

Justifying a Decision

Students decide which organization they believe has the greatest impact on promoting internationalism for its members and defend their choice by using specific examples of actions taken by this organization.

Instructional Support

A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skill that is the focus for assessment (defend choice).

Setting the Context for Learning

- Select an example from pop culture of a situation where judges make a choice and defend that choice. The following links are two examples:
 - [American Idol](#)
 - [Dancing with the Stars](#)

Depending on student interest and the classroom context, you may wish to select other examples.

- Facilitate a class discussion about what constitutes an effective defence of a choice.

Defend Choice

- Brainstorm, with students, a list of characteristics that describe an organization that is effective in promoting internationalism for its members. Students may suggest characteristics such as the following: The organization:
 - brings together people from diverse backgrounds to work on common problems
 - reaches a large number of people
 - includes many different countries and nations
 - is recognized internationally for the work it does.
- Use the NGO example from Research to Make a Decision (the International Red Cross or whatever was selected there) to lead a discussion about the effectiveness of the selected organization based on the characteristics generated above.
- As students work toward completing the second part of the summative assessment task, defend choice, remind them that they need to identify which organization they believe is the most effective in promoting internationalism and that in order to defend their choice, they need to provide specific examples of actions taken by that organization.
- Advise students that in addition to providing evidence to show why one organization is most effective, they should also describe why they believe that the other organizations are not as effective. Preparing a counter-argument is one of the most effective ways that an individual can ensure that he or she has crafted the strongest argument possible.

Formative Assessment

Throughout this suggested activity, you will support students in achieving the following skill that is the focus for assessment:

- [defend choice](#)

The following formative assessment opportunity is provided to help students unpack and develop the focus skill for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skill for this activity. Formative assessment support is not intended to generate a grade or score.


Formative Assessment: Assessment for Learning Opportunity

Defend Choice



Involve students in *peer coaching* to provide and receive feedback about the persuasiveness of their justifications regarding which organization most effectively promotes internationalism for its members. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.

Feedback Prompts:

- Did I select a single organization as most effective in promoting internationalism for its members?
- Did I explain why my selected organization was most effective by providing specific examples of actions taken by the organization?
- Did I explain why the other choices are not as effective?
- Did I choose a format for my explanation that best illustrates the reasons for my choice?

These feedback prompts can be posted on an interactive white board or bulletin board, or incorporated into a feedback tool that can be copied for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 20-4 Formative Assessment Summary](#) .

Linking to the Summative Assessment Task

- As students defend a choice through the suggested activity Justifying a Decision, they will have completed the [Summative Assessment Task: Promoting Internationalism](#) .
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use the feedback received through the formative assessment opportunity to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunity to coach students toward completion of a quality product.

- If student performance does not yet fall within the three levels described in the summative assessment task rubric, work with the student to formulate a plan to address the student's learning needs.

Suggested Supporting Resources

Textbook References

Student Basic Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:



- Pages 271–279 Internationalism and Poverty

Teaching Resource—McGraw-Hill Ryerson, *Understanding Nationalism*:

- Reproducible 3.9.6 Possible Responses to International Affairs
- Reproducible 3.10.2 Comparing Foreign Policy Strategies
- Reproducible 3.11.6 Cultural and Language-based International Organizations
- Reproducible 3.12.2 Picturing Global Issues
- Reproducible 3.12.3 Criteria for Rating the Success of International Efforts to Address Global Challenges
- Reproducible 3.12.4 Internationalism and Contemporary Global Issues
- Reproducible B: Ten Steps to Making Effective Presentations
- Reproducible M: Exit Slips
- Reproducible R: Presentation Dos and Don'ts

Web Resources

Web Links for Online Sources:

- United Nations CyberSchoolBus—website material: [The United Nations: An Introduction for Students](#)
- Central Intelligence Agency, The World Factbook website—section: [European Union](#)
- [Organisation internationale de la Francophonie website](#)
- [NGO Links website](#)
- The Society for Safe and Caring Schools and Communities website—sections: [Information Booklets](#) and [Lesson Plans](#)
- [The NGOs Network website](#)
- [LearnAlberta.ca, Online Reference Centre](#):
 - Global Issues in Context (topic: United Nations)
- United Nations Association in Canada (UNAC) website and sections:
 - [Peace and Security](#)
 - [The Canadian Contribution to United Nations Peacekeeping](#) 
 - [Teachers' Handbook \(lessons\)](#)
 - [Myths and Facts – Canada and UN Peacekeeping](#)
 - [Resources – Links](#)
- LearnAlberta.ca: [Perspectives on Nationalism](#) – Section 03: How can the work of organizations affect the global community?
- Global Education website—section: [School Case Studies](#)
- Ontario Secondary School Teachers' Federation Web Quest: [Global and Active Citizenship](#) 

- [United Nations Peace Operations 2009: Year in Review](#)  (for teachers)

Organizations:

- Europa.eu website: [Europe in 12 Lessons](#)
- [Médecins Sans Frontières \(Doctors Without Borders\) website](#)
- [CIDA \(Canadian International Development Agency\) website](#)
- [Free the Children website](#)
- [World Vision website](#)
- [Amnesty International website](#)
- [Greenpeace website](#)
- [Human Rights Watch website](#)
- [Oxfam website](#)
- [Care website](#)
- [War Child website](#)
- [Canadian Red Cross website](#)
- [Canadian Women for Women in Afghanistan website](#)
- [Peace Brigades International website](#)
- [The Earth Charter Initiative website](#)
- [UNICEF Canada website](#) and section: [Convention on the Rights of the Child](#)

Animation/Video Creation:

- [Animoto website](#)
- [Comic Life 2 website](#)
- [ToonDoo website](#)
- [Bubblr website](#)
- [Microsoft Windows Movie Maker](#) (free download if have Microsoft Office)
- Microsoft Publisher (with Office suite)
- iMovie (with Apple suite of programs)

Videos:

- LearnAlberta.ca:
 - [Sudan \(Series: Doctors on the Frontline\)](#)
 - [In the Company of Fear](#) (Peace Brigades International using "protective accompaniment" in Colombia)
 - [Belonging: The Search for Acceptance \(Jean Vanier: A Canadian Inspiring the World\)](#)
- ABC website: [Dancing with the Stars](#)
- Fox, American Idol website: [Videos](#)

Critical Challenges:

- LearnAlberta.ca:
 - [Modelling the Tools: Assessing Web Site Credibility](#)
 - [Support Material: Recording Our Research](#)
 - [Support Material: Using Digital Technologies; Annotations](#)
 - [Support Material: Using Digital Technologies; Digital Citizenship](#)
 - [Support Material: Reading and Analyzing Nonfiction \(RAN\) Chart](#)
 - [Support Material: Using Digital Technologies; Searching and Organizing](#)

- [Support Material: Collecting Information](#)
- [Support Material: Reporter's Log](#)
- [Support Material: Justifying My Choice](#)
- [Support Material: Developing Effective Arguments](#)
- [Support Material: Creating a Press Release](#)
- [Support Material: Using Digital Technologies; Storytelling](#)
- [Support Material: Planning a Documentary](#)
- [Support Material: Looking for Techniques](#)