

## Inquiry Question

To what extent is the fossil fuel industry in Canada (and/or other countries in the world) connected to violence against indigenous and non-European women?

Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Background

It would seem the mining of fossil fuels in Canada and the United States is connected to violence against Aboriginal women in a variety of ways. This would appear to be another example of environmental racism that we did not expect. Ecofeminists would say that this connection should not surprise us, as the oppression and ‘rape’ of nature and women has always gone hand in hand. One of the main themes of this course is how eco-social justice issues are connected. In this course you have looked at the possible connections between climate change, environmentalism and women’s rights. Your job is to find out to what extent the fossil fuel industry in Canada and the United States is connected to violence against indigenous women in those countries.

### Instructions

1. Research the connections between the mining of fossil fuels and violence against Aboriginal women. Here are some suggested Google searches:
  - Fossil fuels and indigenous women and Canada (and/or United States)
  - British Columbia and fossil fuels and aboriginal women
2. After you have done your research and made good notes, answer the question “To what extent is the fossil fuel industry in Canada and the United States connected to violence against indigenous and non-European women”? Remember that a “to what extent”

argument is asking you to make a judgement about “how much” – a little, somewhat, significantly, a lot? Use examples from this project to back up your argument.

3. How you structure the project is up to you. Consider presenting your thinking as a video, essay, graphic organizers, mind map, or another format or combination of formats you think would work well. You can write down your argument, and/or record yourself talking. Talk to your teacher if you have any questions.
4. Remember that unit projects make up the bulk of your assessment and should be the place you reveal your best work based on the knowledge and insights you have learned in this unit. These are big projects, not little assignments, and should show a depth of understanding and knowledge.
5. *Remember to include a list of your sources.*

Criteria	Applying Up to C	Developing C+ to B	Proficient B+ to -A	Extending A+
<b>Quality of Ideas</b>	Exhibits minimal ability to engage in analysis/criticism Displays some variety and precision Has limited insight into the issues Works with ongoing support	Exhibits adequate ability to engage in some analysis/criticism Displays adequate variety and precision Shows adequate insight into the issues Works with some support	Exhibits very good ability to engage in analysis/criticism Displays variety, precision &/or originality of thought Avoids irrelevance Shows proficient insight into the issues Works with increasing independence	Exhibits excellent, independent analysis/criticism Displays consistent variety, precision &/or originality Consistently relevant Shows deep insight into the issues Works independently
<b>Knowledge and Understanding of Content</b>	Limited knowledge and understanding of the content Demonstrates a partial understanding A very limited coverage of the essential information Works with ongoing support	Adequate knowledge and understanding of the content Demonstrates a partial understanding A limited or partial coverage of the essential information Works with some support	Proficient knowledge and understanding of the content Demonstrates an accurate understanding A full coverage of the essential information but missing some key pieces of information or analysis Works with increasing independence	Excellent knowledge and understanding of the content Demonstrates with new insights a thorough integrated understanding of the essential information An extensive coverage of the essential information with minimal holes in analysis Works independently
<b>Presentation and Communication of Learning</b>	It is very difficult to understand this project.	Grammar, spelling and punctuation errors exist but only occasionally	Grammar, spelling and punctuation errors are	There are no grammar, spelling and punctuation errors.

	Grammar, spelling and punctuation errors interfere with understanding. The presentation format is so messy and/or unorganized that it interferes with understanding and/or it does not suit the assignment.	interfere with understanding. The format chosen fits well for the project and is set up so that the student's thinking can be followed	few and do not interfere with understanding. The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is well organized and neat.	The chosen format shows the student's thinking very well and makes their thinking very easy to follow; it is very well organized, neat and creative.
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**Note that most of the assessment is weighted according to how well you present your knowledge and thinking; the presentation and communication of thinking has less weight over all. Communication and presentation is simply a vehicle to show your ideas and knowledge.**