

**Canadian History since World War I, Academic/Gifted
Canada, 1914-1929 Historical Thinking Essay**

Through a thorough analysis of the content examined in Unit One and utilizing the indicated *Historical Thinking* concepts respond in essay form to one of the questions below:

1. To what extent was the period 1914 to 1929 a period of change in Canadian history? ***Continuity and Change***
2. To what extent were Canadians of different backgrounds included in Canadian society in the period 1914 to 1929? ***Historical Perspective***
3. How did global events impact the lives of Canadians during the period 1914 to 1929? ***Cause and Consequence***

Your essay submission should be formatted according to the criteria below:

- Word-processed;
- Size 12 font;
- Double-spaced;
- 500 to 750 words.

You should use the citation style indicated by your teacher to both cite your in-text sources and to create a bibliography.

Your essay response must be submitted to Turnitin – use the following url (http://turnitin.com/en_us/login) to create a new account.

Your “class name” is _____.

Your class i.d. is _____.

Your password is _____.

Due Date: _____.

Canada, 1914-1929 Historical Thinking Essay Essay Outline

Thesis Paragraph

Topic Sentence, Focus, Thesis

Thesis Checklist

- Topic
- Position
- Area of Investigation

Body Paragraph(s)

Body Paragraph #1

Topic Sentence (introduce the point you are going to discuss in this paragraph)

Point (Your First Idea)

Proof (Evidence/Example Used to Support Your Point)

Proof (Evidence/Example Used to Support Your Point)

Discuss (The relationship Between the Point and Proof)

Concluding Sentence (show how the point you have successfully made above supports the thesis)

Repeat the above for each Body Paragraph

Concluding Paragraph

Illustrate the success of the argument you have made in defence of your thesis.

Offer an Extension or an idea that your audience will ponder after they have finished reading your paper.

Start with a general introduction to your topic. Move on to a more specific 'look' at your topic matter. End with a very specific sentence that you will devote the rest of your essay to defending.

In your thesis be sure that you use powerful and persuasive language – don't engage in hyperbole but don't sit on the fence either.

Remember: No 'Organizational Principles'

It's here that you get to 'show off'. Remember that the real purpose of this paper is to illustrate how much you've learned in the first half of the course and how you can draw on that information to respond to the question.

At this level essay-writing becomes a bit of an 'art'. Try to link the point and each of your 'proofs' effectively and to transition from paragraph to paragraph smoothly.

Remember also that your purpose is to persuade – you need to present the best possible evidence to support your thesis that you can to convince the audience that yours is the best possible position to take.

If I can't stop thinking about the argument you made (for all the right reasons) then you've succeeded in setting yourself apart from all of the other essays I'll read.

Canada, 1914-1929 Historical Thinking Essay
Your Essay Outline

Thesis Paragraph:

General Opening Statement: Open the paragraph by writing a general statement about your topic as an introduction to the overall essay. Provide context such as the who, what, where, when.

Follow your opening statement with a sentence that narrows the focus of your thesis paragraph; providing a link between the *general* opening statement and the *very specific* thesis.

Thesis Statement: Your thesis statement is meant to respond to the question ultimately establishing your position in the paper (the thesis must include a topic, position and an area of investigation and it should be arguable, provable and worth proving).

Thesis Statement (*do not the first person*; use formal language):

Essay Body:

Paragraph 1

Every body paragraph must be properly introduced. This paragraph will discuss your first point and *must* always have two ‘proofs’ - evidence from your research in the form of quotations from a primary or secondary source, facts, examples or statistics) that will support your position:

Begin with a topic sentence which introduces this first point:

The body of the paragraph can be written in the following way:

Point (*your* idea):

Proof (the idea *of another*):

Explanation/Discussion *your* ideas):

Point (*your* idea):

Proof (the idea *of another*):

Explanation/Discussion *your* ideas):

Concluding Sentence: finishes your paragraph, summarizes your points and always connects to the thesis

Paragraph 2

Begin with a topic sentence which introduces this first point:

Point (*your* idea):

Proof (the idea *of another*):

Explanation/Discussion *your* ideas):

Point (*your* idea):

Proof (the idea *of another*):

Explanation/Discussion *your* ideas):

Concluding Sentence: finishes your paragraph, summarizes your points and always connects to the thesis

Paragraph 3

Begin with a topic sentence which introduces this first point:

Point (*your* idea):

Proof (the idea *of another*):

Explanation/Discussion *your* ideas):

Point (*your* idea):

Proof (the idea *of another*):

Explanation/Discussion *your* ideas):

Concluding Sentence: finishes your paragraph, summarizes your points and always connects to the thesis

Concluding Paragraph:

This paragraph begins by illustrating the success of your argument and may offer your reader an extension – something to think about in line with the ‘new’ light you have shed on the topic which you’ve written about.

Restate your thesis illustrating the success of your argument:

Canadian History since World War I, Academic/Gifted Canada, 1914-1929 Essay Rubric

Categories	Level 4 80-100%	Level 3 70-79%	Level 2 60-69%	Level 1 50-59%
<p>Knowledge & Understanding <i>The essay reflects thorough knowledge of the topic examined.</i></p> <p><i>The essay reflects thorough understanding of the concepts, ideas, etc. explored.</i></p>	<p>-demonstrates <i>thorough</i> knowledge of content</p> <p>-demonstrates <i>thorough</i> understanding of content</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-demonstrates <i>considerable</i> knowledge of content</p> <p>-demonstrates <i>considerable</i> understanding of content</p> <p>7.8 7.5 7.2</p>	<p>-demonstrates <i>some</i> knowledge of content</p> <p>-demonstrates <i>some</i> understanding of content</p> <p>6.8 6.5 6.2</p>	<p>-demonstrates <i>limited</i> knowledge of content</p> <p>-demonstrates <i>limited</i> understanding of content</p> <p>5.8 5.5 5.2</p>
<p>Thinking <i>The final product is the result of careful planning and revision.</i></p> <p><i>Appropriate evidence is effectively selected to support the argument.</i></p>	<p>-uses planning skills with a <i>high degree</i> of effectiveness</p> <p>-uses critical thinking processes with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-uses planning skills with <i>considerable</i> effectiveness</p> <p>-uses critical thinking processes with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-uses planning skills with <i>some</i> effectiveness</p> <p>-uses critical thinking processes with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-uses planning skills with <i>limited</i> effectiveness</p> <p>-uses critical thinking processes with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>
<p>Communication <i>The student's ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method.</i></p> <p><i>All of the conventions of formal academic style and of the discipline are adhered to.</i></p>	<p>-expresses and organizes ideas and information with a <i>high degree</i> of effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>-expresses and organizes ideas and information with <i>considerable</i> effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>-expresses and organizes ideas and information with <i>some</i> effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>-expresses and organizes ideas and information with <i>limited</i> effectiveness</p> <p>-uses conventions, vocabulary, and terminology of the discipline with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>
<p>Application <i>The student's thesis paragraph effectively introduces the topic and develops a position, the thesis contains all of the required elements, and the conclusion effectively illustrates a successful argument.</i></p>	<p>- applies knowledge and skills in familiar contexts with a <i>high degree</i> of effectiveness</p> <p>9.6 9.2 8.8 8.5 8.2</p>	<p>- applies knowledge and skills in familiar contexts with <i>considerable</i> effectiveness</p> <p>7.8 7.5 7.2</p>	<p>- applies knowledge and skills in familiar contexts with <i>some</i> effectiveness</p> <p>6.8 6.5 6.2</p>	<p>- applies knowledge and skills in familiar contexts with <i>limited</i> effectiveness</p> <p>5.8 5.5 5.2</p>

A student whose achievement is below Level 1 has failed to meet the expectations for this assignment.