

Social Studies -1 Minor Writing Assignment

The purpose of the minor writing assignment in Social Studies is to assess student ability and skill of interpretation and analysis when presented with several sources in order to identify various perspectives related to social studies content and knowledge.

The task for this assignment is outlined as follows:

Write a response in paragraph form in which you must:

- **interpret** each source to **demonstrate** your understanding of how each source links to Liberalism.

AND

- **explain** one or more of the relationships that exist among all **three** sources.

Reminders for Writing

- **Organize** your response
- **Proofread** your response

Writing Assignment I (Minor Essay) can be separated into two tasks:

- Interpretation and Analysis of each Source
- Relationship and Connection of all Sources

Task 1: Interpretation and Analysis of Sources

Each source will have a perspective to be interpreted and analyzed. Your task will be to identify what the source is attempting to communicate about Liberalism (or grade level ideology). Your task will be to analyze the source perspective and communicate your understanding of the source.

Each source will be presented in a variety of different forms:

- Cartoon Illustration
- Photograph
- Chart, Graph or Diagram
- Quotation
- Speech
- Combination of various forms

Source II from Diploma 2012

The state determines all that is morally, socially, and materially valuable. Therefore, it has the right and obligation to monopolize all power and authority, controlling all aspects of society. The state functions as the protector of citizens, providing them with identities, welfare, and security in return for loyalty and obedience. No rights or freedoms should exist apart from service to the state. Individuals and groups constitute one unified, integral whole working towards common goals. Thus, any notion that liberalism functions for the greater good is naive.

The following diagram outlines 4 areas of focus when interpreting and analyzing all **three** sources.

Focus I: Analyze the various elements of the source to determine what the source is communicating about **Grade level Ideology** . What is the intention of the creator or the purpose of the source?

Focus II: Fully explain and develop your understanding of what the source is communicating about **Grade level Ideology** .

Focus III: Link Characteristics/Principles of **Grade level Ideology** to the Source and fully develop and explain your reasoning for connecting the characteristics or principles that you have selected. (Why?)

Focus IV: Develop the **Context** of the source and fully demonstrate your understanding of **Grade level Ideology** to which the source is communicating. This is your opportunity to demonstrate what you have learned in Social Studies and your ability to connect this knowledge to the information presented in the source.

Focus I: “working the source”

When presented with a source, be sure to analyze the various elements that make up the source by writing on or highlighting the source in an attempt to identify several elements that make up the source:

- Identify key social studies terminology that have clearly defined definitions.
- Identify key phrases or words that that express a perspective, attitude, belief or value.
- Identify individuals in cartoons/photographs either as specific individuals or individuals representing a specify group.
- Identify actions or behaviors expressed in cartoons/photographs that are being demonstrated and any purpose to which these action might serve.
- Identify specific ideologies that the source may be drawing attention to or identifying. This may be presented as either criticism or support.
- Identify any hints that may be present in the source. For example: dates, events, locations, names.....
- Identify irony, symbolism, bias that may be observed in the source.
- Identify a possible purpose the creator has created the source.

After you have completed Focus I, you can begin writing your essay.

Focus II:

Once you have finished “working the source”, you are ready to begin writing the essay.

In paragraph form you are to interpret and analyze each source and demonstrate your understanding of how each source links to Liberalism. (grade level ideology)

Each source will demonstrate and communicate a perspective or understanding about some aspect of Liberalism. (grade level ideology) All three source together will have a general focus, theme or common thread.

For example 30-1: Liberal Democracy (political)
 Free Markets/ Capitalism (economic)
 Government Regulation/Intervention (political and economic)
 Individualism vs Collectivism
 Freedom vs. Control

Various observations may include:

- Criticizing or supporting a particular aspect of Liberalism (grade level ideology)
- Identifying an issue or problem facing Liberalism (grade level ideology)
- Proposing a solution to an issue facing Liberalism. (grade level ideology)
- Suggesting or encouraging an alternative to Liberalism (grade level ideology)

You must communicate to the best of your ability what you have observed from the sources and demonstrate your understanding of what each source is trying to communicate, imply, or convey about Liberalism. (grade level ideology). ***Be sure to identify specifically what in the source has led you to your understanding.***

Primers for Interpretation of Sources

Source One..., The 1st source..., The author of Source I..., The cartoonist of Source I...

suggests	enforces	is communicating
discusses	agrees	is referring to
criticizes	presents	clearly states
depicts	argues	defends
embraces	rejects	supports
shows	displays	has the perspective
brings attention to		

Focus III:

Included in your analysis of the source, students must include links to characteristics or principles of Liberalism. (grade level ideology) The analysis of the source should identify several characteristics/principles of Liberalism (grade level ideology) and an explanation of how/why the characteristics/principles are linked or connected to the source. Students may also wish to define the characteristics/ principles selected.

What specific characteristics/principles of Liberalism (grade level ideology) does the source bring attention to and what is the source trying to communicate about these characteristics/principles?

Secondly, other than specific characteristics/principles of Liberalism (grade level ideology) other terminology associated with Liberalism (grade level ideology) can be linked to the source.

For example:

A strong central government is an easy way to overcome the selfishness of individual citizens. By implementing social programs funded by a system of taxation, the government is able to create greater social equality and opportunity for all citizens.

Common Good	Collective Responsibility	Progressive Taxation
Self Interest	Public Property	Collectivism

What ideology best fits the source above: _____

There can be no equality of opportunity if men and women and children be not shielded in their lives from the consequences of great industrial and social processes which they cannot alter, control, or singly cope with.

Self Interest	Profit Motive	Private Property
Economic Freedom	Competition	Individualism

What ideology best fits the source above: _____

Focus IV:

Included in your analysis students should demonstrate their understanding of social studies by developing the context of each of the sources.

Context: *The set of circumstances or facts that surround a particular event, situation.*

When developing the various contexts of the sources and demonstrating your understanding of social studies knowledge try to analyze and include the following. Not all of the following headings will be able to be observed or identified. Remember, context is to enhance analysis and demonstrate understanding.

Time Period/When:

- A specific historical event the source refers to.
- A general time period the source refers to.

Example: Great Depression, Cold War, Enlightenment, Classical/Modern Liberalism

Place or Location:

- Specific geographical location or nation.
- General region or identifiable area

Example: American, Western Society, Developing Nations, Democratic Countries, USSR...

Who:

- Specific individual, thinker, philosopher
- General group of people with a similar perspective
 - ✓ *Whose ideas does the perspective represent?*
 - ✓ *Who would share this perspective?*
- Supporter
- Critic

Example: Adam Smith, Karl Marx, Keynes, Hitler, Demand Side Economists, Luddites, Socialists, Post-Modernists, Environmentalists, Humanitarians

What:

- Specific terminology
- Atmosphere, mood, or attitude of the source perspective

Example: Progressive Tax, Trickle Down Economics, Depression, Prosperity, Anger, Dissatisfaction, ...

Other things for consideration:

- Do not criticize source. Identify what the source is communicating about Liberalism. (grade level ideology)
- When analyzing and interpreting the sources, be sure to state directly what in the source has led you to your understanding. Identify specifically what in the sources makes you believe what you have interpreted.
- Describe what you see in the source or key words in quotes that lead you toward your understanding of what is being communicated in the source.
- Identify and state an ideology to which the source refers.
- Do not simply copy the source or copy large sections of text from the source. This is considered cribbing and will not be considered your own ideas.

Task Two: Identification and Explanation of Relationships Among the Sources

The second part of this writing assignment asks students to identify and develop a relationship between **ALL** of the sources presented. Students are to fully identify how the sources are connected or linked and fully explain the relationships that exist among all three sources.

Relationships are often similarities or differences that exist among two separate things.

Relationship defined: *A connection, association or involvement between two or more concepts or ideas.*

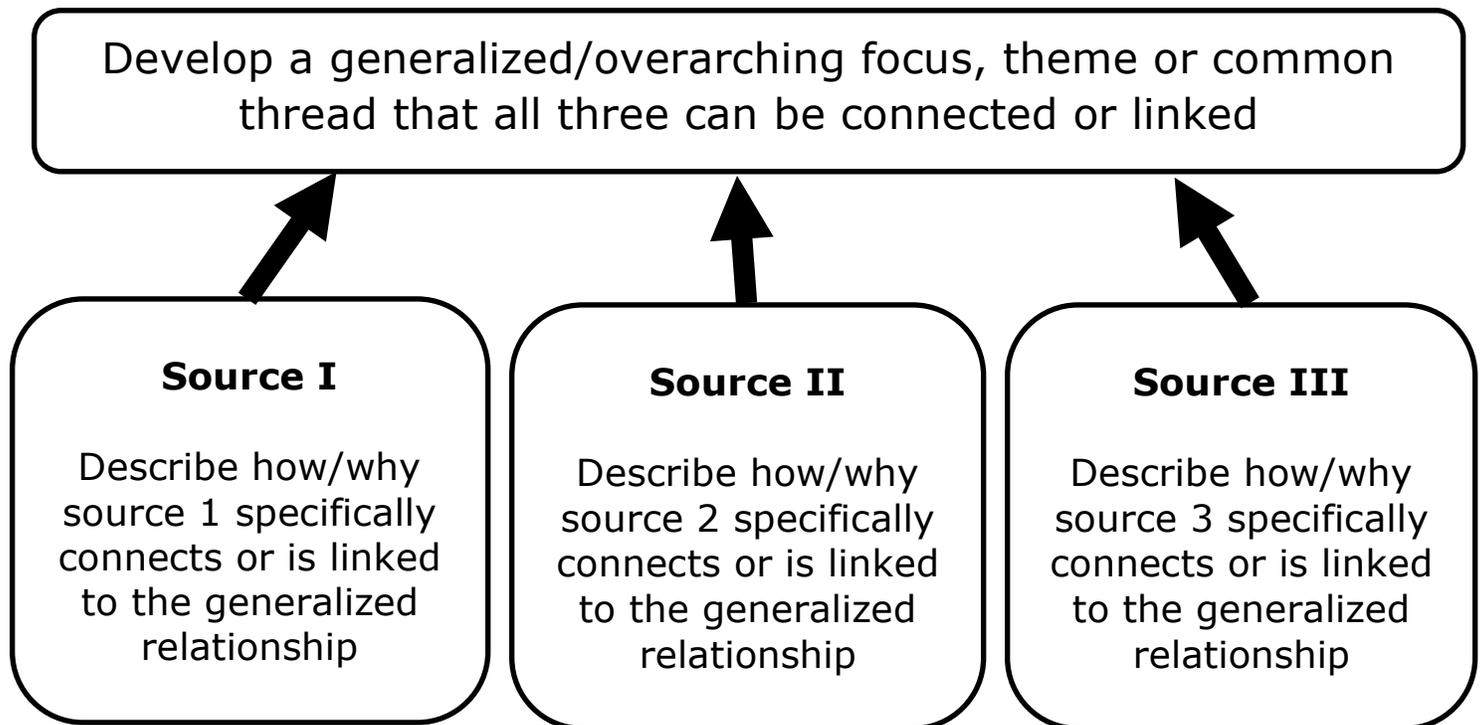
There are several strategies that students may wish to employ in order to develop the relationship among **all three sources**. The following outlines 2 approaches to the relationship section of writing assignment I (minor essay). **BOTH** of the following types of relationships are encouraged to be used in order to achieve excellence in this section of the essay.

Relationship Paragraph #1: *The Umbrella Relationship*

The 1st relationship paragraph is intended to be a generalized or overarching relationship of ALL THREE sources. This relationship should link **all three** sources to a general focus, theme or common thread. Students should look to identify a relationship or link to which **all three** sources can be connected. Fully **develop, explain and clearly communicate** this generalized overarching relationship.

After you have developed a generalized theme, focus or common thread that **all three** sources connect with, specifically identify how each source is connected or linked with the relationship developed.

Diagram of Umbrella Relationship



Examples of Generalized Relationship: ***Umbrella Relationship***

"All three sources are addressing the extent to which democratic societies represent the will of the people."

"All three sources presented describe various perspectives on the extent to which Globalization should be embraced"

"The sources presented depict various issues surrounding the pursuit of Ultra-nationalism"

"The focus of all three sources can be seen as a discussion of whether Free Market Societies provide opportunity and equality for all people"

Relationship Paragraph #2: Specific Links Paragraph

The 2nd relationship paragraph is intended to be a specific relationship that compares the similarities and differences between **all three** sources separately. Students should develop a specific relationship between two sources and clearly **explain how or why** the connection or link can be observed from the sources.

Similarities or Commonalities:

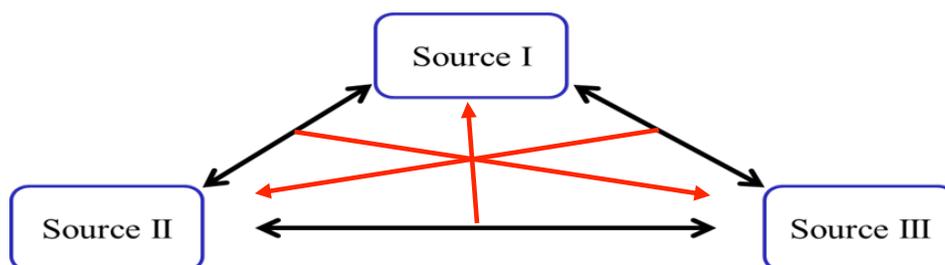
- Do the sources share a common perspective toward Liberalism? (grade level ideology)
- Do the sources share or embrace common characteristics/principles of Liberalism? (grade level ideology)
- Do the sources share similar of common beliefs and values?
- Do the sources present common or similar solutions to issues, problems or concerns faced with Liberalism? (grade level ideology)

Differences or Conflict

- Do the sources have conflicting or contrasting perspective toward Liberalism? (grade level ideology)
- Do the sources have conflicting characteristics/principles of Liberalism? (grade level ideology)
- Do the sources have different or conflicting beliefs and values?
- Do the sources present different or conflicting solutions to issues, problems, or concerns faced with Liberalism? (grade level ideology)

Students must **specify and clearly identify a relationship** among the sources and **fully develop an explanation of how or why** the sources are connected or linked.

Diagram of the Specific Links Paragraph



Different strategies for linking sources

Source I – II
Source II - III
Source III - I

OR

Source I & II vs. III
Source II & III vs. I
Source III & I vs. II

Writing Assignment I Format and Organization (Minor Essay)

Introductory Sentence?

Write a general introductory sentence that brings attention to the general topic or subject matter the sources present.

"Many struggle to agree on how much government intervention there should be within a nation's economy"

"There are arguments when discussing the degree of freedom a society should give to its citizens"

"There are many different systems that a society could organize and administer its government, each with benefits and problems"

"Governments use a variety of strategies when it comes to challenges facing an economy; some include heavy regulation, some limited regulation and some even combine both heavy and limited regulation depending of the economic situation"

Diagram of Essay Format

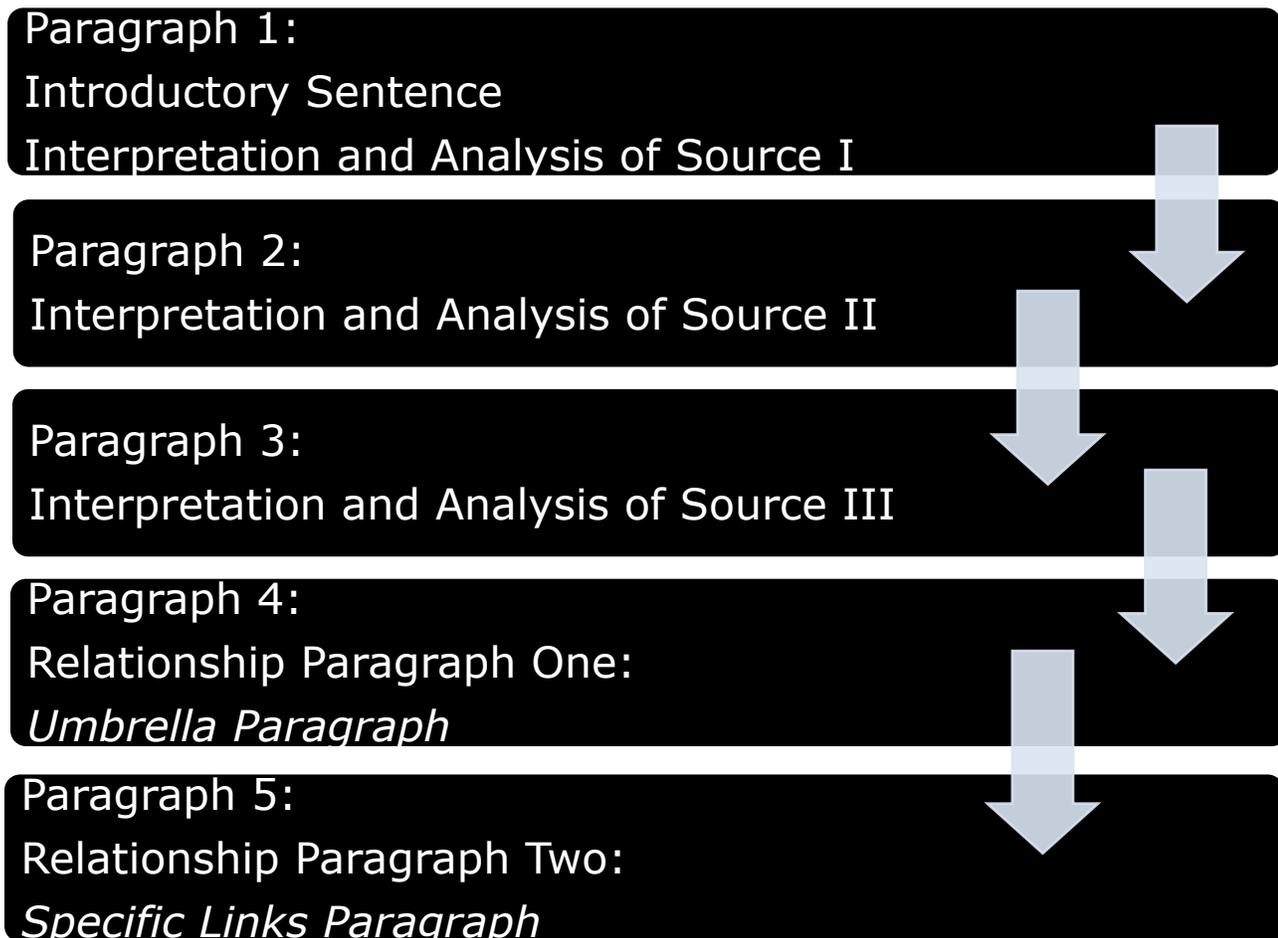


Diagram of Assessment Criteria

Interpretation and analysis of all three sources 12/20

Identification and explanation of relationships among all three sources. 6/20

Communication and organization 2/20

Total 20 Marks/ 20% of diploma final grade

Please review Writing Assignment I (Minor Essay) Rubrics located in the Virtual Classroom

The following links provide exemplars of 30-1 Writing Assignment I and II. Please view the sources before you review the exemplars. Included are exemplars that meet the following criteria:

Satisfactory (S) Proficient (PF) Excellent (E)

Diploma 2012

https://education.alberta.ca/media/6688262/05%20ss30-1%20sosw%20january2012_signoff.pdf

Diploma 2013

https://education.alberta.ca/media/6918959/07%20ss30-1%20sosw%20january2013_signoff.pdf