

One Child Policy Storyboards

Background: In “Geography and Demography”, de Blij introduces the concept of The Global Spiral and how various areas of the world attempt to manage finite resources and growing populations. In communist China, this attempt resulted in unforeseen demographic challenges.

Purpose: Your purpose in this assignment is to synthesize (bring together) six distinct historical events or concepts including *Patriarchy*, *Confucianism*, *Maoism*, *The Great Leap Forward* and *The Great Famine*, and *The One Child Policy* to understand why males of certain age cohorts are of a disproportional percentage of Chinese society.

Objective: Your objective is to create a fictional story that weaves these various historical concepts together into one cohesive story with a plot, beginning, middle, and end.

Methodology: You will research, using approved sources, Patriarchy, Confucianism, Maoism, The Great Leap Forward and The Great Famine, as well as the One Child Policy. These approved sources can be found on my website. After taking notes (evidence of which will be part of your final grade), you will create a story that tells how China’s current demographic situation is a result of the convergence of these six events and concepts. You will use the research options on a slybaloo that can be found on my website, under the de Blij tab in the Pre-AP Geography section (<http://www.slybaloo.com/home/mix/onechildpolicy>). You will need to cite your sources in a Works Cited page (this can be handwritten) at the end of your notes. As you research, continue to question how a particular concept or event played a part in China’s current demographic situation.

Product: Your final product will be an illustrated storyboard that synthesizes the five events and concepts into a fictional story discussing the reasons behind the current demographic situation in China (there are significantly more men than women in certain age groups today). Your grade will be based on your storyboard AS WELL as evidence of research (through written notes) and citations. In other words, I will be looking to see that you have taken written notes for each of the six concepts/events as well as provided me with citations for the sources you use in your notes. (These are notes, not dissertations! A page of your notes for each concept is most likely sufficient).

Scoring: This is a summative grade. You will be assessed on your final storyboard, as well as your evidence of research and citations. A rubric is attached. ALL submissions will be turned into my sub (I will be at the Art School Conference) 21/22 October. You will sign a “turn in sheet” stating that the substitute received your project (to protect your work) during class.

Rubric

Category	Excellent 5pts	Good 4pts	Acceptable 3 pts	Needs Improvement 2pts	Poor 1pt
Evidence of Research	Evidence of research of all major themes	Evidence of 4 major themes or less	Evidence of 3 major themes or less	Evidence of 2 major themes or less	Evidence of 1 or fewer major themes
Synthesis of Major Themes	Student demonstrates how all major themes interact to create negative effects of One Child Policy	Student demonstrates how 4 or fewer major themes interact to create negative effects of One Child Policy	Student demonstrates how 3 or fewer major themes interact to create negative effects of One Child Policy	Student demonstrates how 2 or fewer major themes interact to create negative effects of One Child Policy	Student demonstrates how 1 or fewer major themes interact to create negative effects of One Child Policy
Comprehension of Major Themes	Student demonstrates understanding of all major themes	Student demonstrates understanding of 4 or fewer major themes	Student demonstrates understanding of 3 or fewer major themes	Student demonstrates understanding of 2 or fewer major themes	Student demonstrates understanding of 1 or fewer major themes
Citations	Evidence of at least 5 correct citations	Evidence of 4 correct citations	Evidence of 3 correct citations	Evidence of 2 correct citations	Evidence of 1 correct citations
Storyline	Student creates a complete story with fictional characters and unique plot	Student creates a complete story with fictional characters, however plot is not creative (teacher giving a lesson, etc)	Student creates a someone uneven story with fictional characters but poor plot or no plot	No storyline was provided, no fictional characters, more of a description of each event	No storyline provided, only definitions of each event
Aesthetics	Exceptionally aesthetically pleasing. Color used to enhance storyboard.	Aesthetically pleasing, no color used.	Aesthetically acceptable	Aesthetically poor, appears hurried or that little attention paid to illustrations	Little effort or attention paid to illustrations

Points awarded/30 x 100 = Percent Score (28/30x100=93%)

Example of a storyboard from last year (and trust me – I’ve seen some very good storyboards done with STICK FIGURES – you don’t need to be a visual artist to do well with this concept).

