

## DESIGNING CRITICAL CHALLENGES

In supporting teachers to develop their own critical challenges, the developers of the TC<sup>2</sup> model have identified six types of tasks or questions that invite students to make reasoned judgments.

PROMPTS	ENGLISH/LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES
<p><b>CRITIQUE THE PIECE</b> Students assess the merits/shortcomings of a designated figure, product or performance (may be teacher provided or student produced)</p>	<ul style="list-style-type: none"> <li>● Determine the appropriate punctuation for this “stripped-down” version of the song Galileo</li> <li>● <i>Is My Left Foot</i> an appropriate choice for study in our schools?</li> </ul>	<ul style="list-style-type: none"> <li>● Are the results of this experiment to be trusted?</li> <li>● Is the information on this web site credible?</li> </ul>	<ul style="list-style-type: none"> <li>● Are our questions about WWII powerful?</li> <li>● Has the author provided a fair and full account of what actually happened?</li> </ul>
<p><b>JUDGE THE BETTER OR BEST</b> Students judge from among two or three options (teacher provided or student generated) which one(s) best meets the identified criteria.</p>	<ul style="list-style-type: none"> <li>● In <i>Hamlet</i>, who is the more noble character: Laertes or Hamlet?</li> <li>● Is the Wolf in the <i>True Story of the Three Little Pigs</i> good or bad?</li> </ul>	<ul style="list-style-type: none"> <li>● Who has the greatest mind: da Vinci, Newton or Einstein?</li> <li>● The earth is long overdue to be struck by some kind of heavenly object. Which should be most feared – being hit by a meteor, an asteroid or a comet?</li> </ul>	<ul style="list-style-type: none"> <li>● Which is the more effective form of transportation in the Arctic: the dog sled or the snowmobile?</li> <li>● Should your family move to Weyburn or Prince George?</li> <li>● Which of the five nominees is the most impressive legacy of ancient Egypt?</li> </ul>
<p><b>REWORK THE PIECE</b> Students transform a product or performance in light of additional information or an assigned focus, perspective, genre, etc.,</p>	<ul style="list-style-type: none"> <li>● Write two editorials – one supporting, another refuting- that the charge of the Light Brigade was “That glorious blunder of which all Englishmen are justifiably proud.”</li> </ul>	<ul style="list-style-type: none"> <li>● Given data on the behaviour of a specified object in the earth’s gravity, reconstruct the results if this object was on Mars.</li> </ul>	<ul style="list-style-type: none"> <li>● Rewrite an historical account using the R-A-F-T-S approach.</li> <li>● Write a letter of reference for Thomas More.</li> </ul>
<p><b>DECODE THE PUZZLE</b> Students suggest and justify a proposed solution, explanation or interpretation to a confusing or enigmatic situation.</p>	<ul style="list-style-type: none"> <li>● Deconstruct the message embedded in the ads.</li> <li>● Drawing on corroborating references from elsewhere in the story, explain what the author is saying in this section.</li> </ul>	<ul style="list-style-type: none"> <li>● Based on the findings from the simulated dig of dinosaur remains, write a short account explaining what occurred on this site.</li> </ul>	<ul style="list-style-type: none"> <li>● Find a powerful metaphor that richly characterizes an aspect of Canadian life.</li> <li>● Identify and support with evidence the R-A-F-T-S in a fellow student’s writing.</li> </ul>
<p><b>DESIGN TO SPECS</b> Students develop a product that meets a specific set of specifications/conditions.</p>	<ul style="list-style-type: none"> <li>● Prepare briefing notes for the premier on today’s front-page news, dealing comprehensively but succinctly with all relevant topics.</li> <li>● Create an anti-smoking poster using at least four techniques of persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>● Build a structure using the materials provided that will achieve the specified results.</li> <li>● Design a rich habitat for the assigned animal.</li> </ul>	<ul style="list-style-type: none"> <li>● Create six questions for the end-of-unit exam, that are clear, non-trivial, manageable and require more than recall of information.</li> </ul>
<p><b>PERFORM TO SPECS</b> Students perform or undertake a course of action that meets a given set of specifications/conditions.</p>	<ul style="list-style-type: none"> <li>● Develop and implement a realistic plan to pursue your English/Language Arts learning priorities for this term.</li> </ul>	<ul style="list-style-type: none"> <li>● Carry out an experiment with paper airplanes establishing which combination of four specified design variations(nose weight, size of paper, stiffness of paper, shape) will result in the farthest flight.</li> </ul>	<ul style="list-style-type: none"> <li>● What might you do personally to make a lasting but respectful contribution to someone else’s life?</li> <li>● Implement a campaign to boycott products by companies that exploit their workers.</li> </ul>