

“Making A Difference!”

With a partner, you are to choose a person from the list below and research how that person struggled (or is struggling) to change unjust laws. Write a brief account of this person’s life, making sure to answer the following questions:

- a) What inspired this person to work for change?
- b) What sacrifices or risks did this person endure while working for change?
- c) What strategies (violent or non violent) did this person use to achieve change?
- d) What results did this person achieve?

Students will present their research material in a visual display with an accompanying short oral presentation explaining the material on the poster.

The written section should be attached to your visual display and have a minimum of 250 words.

Visuals may include pictures, symbols, map, etc

<ol style="list-style-type: none">1. Fazle Abed (Bangladesh)2. Cesar Chavez (US)3. Martin Luther King Jr (US)4. Ralph Nader (US)5. Nelson Mandela (S. Afr.)6. Sue Rodrigues (Can)7. Dr. Henry Morgentaler (Can)8. Aung Sung Suu Kyi (Burma)9. Stephen Lewis (Can)10. Kailash Satyarthi (India)11. Jaya Arunachalam (India)12. Maude Barlow (Can)13. Lech Walesa (Pol)14. Safia Amajan (Afghanistan)	<ol style="list-style-type: none">15. Ovide Mercredi (Can-First Nations)16. Shirin Ebadi (Iran)17. Jody Williams (US)18. Dalai Lama (Tibet)19. José Ramos-Horta (East Timor)20. Rigoberta Menchú Tum (Guatemala)21. Subcommander Marcos (Mex)22. Pierre Trudeau (Can)23. Sompop Jantraka (Thailand)24. Fidel Castro (Cuba)25. Corazon C. Aquino (Philippines)26. Yasser Arafat (Palestinian)27. Mikhail Gorbachev (Rus)28. David Lepofsky (Can)
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Due Date: _____

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MAKING A DIFFERENCE
Poster and Presentation

Topic: _____

Names: _____

Criteria	0-2 marks	2-3 marks	3-4 marks	4-5 marks
Thinking				
Question 1 <input type="checkbox"/> Details <input type="checkbox"/> Length <input type="checkbox"/> Style	Gave little or no explanation of what inspired this person to work for change	Gave an adequate explanation of what inspired this person to work for change	Gave a good explanation of what inspired this person to work for change	Gave a thorough explanation of what inspired this person to work for change
Question 2 <input type="checkbox"/> Details <input type="checkbox"/> Length <input type="checkbox"/> Style	Gave little or no explanation of sacrifices or risks this person had to endure	Gave an adequate explanation of sacrifices or risks this person had to endure	Gave a good explanation of sacrifices or risks this person had to endure	Gave a thorough explanation of sacrifices or risks this person had to endure
Question 3 <input type="checkbox"/> Details <input type="checkbox"/> Length <input type="checkbox"/> Style	Gave little or no explanation strategies used	Gave an adequate explanation of strategies used	Gave a good explanation of strategies used	Gave a thorough explanation of strategies used
Question 4 <input type="checkbox"/> Details <input type="checkbox"/> Length <input type="checkbox"/> Style	Gave little or no description results this person achieved	Gave an adequate description of results this person achieved	Gave a good description of results this person achieved	Gave a thorough description of results this person achieved
Communication				
Visuals: <input type="checkbox"/> Pictures <input type="checkbox"/> Graphics <input type="checkbox"/> Maps	One or no diagrams present	Two diagrams that were relevant to points raised	Three diagrams that were relevant to points raised	Four or more neat diagrams that were relevant to points raised
Explanation: <input type="checkbox"/> Voice <input type="checkbox"/> Eye Contact <input type="checkbox"/> Intros <input type="checkbox"/> Balanced between two	<input type="checkbox"/> poor Voice (volume clarity) <input type="checkbox"/> no eye contact <input type="checkbox"/> no intros <input type="checkbox"/> not balanced	<input type="checkbox"/> OK Voice (volume clarity) <input type="checkbox"/> Some eye contact <input type="checkbox"/> Intros present <input type="checkbox"/> balanced	<input type="checkbox"/> Good Voice (volume clarity) <input type="checkbox"/> Good eye contact <input type="checkbox"/> Intros present <input type="checkbox"/> balanced	<input type="checkbox"/> Great Voice (volume clarity) <input type="checkbox"/> Great eye contact <input type="checkbox"/> Intros present <input type="checkbox"/> balanced

Mr. Aldunate

	STUDENTS
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