

Name: _____

Social Studies 10-2

Unit Eight Critical Challenge

45 marks

In our global village, there are many challenges regarding human rights. Individuals, organization, corporations, and governments all have roles in ensuring everyone's rights are protected.

In this two-part critical challenge, you will complete some research about a specific global human rights issue in one part of the world **and** write a letter.

Suggested human rights issues include the following:

- Stoning of adulterers in Brunei
- Living conditions of cellphone workers in China
- Political prisoners in Cuba
- Treatment of diamond miners in the Democratic Republic of the Congo
- Freedom of speech in Egypt
- Child labour in chocolate manufacture in Ghana
- Selective abortion based on gender (female infanticide) in India
- Religious freedom in Iran
- Human trafficking in Nepal
- Freedom of movement in North Korea
- Freedom of the press in Pakistan
- Right to vote in Qatar
- Child soldiers in Sudan
- Freedom of opinion in Russian-occupied Ukraine
- ...your choice

Part One

20 marks

1. **Select a global issue** from the list above.
2. **Research the problem.** Using your research skills, find out about the issue and complete the chart on the next page.
3. **Decide on a course of action** that could be taken to resolve the problem, and explain why you think it would work.

Chart

10 marks

	ANSWER	Source of information or URL
My global issue is...		
The country where this occurs is...		
The number of people affected is...(estimate)		
The number of years this has been going on is...		
Human Rights being violated are ... <i>(Hint: Could be more than one. See course page 8.2.2)</i>		
Explain the issue in a few sentences.		
Why is this happening? <i>(For example, girls in parts of Pakistan have been prevented from attending school because religious leaders believe girls do not need to be educated. They are kept at home due to poverty and so they can help around the house.)</i>		
I feel this issue is important because... (explain in a few sentences)		

Paragraph

10 marks

What action could be taken by a Canadian official (such as school principal, mayor, MLA, MP, Prime Minister, or CEO of a corporation) to stop the problem? Explain in a **paragraph**. Your paragraph will be marked according to the scoring criteria on the following page.

Paragraphs and Discussions Scoring Criteria

	Ideas and Support 7.5	Communication of Ideas 2.5
Excellent	<ul style="list-style-type: none"> - provides thoughtful ideas and thorough explanations - uses support that is specific, relevant, and accurate - demonstrates a confident and perceptive understanding of the assigned task 7.5	<ul style="list-style-type: none"> - writing is fluent and effectively organized - uses vocabulary that is precise, accurate, and effective - demonstrates confident control of sentence construction, grammar, and mechanics 2.5
Proficient	<ul style="list-style-type: none"> - provides meaningful ideas and appropriate explanations - uses support that is relevant and appropriate but may contain minor errors - demonstrates a proficient and clear understanding of the assigned task 6	<ul style="list-style-type: none"> - writing is proficiently organized - uses vocabulary that is specific, accurate, and appropriate - demonstrates proficient control of sentence construction, grammar, and mechanics 2
Satisfactory	<ul style="list-style-type: none"> - provides straightforward ideas and general explanations - uses support that is relevant but general and/or incompletely developed - demonstrates an acceptable understanding of the assigned task 4.5	<ul style="list-style-type: none"> - writing is generally clear and functionally organized - uses vocabulary that is appropriate and generally accurate, but not specific - demonstrates satisfactory control of sentence construction, grammar, and mechanics 1.5
Limited	<ul style="list-style-type: none"> - provides ideas and/or explanations that are limited and overgeneralized - uses support that is superficial and may not always be relevant - demonstrates a limited understanding of the assigned task 3	<ul style="list-style-type: none"> - writing is uneven and/or incomplete - uses vocabulary that is general and/or imprecise and/or inappropriate - demonstrates faltering control of sentence construction, grammar, and mechanics 1
Poor	<ul style="list-style-type: none"> - provides ideas and/or explanations that are minimal and/or tangential - uses support that , if present, is superficial, incomplete, and/or marginally relevant - demonstrates a minimal understanding of the assigned task 1.5	<ul style="list-style-type: none"> - writing is unclear and disorganized - uses vocabulary that is ineffective and frequently incorrect - demonstrates a lack of control of sentence construction, grammar, and mechanics .5
Marks Awarded	/7.5	/2.5

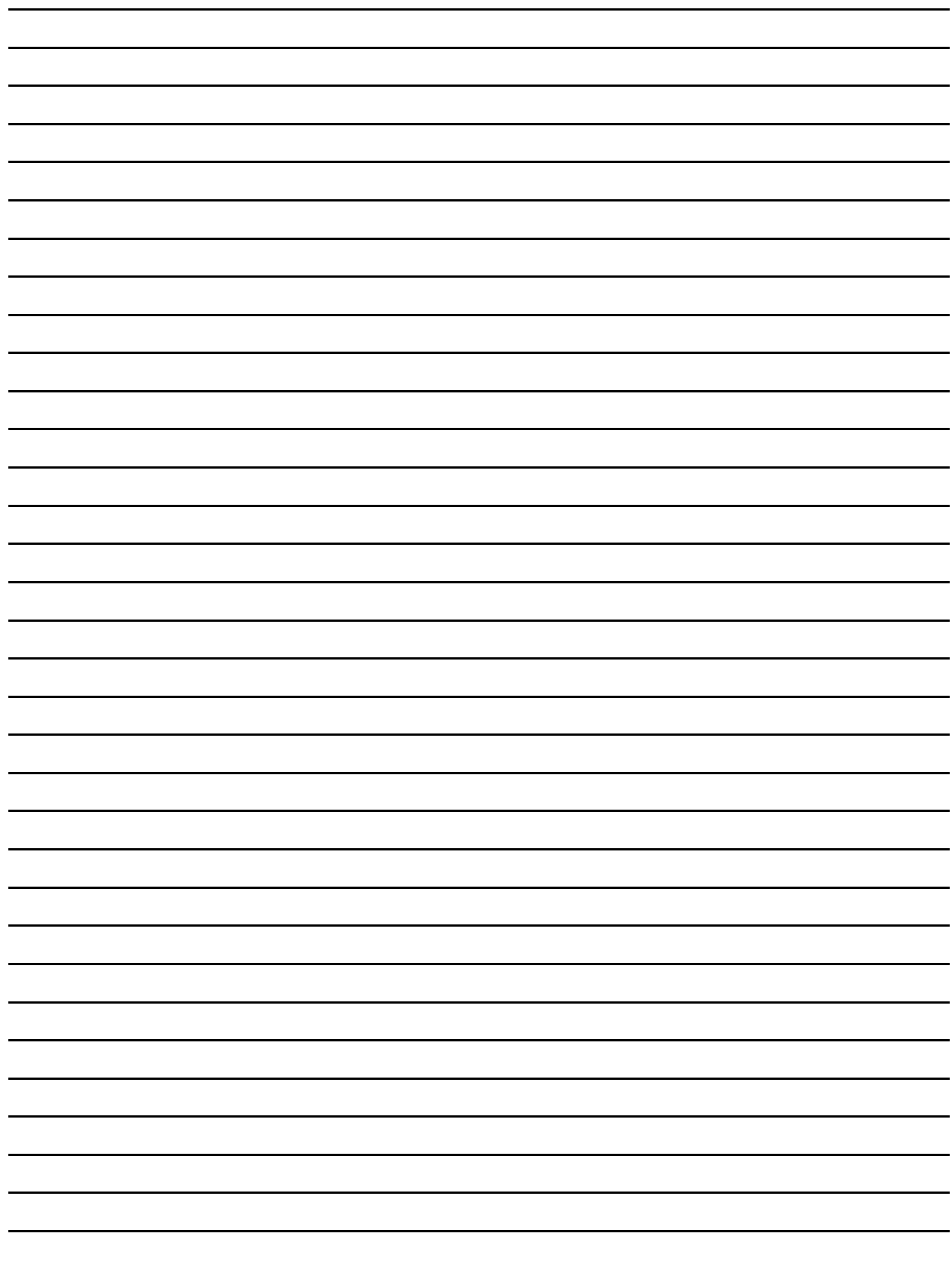
Part Two

25 marks

Write a letter to a responsible leader. Possibilities include your principal, mayor, Member of the Legislative Assembly, or Member of Parliament. Explain what you have learned in your research, including the information on the chart and recommend action.

- **Paragraph one** should state clearly who you are and why you are writing.
- **Paragraph two** should explain the issue and why it is a global problem
- **Paragraph three** should explain the issue in more detail, using information from your chart
- **Paragraph four** should explain the action you are suggesting and its potential benefit, both locally and globally.
- In the fifth and **final paragraph**, you should thank the person for his or her consideration.

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Scoring Criteria			
	Exploration and Analysis (10 marks)	Explanation of Position (10 marks)	Communication (5 marks)
Excellent	Exploration of the issue is insightful and comprehensive. Analysis is thoughtful and thorough. 9-10	The explanation of position is based on one or more convincing and logical arguments. Evidence is specific and accurate and errors, if present, do not detract from the response. The student demonstrates a confident and perceptive understanding of applicable social studies knowledge. 9-10	The writing is fluent and effectively organized. Vocabulary is precise and effective. The writing demonstrates confident control of sentence construction, grammar and mechanics. The occurrence of error is rare. 5
Proficient	Exploration of the issue is specific and accurate. Analysis is appropriate and purposeful. 7-8	The explanation of position is based on one or more sound arguments. Evidence is appropriate, but may contain some minor factual errors. The student demonstrates a clear understanding of applicable social studies knowledge. 7-8	The writing is clearly organized. Vocabulary is accurate and appropriate. The writing frequently demonstrates effective control of sentence construction, grammar, and mechanics. The occurrence of error is infrequent. 4
Satisfactory	Exploration of the issue is valid but general and may contain minor misconceptions. Analysis is general and straightforward. 5-6	The explanation of position is based on one or more adequate arguments. Evidence is relevant, but general and/or incompletely developed. The evidence may contain minor errors in content. The student demonstrates acceptable understanding of applicable social studies knowledge. 5-6	The writing is generally clear and functionally organized. Vocabulary is generally accurate, but not specific. The writing demonstrates basic control of sentence construction, grammar, and mechanics. Errors do not seriously interfere with communication. 3
Limited	Exploration of the issue is superficial and may contain substantial misconceptions. Analysis is limited and over generalized or redundant, but discernable. 3-4	The explanation of position is based on simple assertions and/or questionable logic rather than on supportive arguments. Evidence is superficial and may not always be relevant. The evidence may contain significant errors. The student demonstrates confused understanding of applicable social studies knowledge. 3-4	The writing is uneven and incomplete but is discernibly organized. Vocabulary is imprecise and/or inappropriate. The writing demonstrates a faltering control of sentence construction, grammar and mechanics. Errors hinder communication. 2
Poor	Exploration of the issue is mistaken or irrelevant. Analysis is minimal and/or tangential. 1-2	The explanation of position taken is difficult to determine and/or little or no attempt is made to defend it. Evidence, if present, is incomplete and /or marginally relevant. Significant errors in content are frequent. The student demonstrates negligible understanding of social studies knowledge. 1-2	The writing is unclear and disorganized. Vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. Errors impede communication. 1
Score /25	/10	/10	/5