

CPW4U – Culminating Task #2

Build A Society



Or



Plan A Revolution

Unit Value: 2 Units

Time: 8 Days + Homework

CPW4U – Culminating Task #2

Learning Guide #1

Unit Value: 1 Unit

Time: 4 Days + Homework

Evaluation:

Evaluation – None

Expectations:

VBV.03 · demonstrate an understanding of the many similarities and differences in the aspirations, expectations, and life conditions among the peoples of the developed and the developing nations.

PI2.01 – distinguish among opinions, facts, and arguments in sources;

PI2.02 – describe some of the key methods of analysis used by political scientists;

PI2.03 – draw conclusions based on an effective evaluation of sources, analysis of information, and awareness of diverse political interpretations.

PI1.02 – collect data from a range of media and sources (e.g., print or electronic media, interviews, government and community agencies);

PI1.03 – classify and clarify information by using timelines, organizers, mind maps, concept webs, maps, graphs, charts, and diagrams;

VB3.03 – analyse the main differences between the social beliefs and ideologies in developed and developing countries (e.g., individual and community property ownership, private and public capitalism, inter-party democracy and intra-party democracy);

Culminating Task

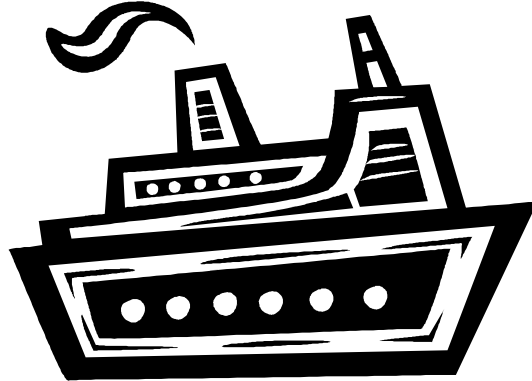
Option 1 -- A Tropical Misadventure

Find one or two people to work with for this assignment. Remember, whenever you are asked to work with another person or persons, choose your partners wisely. Get some reassurance from them that they will be participating wholly in the project. Each person is to have a copy of the work in their notes.

The Scenario

Your politics class has been awarded a trip to Cuba to examine the reality of an alternative system of government.

On the morning of your departure—you are going by ship, leaving from New York—you are told that your teacher has flown ahead to ensure that the hotel accommodations and everything else that is needed will be ready for you when you arrive. You will be staying at a luxury 5 star resort for 2 weeks (there is a bit of irony here since you are there to examine the state of Castro's Cuba, however)



But, on the way to Cuba your cruise ship encounters Hurricane Fabian and sinks near a remote island in the Caribbean. Fortunately, you and the other 2000 passengers were all able to make it to the large island that you could see from the ship. Everyone managed to escape wearing only the clothes on their backs and everything else was swallowed by the sea as the ship sank quickly to the bottom. There is a possibility that you could be stuck here forever as there is no trace of the ship, nor was the ship able to communicate its predicament since the

hurricane knocked out all the ship's communication devices.

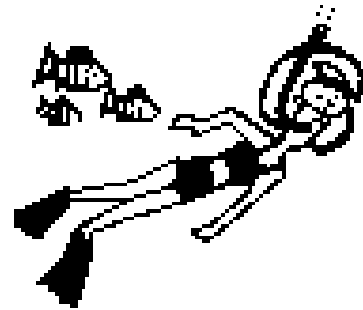
So ... you could be stuck on the island forever. Once you reach the shore you discover that the island has the following characteristics:

- a) 25% of the population is under 12 years old
- b) 25% of the population is between 12 and 17 years old
- c) 50% of the population is 18 or older
- d) it is approximately 10 km long and 5 km wide
- e) it has a fresh water spring
- f) there is an abundance of tropical vegetation, fruits and vegetables
- g) it is populated with wildlife, none of it particularly harmful to humans
- h) there are no poisonous snakes or spiders
- i) the sea can provide plenty of fish
- j) there is no one on the island other than the 2000 people from the ship

- k) the available natural resources on the island will allow the entire group to survive provided that everyone works 6 hours per day.
- l) Each person that does not work 6 hours a day has their duties passed on to the rest of the people.

Since there is NO certainty that you will be rescued ever, you must establish a peaceful and orderly society that will fulfill the needs and wants of the group. Remember, you are the only ones on the island and hopefully a search and rescue effort will find you—someday.

Don't worry, your teacher has not forgotten you but is having a lovely time touring Havana, snorkeling and relaxing with a tall, cool drink beside the pool. Since **you** are the students of politics, **you** will have some work to do.



The Assignment

Your group's task is to create the "ideal" government for the island. You will need to develop an answer to each of the issues below as a group in order to make decisions. **Your finished product may take the form of a report, a speech, a radio broadcast, or a "constitution" document, or another format of your choosing.**

1. Discuss the following issues with your group and explain your answers—remember—each person needs their own copy of this.
 - a) What kind of political system will be put into place on your island?
 - b) How will laws and decisions be established?
 - c) How will laws and decisions be enforced?
 - d) How will leaders be selected?
 - e) For what length of time will a leader hold office?
 - f) What powers and responsibilities will be given to the leader?
 - g) You and your group will develop TEN laws for the island – a constitution.

2. Now that you have established a framework, some day-to-day survival details need to be worked out. Discuss these issues with your group as well and explain your answers.
 - a) Who will work?
 - b) Will there be anyone who does not work? Why?
 - c) How will work be distributed?
 - d) How will you provide food for your society?
 - e) How will you divide up your resources?

3. Each member of the group is to write **his or her own** summary of the experience of producing the structure and laws of your new island home. This should be 1-2 paragraphs in length. In your individual summary, you should consider how the different points of view (or lack of same) impacted the decision making process (Hint: Use the political spectrum results for each member to generate a conclusion). **Was the process smooth, bumpy or an epic failure of negotiations?**

Option 2

In a group of three or four, plan and execute a revolution during which you will overthrow a leader and establish an alternative government for your country. To begin, your group should make some decisions on the following criteria.

1. What kind of country is this? Is it Canada or the United States? A third world banana republic? A European state with a long history?
2. Who are you? Is your background in the military, government, or social activism? Are you labour leaders?
3. What form of government are you replacing? Are you a group of democrats seeking to remove a dictator, or are you a small faction of military leaders who want to take control of a democratic structure? Any combination is possible; just decide in advance the starting point.
4. By what means will you overthrow the current regime? Will it be bloodless or violent? Will you inspire the average citizens to employ civil disobedience to destabilize the government, or will you employ a coup d'état?
5. How will you solidify power? Do you impose martial law to control the citizenry or do you turn over the country's wealth to the public?
6. What are the priorities of the new regime? Consider Maslow's hierarchy of needs, and the level of service you believe a government should provide.
7. How will you endeavor to achieve these goals?

When you've completed these discussions, you will produce a brief documentary chronicling the glorious revolution. The documentary must provide the following:

- a. A description of the revolutionaries (that would be you!). What was their role prior to the revolution? What is their political ideology? Who are their political and ideological influences? What is their reason for overthrowing the existing regime?
- b. A discussion of how the revolution evolved. Was it quick, bloody and violent or was it the result of a long, grassroots protest movement?
- c. What happened to the outgoing regime? Have they been arrested? Exiled? Shot?
- d. What have the revolutionaries done since coming to power? Have they opened the borders to the international community or have they established a rogue government that seeks to associate only with like minded nations?
- e. Have the lives of the average citizens improved with the arrival of the revolution, or are they worse off?
- f. A prediction of what is to come. Will there be an attempt to overthrow the new regime? Will things continue to improve for the general public? Is democracy in the cards or will the revolutionaries become increasingly repressive?

The final project

Write and record a news broadcast that might be produced in the aftermath of the revolution. It could be audio only (for radio) or video (for TV or the internet). In either case, you are encouraged to use archived footage to add realism to the final piece. If producing a video, download footage of mass protests, military combat or other relevant events from internet sources – You Tube, Google Video, Archive.org. This footage should SUPPLEMENT your

documentary voice over, not run instead of a quality explanation of YOUR revolution. If producing an audio piece, sound effects sites across the internet provide free clips of crowds cheering and chanting, gun fire and the like. These should be used as illustration, not a replacement for a clearly written, well explained script. You can use Microsoft Moviemaker, iMovie, GarageBand, or any other video/audio editing software available to you to produce this documentary. When done, an audio documentary can be submitted as an MP3 file. A video documentary should be submitted as an MPEG or AVI format.

A Final Word Of Warning

DO NOT ALLOW THESE ASSIGNMENTS TO BALLOON INTO TIME WASTERS

Set a strict timeline, divide responsibilities between the group members, and stick to your commitments. Use this schedule as a guideline:

Meeting 1

- Decide on which assignment to do
- Brainstorm ideas for the completed assignment
- Divide group responsibilities – researching or developing specific areas should be a focus
- Set deadlines for completing those responsibilities

Meeting 2

- Share what each group member has uncovered or developed
- Discuss technical needs for the completed assignment – video, audio, recording equipment editing equipment, props etc
- Determine roles for each member in the completed assignment

Meeting 3

- Begin writing the rough draft
- Identify areas or weakness and assign a group member to solve these problems
- Begin collecting the necessary supplementary audio/video/photos

Meeting 4

- Complete script/written portion
- Begin rehearsal for recording session
- Finalize script

Meeting 5

- Record/Video the piece

Meeting 6

- Edit recorded footage and supplementary material into final piece

Meeting 7

- Screen final piece to group
- Submit with rubric

While this is an aggressive schedule, a well organized and coordinated group should be able to complete this assignment in 7-10 days (or faster).

