

Name: _____

Class Period: _____

Economics – Mr. DeWeese

GLOBAL POPULATION

/40

During the last two class periods, you were introduced to the opinions of Hans Rosling via his TED Talks *Religions and Babies* and *Global Population Growth, Box By Box*. Rosling utilizes historic data in order to not only draw conclusions on world population growth, but also to argue the means by which to achieve his conclusions.

In this population piece, I would like you to incorporate the following:

- Identify Rosling's positions with respect to the "capping" of our global population
- What variables does Rosling believe are the keys to stopping population growth?
- What factors that Rosling did not present do you believe will either strengthen his conclusion or could prove his conclusion invalid? (Address both)
- Conclusion: Why are you in agreement or not in agreement with Rosling?

The expectation is that this is a "formal" writing. Therefore, it is suggested that the following criteria are met:

- MLA Formatting
- Introductory paragraph w/topic sentence underlined
- Body: Address each of the above statements/questions in their entirety utilizing factual information presented
- Conclusion

The scoring rubric can be found on the reverse side. (Points will be doubled)

Hard copy is due on: _____

Scoring Rubric

Characteristics of Effective Writing	Point Value	4	3	2	1
Clear Focus – <i>The single controlling point made with an awareness of task about a specific topic</i>		Sharp, distinct controlling point made about a single topic with evident awareness of the task	Apparent point made about a single topic with sufficient awareness of the task; some type of beginning, middle and end	Limited to vague focus; some evidence of a specific topic	Confused to no focus; minimal evidence of a topic
Content – <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</i>		Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial and/or minimal content; circular development
Organization – <i>The order developed and sustained within and across paragraphs using transitional devices and including introduction and conclusion</i>		Sophisticated arrangement of content with evident and/or subtle transitions for sequencing of the discussion	Functional arrangement of content that sustains a logical order with some evidence of transitions for the sequencing of ideas	Confused or inconsistent arrangement of content with or without attempts at transition	Minimal control of the arrangement of the content to no sequencing of ideas with transitions
Style – <i>The choice, use, and arrangement of words and sentence structure that create tone and voice</i>		Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to the audience	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to the audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structure
Conventions – <i>Grammar, mechanics, spelling, usage, and sentence formation</i>		Evident control of grammar, mechanics, spelling, usage, and sentence formation	Sufficient control of grammar, mechanics, spelling, usage, and sentence formation	Limited control of grammar, mechanics, spelling, usage, and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation

Total Points: _____/20