

<b>Title of Activity</b>	Women creating social change using the legal system
<b>Type of activity</b>	Inquiry based learning, multi-grade
<b>Suggested Subjects / Courses</b>	<p>General Social Sciences: HSP3UC; HSB4U; Equity Studies: HSG3M; HSE4M English/French: use as a writing assignment History: looking back at how women have used the legal system to create change in the past</p> <p>With adaptations, this activity could be used with gr.7&amp;8 students as part of their language unit</p> <p>This could be one period or it can be a summative assignment requiring several periods.</p>
<b>Description of activity</b>	<ol style="list-style-type: none"> <li>1. As a possible introduction, the teacher could provide a series of headlines indicating major equity changes in law (eg. pay equity law, new stalking laws, changes in maternity leaves etc...)</li> <li>2. Have students brainstorm list of issues that women in society face today - encourage as many topics as possible (eg. pay equity, gender inequality in the workforce, different medical treatment based on gender, discrimination of Black, Indigenous, and Women of colour etc...)</li> <li>3. Remind students how to create a good inquiry question             <ol style="list-style-type: none"> <li>a. Invitation to think</li> <li>b. Encourages deep thinking</li> <li>c. Leads to more questions</li> <li>d. Open-ended; typically no final, correct answer</li> <li>e. Requires support and justification</li> </ol> </li> <li>4. At this point, you can have students work independently or in small triads to develop at least one good inquiry question that is based on women's issues in society. An example of an inquiry question is: <i>Why does it seem that it is only women who have fought for equity and equality rights in Canada?</i></li> <li>5. Conference with the student/groups to provide feedback on their inquiry question.</li> <li>6. Provide sufficient periods for researching and note taking while meeting with students regularly to provide ongoing feedback.</li> <li>7. Once the information is gathered, students choose a method (oral presentation, video, essay, seminar) to communicate their research findings - including a well supported answer to their inquiry question.</li> <li>8. Provide sufficient periods for students to complete their final product for evaluation/assessment (ensure that you have co-created the success criteria for their final product).</li> </ol>
<b>Notes</b>	It is assumed that the teacher and students have been exposed to Inquiry-Based learning prior to this activity. If this is not the case, it will be necessary to build in a couple of lessons to provide students with the tools to proceed.

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