**CGW4U Independent Study Unit**

Once you pick your topic, you will focus on becoming an expert on it.

**Part 1:**

You will then have to do extensive research on it from academic sources (articles and essay publications). **Each source needs to have a reliable author!**

There should be 5-10 pages of notes depending on if it’s done in a group or not (1-2 pages for each source)

**Part 2:**

You will then work on presenting an informative seminar to the rest of your classmates.

Try to use as many key terms as you can and relate it to the major issues we have been learning about this semester!

The presentation should be in a lecture style, meaning you will have few words (only necessary quotations and statistics) – Definitely no paragraphs!

The presentation needs to include pictures, graphs, charts, and videos – this will include the multimedia aspect of the lecture (you may create your own video)

**Part 3:**

Finally, you will write a reflection on the presentation by going over the difficulties that you faced. You will be responsible for marking each other’s performance and looking ahead at what you can improve in the future. By understanding your individual strengths and weaknesses, you will be better prepared for the future.

**Part 1 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part 2 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part 3 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Topics**

1. Multinational companies are a threat to state sovereignty and our future!

2. How the United States won the Cold War against the Soviet Union compared to any modern ‘Cold War’ like North Korea (topic must get approved)

3. The Wall Street stock market crash of 1929 compared to 2008 recession.

4. A comparison of India and China’s attempts at controlling their respective population explosion. What will happen in the future for our world?

5. Terrorism: A comparison of then and now. What are the repercussions on everyone?

6. The global impact of the emergence of a large middle class in China, India and Brazil

7. Has globalization truly narrowed the gap between the developed world and the developing world or has it made everything worse?

8. The League of Nations (1919 - 1949) and the U.N. (1945 - present): compare

9. Child labor in the Western and non-Western World: a historical and cultural comparison.

10. The recent “Arab Spring” in the Middle East and North Africa represents the displacement of extremists by moderate Muslims? Research the region and resources

11. The emergence of China onto the world stage (1972 - present): its impact on international relations and the world economy.

12. Many of the social, economic and political issues facing the entire African continent today still stem from earlier European colonialism

For each of these topics, you need to explore the:

1. economic disparities,
2. threats to the environment,
3. globalization,
4. human rights,
5. quality of life,
6. along with analyzing government policies and international agreements

Your presentation needs to make some argument and should have a central thesis that combines all the above topics in a positive or negative light. **Finally, you will explain how spatial technologies can be used to address the issue.**

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| Categories | **Level 1** | Level 2 | **Level 3** | Level 4 |
| **Knowledge and****Understanding /25** | Seminar demonstrated limited knowledge of facts, terms and concepts for the topicIncludes economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyses gov. policies / international agreements  | Seminar demonstrated some knowledge of facts, terms and concepts for the topicIncludes economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyses gov. policies / international agreements | Seminar demonstrated considerable knowledge of the topic and terms Includes economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyses gov. policies / international agreements | Seminar demonstrated thorough knowledge of the topic and terms Includes economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyses gov. policies / international agreements |
| **Thinking and Inquiry** **/25** | Seminar exhibited originality with limited successLimited creative diagrams, charts and pictures are used in relation to geographical concepts taught in class | Seminar exhibited originality with some successSome creative diagrams, charts and pictures are used with relation to key geographical trends taught in class | Seminar exhibited originality with considerable successMany creative diagrams, charts and pictures are used in accordance to geographical aspects | Seminar exhibited originality with a high degree of successCreative diagrams, charts and pictures are used effectively in relation to detailed geographical trends taught in class |
| **Communication**  **/25** | Language and/or delivery resulted information being communicated orally with limited effectiveness | Language and/or delivery resulted information being communicated orally with some effectiveness | Language and/or delivery resulted information being communicated orally with considerable effectiveness | Language and/or delivery resulted information being communicated orally with high degree of effectiveness |
| **Application** **/25** | Seminar was not organized in an effective and professional mannerIneffective facilitation of class discussion (1 question) | Seminar was organized in a somewhat effective and professional manner Moderately effective facilitation of class discussion (2 questions) | Seminar was organized in an effective and professional mannerEffective facilitation of class discussion (3 questions asked) | Seminar was organized in a highly effective and professional mannerVery effective facilitation of class discussion (4 questions asked) |

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| **Did the student demonstrate:** | Yes  | No |
| Eye contact with audience |  |  |
| Suitable /volume and tone |  |  |
| Demeanor: showed interest |  |  |
| Ability to respond to questions |  |  |

**Teacher Comments:**

**Student Self-Reflection:**