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# Teacher Package

## Canadian and World Studies Exemplar Task Canadian and World Issues: A Geographic Analysis Grade 12, University Preparation (CGW4U)

### Teacher Package

**Title:** A Proposal for Combating World Hunger  
**Time Requirement:** 5 periods of 75 minutes each

#### **Expectations Addressed in the Exemplar Task**

This task gives students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Geographic Foundations: Space and Systems and the Methods of Geographic Inquiry and Communication strands.

#### *Students will:*

1. explain how the earth's natural and human systems are interconnected in multiple, complex ways;
2. analyse the causes and effects of economic disparities around the world;
3. communicate the results of geographic inquiries, for different audiences and purposes, using a variety of forms and including geographic visual supports, both conventional and geotechnological;
4. develop possible solutions to geographic problems or issues, using appropriate forecasting, decision-making, and/or problem-solving strategies;
5. draw conclusions or make judgements or predictions on the basis of reasoned analysis and supporting evidence.

#### **Description of the Task**

Present the following scenario and instructions to the students:

*People often feel overwhelmed and helpless in the face of world hunger. You have been hired by Feed the World, a non-governmental organization (NGO) that believes that solutions to world hunger are feasible and sustainable. Feed the World intends to present practical strategies for combating world hunger at its next annual convention. Your role is to prepare a proposal for the conference that outlines a practical, three-step strategy for addressing one of the causes of world hunger.*

### **Final Product**

Each student will submit a written proposal of approximately 600 words that includes:

- a description and analysis of one of the causes of world hunger;
- a three-step strategy for combating the problem;
- a justification for the strategy.

A title and a bibliography must be submitted as well.

*Note:* Although the title, the bibliography, and references to source material (i.e., endnotes, footnotes, or in-text citations) will not be assessed as part of the exemplar task, they are important components of student work. Discuss the importance of an appropriate title with students, and determine an appropriate style for students to use for their reference notes and bibliographies. Check that students have met these requirements in the work they submit.

### **Assessment and Evaluation**

A checklist has been provided for peer assessment (see Appendix B). The final proposal will be assessed and evaluated using the task-specific rubric provided.\* Introduce the task-specific rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

## **Teacher Instructions**

### **Prior Knowledge and Skills Required**

To complete this task, students are expected to have some experience in, or some knowledge and skills relating to, the following:

- the role played by NGOs and local community initiatives in different parts of the world in promoting sustainable development and resource management;
- the scope and significance of the problem of world hunger, its causes, and myths that surround it;
- social, political, economic, and environmental factors contributing to world hunger;
- writing a well-reasoned report;
- using rubrics to assess their own work;
- citing source materials and compiling a bibliography.

\* The rubric is reproduced on pages 9–10 of this document.

### **Accommodations**

Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

### **Materials and Resources**

- chart paper;
- school resources such as textbooks, library resource materials, a list of Internet sites, etc., or a teacher-prepared handout package containing background research material. (See Appendix C for a list of some relevant websites.).

### **Plagiarism**

It is important that you discuss copyright issues with your students. Copyright applies to text and visual materials taken from both the Internet and print sources. Plagiarism is defined as “using the work (or part of it) of another person and claiming it as your own”.<sup>1</sup>

## **Task Instructions**

### **Day 1**

- Introduce and discuss the performance task and the rubric with the students.
- Review the role and responsibilities of NGOs.
- Initiate a class discussion reviewing the causes, facts, and myths of world hunger, and record responses in a list on the blackboard. The list should include social, economic, political, and environmental factors.
- Place students in small groups and have them brainstorm, using the list, strategies for combating world hunger. Have each group record its proposed strategies on chart paper and then orally report its findings to the class.
- Ask each student to decide, by the end of the period, what he or she thinks is a leading cause of world hunger. The cause that each student selects will become the subject of his or her proposal.

### **Day 2**

- Have students begin to individually research their selected subject, and provide them with the Research Organizer (see Appendix A) to use as a guide.

### **Day 3**

- Have students continue their research and note taking.
- Circulate among the students, offering suggestions and feedback as required.

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1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

**Day 4**

- Have students use their research notes to write a first draft of their proposal, which should include the following:
  - a description and analysis of one of the causes of world hunger
  - a three-step strategy for combating the problem
  - a justification for the strategy
- Remind students that their proposal should be approximately 600 words in length and that it must have a title.
- Remind students to appropriately cite the sources they use and to compile a bibliography.
- Instruct students to write in the third person and to use appropriate headings, sentence structures, and paragraphs.

**Day 4**

- Have students exchange their draft reports and bibliographies with a partner, and ask them to use their Peer-Editing Checklist (see Appendix B) to edit their partner's work.
- Have students revise their Feed the World proposal, using the feedback received and referring to the rubric; edit and proofread the proposal; and prepare a final draft.

**List of Appendices**

Appendix A: Research Organizer

Appendix B: Peer-Editing Checklist

Appendix C: List of World Hunger Websites

## Appendix A: Research Organizer

Summary points about a leading cause of world hunger	Sources
Step 1 of strategy	
Supporting facts and arguments	Sources
Step 2 of strategy	
Supporting facts and arguments	Sources
Step 3 of strategy	
Supporting facts and arguments	Sources
Justification for strategy	

## Appendix B: Peer-Editing Checklist

Criteria	Yes	No	Suggestions for Improvement
Does the proposal include a clear and detailed description of one of the leading causes of world hunger?			
Is a coherent and well-reasoned analysis of the cause presented?			
Do the three steps in the strategy follow a logical thought process?			
Are the steps justified by useful facts and arguments?			
Do the steps provide a realistic and sustainable solution?			
Is the three-step strategy justified by well-reasoned arguments?			
Are all sources of information correctly cited and listed in the bibliography?			
Is the proposal clearly written?			
Is the text written in the third person?			
Are appropriate headings used?			
Has the proposal been checked for spelling, punctuation, and grammatical errors?			

## **Appendix C: List of World Hunger Websites**

United Nations	<a href="http://www.un.org">www.un.org</a>
Oxfam	<a href="http://www.oxfam.ca">www.oxfam.ca</a>
World Vision	<a href="http://www.worldvision.ca">www.worldvision.ca</a>
World Health Organization	<a href="http://www.who.org">www.who.org</a>
The Hunger Site	<a href="http://www.thehungersite.com">www.thehungersite.com</a>
Against Hunger	<a href="http://www.againsthunger.org">www.againsthunger.org</a>

Search engine [www.findarticles.com](http://www.findarticles.com)

