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# Teacher Package

## Social Sciences and Humanities Exemplar Task Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College Preparation (HSP3M)

### Teacher Package

**Title:** A Proposal for a Community Organization

**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 the following selected expectations from the Self and Others, Social Organization, and Research and Inquiry Skills strands.

*Students will:*

1. describe the different types of groups that form to serve collective needs;
2. effectively communicate the results of their inquiries;
3. correctly use the terminology of anthropology, psychology, and sociology;
4. demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
5. identify and assess the major influences that contribute to an individual's personal and social development.

#### Description of the Task

Present the following scenario to students:

*A group of concerned citizens has identified a problem or need that should be addressed in its local community. As the spokesperson for the informal group, you have been asked to write a proposal to a private foundation requesting support to establish a new community organization (e.g., a self-help group, a community service group, an advocacy group) to remedy the problem or address the need that has been identified.*

### **Final Product**

Each student will submit a written proposal that:

- identifies the problem or need, and the societal group (the target group) that is experiencing it, using correct terminology;
- analyses the social forces (as described by anthropologists, psychologists, and sociologists) that have created or contributed to the problem or need arising in the target group in the community;
- justifies the creation of the new organization;
- predicts the impact of the new organization;
- contains a bibliography.

*Note:* Although it will not be assessed as part of the exemplar task, the bibliography is an important component of the student work. Determine an appropriate bibliographic style for your students. Instruct them to use footnotes or endnotes if you think they are appropriate. Check that students have met your requirements in the work they submit.

### **Assessment and Evaluation**

Each student will review a draft of another student's proposal, using the peer-editing checklist provided in Appendix B.

The final draft of the proposal will be assessed and evaluated using the task-specific rubric provided.\* Introduce the rubric to 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**

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

- conducting social science inquiries
- articulating the similarities and differences in the approaches taken by anthropologists, psychologists, and sociologists
- recognizing various problems and issues facing various societal groups
- revising and editing their work both independently and by using feedback from others

*\*The rubric is reproduced on pages 10–11 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**

- classroom resources (e.g., textbooks, classroom notes, newspaper and magazine articles)
- access to a library and/or computer lab

### **Plagiarism**

It is important that you discuss copyright issues with your students. Their bibliographies must list all sources used for research, and if any quotations are taken directly from a source, they must be appropriately recognized. 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**

- Distribute the Student Packages, and discuss the task requirements and the rubric with the class.
- Lead a class discussion to generate ideas about the concept and characteristics of existing organizations in the community (e.g., Heart and Stroke Foundation, Mothers Against Drunk Drivers [MADD]) and ways in which these organizations serve individual and collective needs.
- Review the perspectives of anthropology, psychology, and sociology on the formation and purpose of various organizations in society.
- Have students brainstorm a list of the various target groups that could benefit from the creation of a new community organization. Suggestions could include children, youth/teens, the elderly, women, mentally or physically challenged people, First Nations people, the poor, the homeless, ethnic groups, people with particular cultural or religious needs, or people with a common interest such as the environment or human rights.
- Record and post the suggestions in the classroom.
- Arrange the students into small groups.
- Have each student group discuss at least one of the target groups recorded and identify a specific problem or need in that group that could be the focus of a community organization.
- Have students also discuss the social forces (as described by anthropologists, psychologists, and sociologists) that have contributed to the development of the problem or situation that is to be addressed.
- Summarize class findings.

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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 2**

- Have each student select a target group and a single issue (i.e., one specific problem or need) around which to develop his or her own proposal (e.g., homeless people: advocacy group for public housing; cultural group: community theatre).
- Make sure that students know that they are not limited to the results of the class discussions but may choose a target group and a specific problem or need that have not been mentioned.
- Tell students that they must develop an idea for their own organization and are not to choose an organization that already exists.
- Approve the issue (problem or need) chosen by each student.
- Have students investigate the target group and the problem or need they have identified, using textbooks and/or other materials, and taking notes in point form.
- Have students determine the social forces (as described by anthropologists, psychologists, and sociologists) that have contributed to the development of the problem or need.
- Have students take notes in point form using the Research Organizer (Appendix A).

### **Day 3**

- Have students continue to work on their Research Organizer (Appendix A).
- Have students determine the nature of a community organization that could address the problem or need of the target group from an anthropological, a psychological, and a sociological perspective.
- Have students consider the justification for the establishment of the new organization.
- Ask students to predict the long-term impact of the new organization.

### **Day 4**

- Have each student, as the spokesperson for the target group, begin a rough draft of his or her proposal to a private foundation, requesting support for the establishment of a new community organization. (Funding need not be addressed. The students will focus on the proposal only and need not include a covering letter.)

### **Day 5**

- Have students exchange their draft work for peer editing using Appendix B.
- Have students make revisions to their own work and write a final copy of their proposal, including a bibliography.

## **List of Appendices**

Appendix A: Research Organizer

Appendix B: Peer-Editing Checklist

## Appendix A: Research Organizer

**Target Group:**

**Specific Problem or Need to Be Addressed:**

**Contributing Forces:**

Anthropological

Psychological

Sociological

**Sources Used:**

