**Grade Twelve law**

**CLN 4U**

**Culminating Activity: Essay**

This course culminating activity will involve researching and writing a **1500-2000 word** expository essay and utilizing Chicago style formatting.

A minimum of five sources, three of which must be primary sources, is required for your bibliography.

Facts, quotations, or illustrations from reference materials should be used to support your viewpoint. Use footnotes to document these sources in the body of the essay, and the works cited page (also called the bibliography to document sources at the end of the essay).

Yes, you need BOTH footnote citations and a bibliography!

All books, magazines, internet citations, and other resources used while researching your essay should appear in a bibliography at the end of your essay.

The bibliography and footnotes must adhere to the style requirements outlined in accordance with The Chicago Manuel of Style.

Refer to OWL at Purdue University’s site: <https://owl.english.purdue.edu/owl/resource/717/01/>

**To begin: choose a topic related to International Law that interests you!**

**The ICRC (Red Cross) website or the Economist are good places to start looking for ideas**

**ICRC:** [**https://www.icrc.org/**](https://www.icrc.org/)

**The Economist:** [**http://www.economist.com/topics/international-law**](http://www.economist.com/topics/international-law)**.**

**In your essay, you must cover the following:**

1. An explanation of the current situation concerning your topic. You should identify the main characters involved, as well as their role in the affair.
2. A detailed overview of the circumstances and issues relating to the topic. This may well include historical background. This must incorporate a minimum of three sources.
3. A recognition and understanding of the international and domestic laws that are impacted in the story. These must also be sourced.
4. Are the laws effective? What are the obstacles preventing the enforcement of laws?
5. A comparison of equivalent domestic laws (if applicable)
6. Finally, you must include a paragraph on your point of view. What pressures or measures can or should be brought to bear in order to alleviate the situation, both nationally and internationally? What international organizations can play a role in the outcome?

Here are some “Big” issues, at least one of which will be explored through your, narrower topic

1. State sovereignty
2. Arctic and state sovereignty
3. The development of international law
4. Regulating international impact of domestic law
5. The importance of treaties
6. Diplomatic relations
7. Diplomatic immunity
8. Distinguishing between opinion and fact
9. The league of Nations
10. The United Nations
11. The International Court of Justice
12. International Human rights
13. Regional and specialized organizations
14. Modern territorial issues
15. Ocean boundaries and maritime boundaries
16. The atmosphere and other global issues
17. Airspace and outer space
18. Military conflict
19. Peaceful resolution of disputes
20. Methods and strategies of conflict dispute
21. The Geneva conventions
22. Peace keeping

The essay will be marked on the attached rubric.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course-Culminating Assignment: Formal Essay**

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| ***Categories*** | ***Level 4******80-100%*** | ***Level 3******70-79%*** | ***Level 2******60-69%*** | ***Level 1******50-59%*** |
| ***Knowledge & Understanding****The essay reflects thorough knowledge of the topic examined.**The essay reflects thorough understanding of the concepts, ideas, etc. explored.* | *-demonstrates**thorough knowledge**of content**-demonstrates**thorough understanding**of content* | *-demonstrates**considerable knowledge**of content**-demonstrates**considerable understanding**of content* | *-demonstrates**some knowledge**of content**-demonstrates**some understanding**of content* | *-demonstrates**limited knowledge**of content*A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.*-demonstrates**limited understanding**of content* |
|  | ***9.6 9.2 8.8 8.5 8.2*** | ***7.8 7.5 7.2*** | ***6.8 6.5 6.2*** | ***5.8 5.5 5.2*** |
| ***Thinking****The final product is the result of careful planning and revision.**Appropriate evidence is effectively selected to support the argument.*  | *-uses planning skills with a high degree of effectiveness**-uses critical**thinking processes**with a high degree**of effectiveness* | *-uses planning skills with considerable effectiveness**-uses critical**thinking processes**with considerable effectiveness* | *-uses planning skills with some effectiveness**-uses critical**thinking processes**with some effectiveness* | *-uses planning skills with limited effectiveness**-uses critical**thinking processes**with limited effectiveness* |
|  | ***9.6 9.2 8.8 8.5 8.2*** | ***7.8 7.5 7.2*** | ***6.8 6.5 6.2*** | ***5.8 5.5 5.2*** |
| ***Communication****The student’s ideas are effectively organized and the argument is convincingly supported using the point/proof method.**All of the conventions of formal academic style and of the discipline are adhered to.* | *-expresses and**organizes ideas**and information**with a high degree**of effectiveness**-uses conventions,**vocabulary, and**terminology of the**discipline with a high**degree of effectiveness* | *-expresses and**organizes ideas**and information**with considerable effectiveness**-uses conventions,**vocabulary, and**terminology of the**discipline with considerable effectiveness* | *-expresses and**organizes ideas**and information**with some effectiveness**-uses conventions,**vocabulary, and**terminology of the**discipline with some effectiveness* | *-expresses and**organizes ideas**and information**with limited effectiveness**-uses conventions,**vocabulary, and**terminology of the**discipline with limited effectiveness* |
|  | ***9.6 9.2 8.8 8.5 8.2*** | ***7.8 7.5 7.2*** | ***6.8 6.5 6.2*** | ***5.8 5.5 5.2*** |
| ***Application****The student’s argument reflects an accurate analysis of the issues raised in Law and its impact and (where appropriate) includes an examination of opposing perspectives (an antithesis).* | *- applies knowledge and skills in familiar**contexts with a high degree of effectiveness**-transfers knowledge and skills in familiar**contexts with a high degree of effectiveness* | *- applies knowledge and skills in familiar**contexts with considerable effectiveness**-transfers knowledge and skills in familiar contexts with considerable effectiveness* | *- applies knowledge and skills in familiar**contexts with some effectiveness**-transfers knowledge**and skills in familiar contexts with some effectiveness* | *- applies knowledge and skills in familiar**contexts with limited effectiveness**-transfers knowledge**and skills in familiar contexts with limited effectiveness* |
|  | **9.6 9.2 8.8 8.5 8.2** | **7.8 7.5 7.2** | **6.8 6.5 6.2** | **5.8 5.5 5.2** |

 **Important Note on Due Dates:**