

## **Critical Tasks in Wiki – Writing Angela Pretorius**

**Critical Challenge 1:**      **What would be the most effective solution to (poverty/hunger; education; health; environment; economy; peace-keeping; human rights) in your country?**

Criteria for Judgement:      What criteria will your group use to solve this question?

Background Knowledge:      Examine prior resolutions, information on your country, strategies used in the past.

Critical thinking strategies:      Venn diagrams; positive and negative; t-charts.

Critical thinking vocabulary:      Bias, opinion, inference, fact.

**Critical Challenge 2:**      **What is the most effective way to communicate this information to my audience?**

Background Knowledge:      Writing skills - paragraphing, format, word choice, voice, persuasive informative essay

Critical thinking strategies:      Templates, research skills, information management

Critical thinking vocabulary:      Knowledge, thinking, communication, application, rubric

**Critical Challenge 3:**      **Critical friend questions**

Background knowledge:      Questions which probe and lead

Critical thinking strategies:      Looking for the gaps – applying what if.

Critical thinking vocabulary:      Types of questions using Bloom's taxonomy

**Critical Challenge 1:**      **What would be the most effective solution to (poverty/hunger; education; health; environment; economy; peace-keeping; human rights) in your country?**

Criteria for Judgement:      What criteria will your group use to solve this question?

Background Knowledge:      Examine prior resolutions, information on your country, strategies used in the past.

Critical thinking strategies: Venn diagrams; positive and negative; t-charts.

Critical thinking vocabulary:      Bias, opinion, inference, fact.

### **Lesson Plan 1:**

1. Inform students that they will now be creating a position paper for their country.
2. Have students read over a copy of their country's position paper.
3. Ask them what they notice about it as a form of writing. List what they see in the paper.
4. Ask them to identify what the three major issues of their country are.
5. The students will select one main issue and this will determine which committee they will be represented on.
6. Have students write a general draft position paper based on their current knowledge of their country. This position paper outline will be approximately 3 sentences. It will identify the background problem, present concern, and an action statement. These outlines will be posted on wikispaces.
7. It is assumed that students are familiar with creative thinking strategies (ie. Think Bowl). If not it is suggested that teachers take the students through a creative thinking exercise – see attached lesson plan.
8. In their groups and using the knowledge they have accumulated on their country as well as prior position statements, the students will determine which are the three most important issues facing their country in the world today.
9. The group will develop criteria to determine which issue will have the greatest impact on their country if it is resolved. The students will use a t-chart to link issue and criteria. To do this, students will need to have a good understanding of their country's position on this issue as well as what committees they have been part of in the past.

**Critical Challenge 2:      What is the most effective way to communicate this information to my audience?**

Background Knowledge:    Writing skills - paragraphing, format, word choice, voice, persuasive informative essay

Critical thinking strategies: Templates, research skills, information management

Critical thinking vocabulary:      Knowledge, thinking, communication, application, rubric

**Lesson Plan 2:**

1. In order to formulate their ideas the concept of a “burger” outline will be given to the students, i.e.
  - a. top bun – a brief introduction to the country and its history regarding the topic;
  - b. next the burger/content – the country background on the topic including;
  - c. lettuce – the country’s action on a national level, including political and/or foreign policy;
  - d. tomato – the country’s actions on the international level including resolutions, conventions and declarations that the country supports, statistics regarding the issue, quotes taken from speeches made by heads of government and/or government representatives;
  - e. bottom bun – the country’s recommendation for a resolution for the topic.
2. Students will write individual papers and post them in a group folder. Students will be provided with a tip sheet on how to research their topic and useful websites to use in creating their position paper.

### **Critical Challenge 3: Critical friend questions**

Background knowledge: Questions which probe and lead

Critical thinking strategies: Looking for the gaps – applying what if.

Critical thinking vocabulary: Types of questions using Bloom's taxonomy

#### **Lesson Plan 3:**

1. Students will be given a critical friends outline as well as different types of questions based on Bloom's taxonomy.
2. Students will then peer edit each others work or offer critical friend comments.
3. Final resolutions will be posted on the wikipage as will the individual research papers for the position paper.
4. Students will have to post three questions on other position papers in the committee they are in.
5. Students will take these questions posed by other groups and use them in constructing arguments for when they meet in their committees. These questions will help them research answers to the questions posed as well as to develop a strategy for debating their position.