Summative Assignment
Part B – GLOBAL ISSUE or NGO

DUE DATE: _____

Student's will research and design either a **storyboard, foldable, interview, or newspaper article**, following the instructions given on the attached rubric, on a **global issue** or **non-governmental organization (NGO)** of their choice (see chart below for suggestions).

Global Issues Choices		
(please get teacher approval first if choosing your own global issue)		
Banning of Landmines	United Nations' Peacekeeping	Global Killers (Ebola)
World Hunger/Famine	Rwanda Genocide	Global Poverty
Apartheid in South Africa	International Criminal Court	Child Labour
Genocide in Darfur, Sudan	Overpopulation & Sustainability	Rainforest Clear-Cutting
Kyoto Protocol	Animal Experimentation/Rights	Refugees
World's Indigenous Peoples	Tibet Independence Movement	Nuclear Disarmament
Mad Cow Disease	Multinational Corporations	North Korean Threats
Waste Management	Reconstruction in Afghanistan	Child Soldiers
Euthanasia	Tiananmen Square Massacre	Female Infanticide
Campaign to Fight Malaria	Melamine-Contaminated Food	Guantanamo Prison
North American Missile Defence System	Humanitarian Aid to Fight HIV/AIDS in Africa	Anti-Terrorism Measures in Canada

Non-Governmental Organization Choices		
(please get teacher approval first if choosing your own NGO)		
Amnesty International	World Vision	World Wildlife Fund
Greenpeace	Save the Children	Habitat for Humanity
Oxfam Canada	Free the Children	Canadian Red Cross
Sierra Club of Canada	Human Rights Watch	David Suzuki Foundation
UNICEF	Physicians for Human Rights	Care Canada
PETA	Doctors without Borders (Medecins Sans Frontieres)	CARE

Every student must select a different global issue/NGO.

Global Issue: Questions to Research

- [ ] What is happening? Explain the issue.
- [ ] Where is this happening?
- [ ] When did (is) this taking place?
- [ ] Who is involved? (i.e. specific groups or people or agencies or countries)
- [ ] Why is it happening? What was it formed?
- [ ] What are some issues, problems, or concerns associated with the issue?
- [ ] How are certain groups, people, or governments dealing with or responding to the issue?
- [ ] How is the issue affecting the people? What impact has it had on local people?
- [ ] Vital statistics to demonstrate the global issue.

Non-Governmental Organization: Questions to Research

- [ ] What is the full name of the organization?
- [ ] When was it formed?
- [ ] Where was it formed?
- [ ] What caused (i.e. event, issue, crisis) the organization to be created?
- [ ] What are the main goals or mission statements of the organization?
- [ ] Where in the world does this organization operate today?
- [ ] What actions does the organization take to achieve its goals?
- [ ] How can people get involved?
- [ ] Any vital statistics to demonstrate the extent of the problem.

STORYBOARD

Task: Students will create a storyboard that defines and explains (choose one): The role/effort and impact a specific NGO has in the world **OR** The impact a specific global issue has had on the world.

Storyboard: Criteria

☐ Storyboard must have a minimum of NINE frames

☐ Storyboard must include captions or a script under each frame.

☐ Each frame must be hand-drawn to the best of your ability (no stick people)

☐ Drawings must be relevant to the caption

☐ Each frame must be colourful and eye-catching

☐ The story should read like a commercial or story (establish a setting, plot, characters, possibly conflicts or problems, and ending or where it is leading)

☐ Information in each frame must be accurate and relevant

☐ Captions or script must be free of errors in language conventions

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	Script/caption information is inaccurate and lacks evidence.	Some of the script/captions have accurate information and evidence.	The script/captions have accurate information and include evidence.	The information in the script/caption is very accurate and provides evidence in detail.
Thinking & Inquiry	Story chosen barely relates to topic; very little research.	Story chosen is somewhat related to topic; limited research.	Story chosen is appropriate and relates to topic; variety of research.	Story chosen is insightful and appropriate for topic; thoroughly researched.
	Story provides few elements of a story, theme, or lesson.	Story contains some elements or a story, main theme, or lesson.	Story provides setting, characters, conflicts, theme, and dialogue.	Story establishes setting, plot, dialogue, characters, conflicts and theme.
Communication	No proofreading is apparent as script/caption has many errors in language conventions.	Script/caption has some errors in language conventions.	Script/caption is typed and achieves grade level language conventions.	Script/caption is typed and demonstrates mature language conventions.
Application	Storyboard has less than 9 frames.	Storyboard has less than 9 frames.	Storyboard has 9 frames.	Storyboard has 9+ frames.
	Storyboard lacks colour and creativity. It is not neat.	Storyboard is somewhat creative and colourful.	Storyboard is neat and colourful.	Storyboard is professional looking: creative, colourful, and eye-catching.

FOLDABLE

Task: Students will create a foldable that defines and explains (choose one): The role/effort and impact a specific NGO has in the world **OR** The impact a specific global issue has had on the world.

Foldable: Criteria

- ☐ Foldable includes required information elements.
- ☐ Information must be accurate and relevant.
- ☐ All items of importance on the foldable are clearly labelled.
- ☐ All graphics are related to the topic & make it easier to understand.
- ☐ The foldable is attractive in terms of design.
- ☐ The foldable is attractive in terms of layout.
- ☐ The foldable is attractive in terms of neatness.
- ☐ The foldable is attractive in terms of color choice.
- ☐ Information must be free of errors in language conventions

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	Limited information related to the topic & is not accurate & provides limited evidence; very little research.	Some information related to the topic & is somewhat accurate & provides some evidence; limited research; limited research.	Most information related to the topic, is accurate, & provides evidence; variety of research.	All information is related to the topic, is very accurate, & provides evidence in detail; thoroughly researched.
Thinking & Inquiry	Graphics do not relate to the topic or no graphics included. All headings are directly from "Questions to Research".	All graphics relate to the topic. Headings are basic & relate somewhat to the information included in foldable.	All graphics are related to the topic and most make it easier to understand. Headings include thought & relate well to the variety of information included in foldable.	All graphics are related to the topic and make it easier to understand. Headings are significant & relate very well to the variety of information included in foldable.
Communication	No proofreading is apparent as foldable has many errors in language conventions. Points are not well summarized.	Foldable has some errors in language conventions. Points are somewhat summarized.	Foldable is typed and achieves grade level language conventions. Points are reasonably summarized.	Foldable is typed and demonstrates mature language conventions. Short, well-summarized points.
Application	Foldable has no logical organization. Foldable is distractingly messy and uncreative in terms of layout, design, neatness, & colour.	Foldable is somewhat organized. Foldable is acceptably attractive in terms of creativity, layout, design, neatness, & colour.	Foldable is organized in a logical format. Foldable is attractive in terms of creativity, layout, design, neatness, & colour.	Foldable is well organized in a logical format. Foldable is exceptionally attractive & eye-catching in terms of creativity, layout, design, neatness, & colour.

NEWSPAPER ARTICLE

Task: Students will create a newspaper article that defines and explains (choose one): The role/effort and impact a specific NGO has in the world **OR** The impact a specific global issue has had on the world.

Newspaper Article: Criteria

- ☐ Create a catchy headline for your story.
- ☐ Article begins with a good lead that introduces the information in an interesting way.
- ☐ Article continues with essential information & basic required information elements (5Ws).
- ☐ Article continues with relevant & connected information to explain the topic in some depth.
- ☐ Article includes information using quotation(s) by important people related to the issue (either real or fictional).
- ☐ Article has a concluding sentence or final thought.
- ☐ Include a photograph or drawing (with caption) which must be relevant to the story.
- ☐ Information must be accurate and relevant.
- ☐ Article is organized in a logical way to help the reader follow the line of thought.
- ☐ Article must be free of errors in language conventions

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	Demonstrates limited understanding of the topic and lacks evidence.	Demonstrates some understanding of the topic through presentation of information that is somewhat accurate and detailed.	Demonstrates a considerable understanding of the topic through presentation of information that is mostly accurate and detailed.	Demonstrates a thorough understanding of the topic through presentation of consistently accurate, precise & rich in detail information.
Thinking & Inquiry	The headline summarizes the main idea of the story with limited effectiveness. The news report uses quotes with limited effectiveness OR no quotes included.	The headline summarizes the main idea of the story with some effectiveness. The news report uses quotes with some effectiveness.	The headline summarizes the main idea of the story with considerable effectiveness. The news report uses quotes with considerable effectiveness.	The headline summarizes the main idea of the story with high degree of effectiveness. The news report uses quotes with a high degree of effectiveness.
Communication	No proofreading is apparent as script has many errors in language conventions. Communicates for specified audience and purpose with limited effectiveness.	Script has some errors in language conventions. Communicates for specified audience and purpose with some effectiveness.	Script is typed and achieves grade level language conventions. Communicates for specified audience and purpose with considerable effectiveness.	Script is typed and demonstrates mature language conventions. Communicates for specified audience and purpose with a high degree of effectiveness.
Application	The news report uses little evidence to explain the significance of the event with limited effectiveness.	The news report uses evidence to explain the significance of the event with some effectiveness.	The news report uses mostly relevant evidence to explain the significance of the event with considerable effectiveness.	The news report uses relevant evidence to explain the significance of the event with a high degree of effectiveness.

INTERVIEW

Task: Students will create a interview that defines and explains (choose one): The role/effort and impact a specific NGO has in the world **OR** The impact a specific global issue has had on the world.

Interview: Criteria

☐ The interview must ask at least TEN questions with responses.

☐ Questions should be authentic and original (not copies of the research questions).

☐ Questions should try to elicit thoughtful & engaging responses (i.e. Why & How & Should).

☐ Information must be accurate and relevant.

☐ Information demonstrates sound and insightful understanding of the topic.

☐ Information responses should attempt to capture the "voice" of the person being interviewed (i.e. human elements like humour or emotions, and so on).

☐ Script must be free of errors in language conventions.

OPTIONAL: It can be video-taped or audio-recorded but script must accompany it.

	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding	Script information is inaccurate and lacks evidence.	Script has some accurate information and evidence.	Script has accurate information and include evidence.	The information in the script is very accurate and provides insightful evidence in detail.
Thinking & Inquiry	Few questions are authentic/original. Questions do not evoke thoughtful & engaging responses.	Some questions are authentic/original. Some questions evoke some thoughtful & engaging responses.	Most questions are authentic/original. Most questions evoke thoughtful & engaging responses.	All questions are authentic/original. All questions evoke thoughtful & engaging responses.
Communication	No proofreading is apparent as script has many errors in language conventions. Communicates for specified audience and purpose with limited effectiveness.	Script has some errors in language conventions. Communicates for specified audience and purpose with some effectiveness.	Script is typed and achieves grade level language conventions. Communicates for specified audience and purpose with considerable effectiveness.	Script is typed and demonstrates mature language conventions. Communicates for specified audience and purpose with a high degree of effectiveness.
Application	Script makes no attempt to captivate reader by making the interviewed person appear human & the interview natural.	Script attempts to captivate reader by making the interviewed person appear human & the interview natural.	Script is mostly successful in captivating the reader by making the interviewed person appear human & the interview natural.	Script makes no attempt to captivate reader by making the interviewed person appear human & the interview natural.