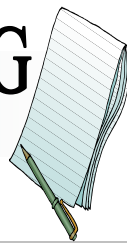


SOCIAL STUDIES MINOR WRITING ASSIGNMENT

SOCIAL 10, 20, 30



INTERPRETATION OF SOURCES

**take your time and do as much planning and outlining as possible before you start composing*

**be careful not to generalize with "absolute" or all encompassing words like:*

Every...
Everyone...
All...
Always...

**make sure you look at the assessment rubric being used to evaluate your work – ask for help if you are not sure what your teacher is looking for*

Students **must interpret all three sources**. The sources could be text, images, editorial/political cartoons or graphical (charts, graphs etc.).

INTERPRETATION
Interpretation means to 'explain something', in this case each source. Your task is to explain each source by deconstructing it. You need to explain the context of the source, including relevant historical background. How is the source connected to the theme of the course?

CARTOONS
You can use the STICS method to help you analyze the details within the cartoon

WRITTEN SOURCES
Identify and explain key terms within the text.

VISUALS
Look for specific details in the visual to explain – including references.

PERSPECTIVE
You need to demonstrate a clear understanding of each source's perspective(s). Provide historical and contemporary context for the source and the perspective(s) being shared. You must link each source to the context of the question (social 30-1 the link would be to principles of liberalism, social 20-1 the link is to nationalism, social 10-1 the link is to globalization).

*S- Symbols
T- Text
I - Imagery
C- Colour
S- Size

**assume the reader is someone who knows little about the topic; be specific and explain all of the information that you share*

you can organize your paper in a linear fashion (one paragraph for each source and a final paragraph for relationships) or you can write more holistically, but **you*

must address all sources.

RELATIONSHIP(S) AMONGST SOURCES

RELATIONSHIPS AMONGST SOURCES
Students must identify and explain the relationship(s) that exist **among all** sources

**useful transition phrases:*

It is true that... Undoubtedly...
Consequently... Nevertheless...
Furthermore... However...

**check for reference information for the sources - there can be valuable clues for your interpretation and the relationships.*

WHAT'S THE ISSUE OR THEME?
What issue/theme frames all three sources?
An issue question begins with 'To what extent should...'.
Try to craft an issue question that frames all three of the sources.
"Taken together the sources ask us to consider the extent to which..."

DRAWING RELATIONSHIPS
When looking for relationships amongst the sources you can look for similarities and differences and ask yourself the following questions:

- Do the sources share similar perspectives? Explain why or why not?
- Do the sources come from a similar time and/or place (historical context)
- Can the sources be placed on a continuum or spectrum?

**you may have to develop more than one relationship depending on the sources (1v2, 2v3, 1v3).*

COMMUNICATION

COMMUNICATION
When marking **Communication**, an assessor will consider how effectively the student communicates, including control of

- vocabulary – social studies vocabulary
- sentence structure
- mechanics, grammar, and organization

Note: Students are expected to use **paragraph form** for the response. Assessors will consider the proportion of error in terms of complexity and length of the response for the assigned task.

Vocabulary

- Word choice and usage (appropriate and accurate application of words according to the context and meaning, including social studies terminology)

Sentence Structure

- Syntax (the way in which words are combined to form phrases, clauses and sentences; completeness, consistency, and variety of sentence construction must be considered)

Mechanics, Grammar, and Organization

- Mechanics (punctuation, spelling, capitalization)
- Grammar (subject-verb agreement, pronoun reference, correctness of tense)
- Organization (coherence and focus)

**use social studies terminology whenever possible*

**although it is difficult to proof-read your own work, make sure you read over your paper to check for writing error before handing in your final product*