😊

**Task:**

You and a partner will research a specific technology used in our contemporary Canadian society today. This technology ideally should be, but does not have to include all the following;

* It is interesting to you and your partner (makes research more fun)
* Beneficial to our lives in some way and has a practical use
* Supported by our government (local, provincial, national)
* Is in line with the current educational initiatives and programs where it is made
* Is in line with the current environmental policies where it is made

Before you ensure selection of your technology, you need to do some preliminary research and find information on the following:

* Companies involved in the creation, financing, and production of it
* Materials used in production of it (you don’t have to find where every bolt or screw comes from for example, but the main components is ideal)
* Environmental impacts on the production of it (pros and cons)
* What kind of business plan was used to promote or sell it to the private or public sectors

Once you find a product where you can find these fundamental details in some depth, create a presentation that answers the following questions as best as you can. The presentation should be at least 10 minutes and should not go over 25 minutes in length.

**Guiding Questions for this project:**

**Unit Two: Interactions and Interdependence**

* How does this technology fit in with the needs of our current time and place, culture, language, religion, gender identity, socio-economic situations, and education?
* How is worldview expressed in the daily life of a society using this technology? What ideals does it promote?
* How does our worldview influence the choices, decisions, and interactions by using this technology?

**Unit Three: Dynamic Relationships**

* How do we obtain information about this technology currently or past versions of it?
* How does the natural environment shape the success of this technology?
* How have past societies shaped contemporary Canadian society to use this technology?

**Unit Four: Power and Authority**

* How does power and authority impact the governance of a society?
* What level of business or government have allowed this product to be created and for what function?
* How do roles and responsibilities of citizens affect a society? The technology we use today works only in accordance with what is promoted by the general public and changes with the demand by it and the people in power\*

**Unit Five: Resources and Wealth**

* How do different perspectives regarding acquisition and distribution of resources and wealth affect the development of this technology?
* How does trade and transportation impact the development it?
* How does this technology, both past and present, influence contemporary society?

\*\*Just because there are separate units, does not mean you can not address multiple units in the same areas of the presentation. It would be anticipated that dynamic relationships would combine naturally with the resources and wealth topics in a variety of ways and they would likely fall under the power and authority topic.

For example: Topic of Potash mines in Saskatchewan

* The government would have promoted the use of the natural geography and resources of the land and allowed companies to bid on and develop the land, import the technology to build the mine, and work with multiple investment and local companies to build, organize, and recruit multiple types of trades workers in order to build the successful business that it is today. The educational links, environmental links, commerce, and needs for Saskatchewan companies to grow are all present and could be addressed in the same area of the presentation. Mix it up and be creative with how you would like to present your technology!

When in doubt, refer to the template that is the Smartflower presentation and check in with me consistently along the way for help 😊

**Areas of Society to Search Into**

* agriculture - shelter - communications - transportation
* fishing - forestry - energy - mining
* domestic technology - aerospace - sustainable living - electronics / apps

**Unit 1 - Interactions and**

**Interdependence**

**Unit 2 –**

**Dynamic Relationships**

**Unit 3 – Power and**

**Authority**

**Unit 4 – Resources and**

**Wealth**

**Aesthetics - neatness, design,**

**organization**

/5

**Mechanics**

/5

**Comments:**

/50

/7

TOTAL

Information is organized, neat, logical according to final project

guidelines. Project also displays originality and creativity in its design.

Proper use of artwork, colour and space is evident.

Uses effective sentence structure. Paragraphs are complete. Uses proper

spelling, punctuation, capitalization, and grammar

/10

**UNIT**

**BJM SOCIAL STUDIES 90 FINAL PROJECT RUBRIC**

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

Media choice was

effective. The student(s)

provided an adequate

Summary / explanation

Total Marks for

each Unit

Student(s) demonstrate knowledge of

the unit understandings and

demonstrates the

relationship/connection to our lives

/3

Self Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Topic / Area | Research Time / Productivity | Creation of Presentation | Overall Presentation of Technology |
| Letter Grade |  |  |  |

Rationale for Assessment:

Peer Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Topic / Area | Research Time / Productivity | Creation of Presentation | Overall Presentation of Technology |
| Letter Grade |  |  |  |

Rationale for Assessment: