Canadian History since World War I, Academic

**Canada, 1914-1945 Historical Thinking Essay**

Making a thorough analysis of the content examined in the course so far, covering the period between **1914 and 1945**, respond in essay format after developing a thesis based on one of the themes below:

1. Alienation, marginalization, and/or segregation in Canada
2. Canadian autonomy
3. Key figures and ground-breaking innovations as “turning points”

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

* Word-processed;
* Size 12 font;
* Double-spaced;
* 750 words (approx. 3 pages)
* Should not include use of first person pronoun ~~(“I think that” or “In my opinion”)~~

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

Your essay response must be submitted to Turnitin.com – an anti-plagiarism website. If you have not already signed up, instructions are on my website, mshibbert.weebly.com. Use the class I.D number below, not the course code itself to register.

 Class I.D Password

|  |  |  |
| --- | --- | --- |
| CHC2D1F2 | 13787276 | hibbert |
| CHC2D1G1 | 13787310 | hibbert |
| CHC2D1H1 | 13787293 | hibbert |

Due Dates: Outline- February 22nd

 Completed Essay- March 7th

**Canada, 1914-1929 Historical Thinking Essay**

**Essay Outline**

**Thesis Paragraph**

*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’***

***\*Do not list the points you will be covering in your essay***

*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.*

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* idea):

Proof *(a quote or paraphrased supporting evidence):*

Explanation (*analyze/ explain supporting evidence*):

Point (*your* idea):

Proof *(a quote or paraphrased supporting evidence):*

Explanation (*analyze/ explain supporting evidence*):

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

\*transition to your next body paragraph

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.

 **Essay Plan**

**Conclusion**

**-Reiterate your thesis (but do not say it in exactly the same way)**

**-More generally answer, “SO WHAT?” What final impression do you wish to leave on the reader?**

**Body Paragraph 3**

**Organizing principle:**

**First Example:**

**Explain:**

**Second Example:**

**Explain:**

**Body Paragraph 1**

**Organizing principle:**

**First Example:**

**Explain:**

**Second Example:**

**Explain:**

**Body Paragraph 2**

**Organizing principle:**

**First Example:**

**Explain:**

**Second Example:**

**Explain:**

**Introduction**

 **-Introduce topic/ put into context**

 **-Background info**

**-Ends with thesis**

**-**

**Essay Plan**

\*Open by introducing the topic very generally, by setting up the context for your thesis. Your thesis itself, will be very narrow and specific.

Your “organizing principles” consist of the themes/topics you will present to support your thesis. Each “organizing principle” will make up a Body Paragraph. You should have three organizing principles, each one supported by two examples, BUT YOU WILL NOT LIST THEM IN YOUR INTRODUCTORY PARAGRAPH!

(it is not necessary and not sophisticated, given the shortness of this essay)

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Introduction:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Thesis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Body Paragraph 1**

**\*This paragraph will discuss your first organizing principle and MUST have 2 pieces of evidence (historical examples, quotations, paraphrased ideas or statistics) that will support your position**

Introduce your first topic (organizing principle):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide your first supporting **point**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back it up with evidence/ **proof**! (often a quote):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analyze & **Explain** what your evidence/ proof reveals about Canada during the time you are discussing.

\*Transition into your next example

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide your second supporting **point**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back it up with evidence/ **proof**! (often a quote):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analyze & **Explain** what your evidence/ proof reveals about Canada during the time you are discussing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concluding sentence: (wraps up the paragraph and links back to your thesis)

\*Transition into your next example

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Body Paragraph 2**

Introduce your second topic (organizing principle):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide your first supporting **point**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back it up with evidence/ **proof**! (often a quote):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analyze & **Explain** what your evidence/ proof reveals about Canada during the time you are discussing.

\*Transition into your next example

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide your second supporting **point**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back it up with evidence/ **proof**! (often a quote):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Source** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Analyze & **Explain** what your evidence/ proof reveals about Canada during the time you are discussing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concluding sentence: (wraps up the paragraph and links back to your thesis)

\*Transition into your next example

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Body Paragraph 3**

Introduce your third topic (organizing principle):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide your first supporting **point**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back it up with evidence/ **proof**! (often a quote):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analyze & **Explain** what your evidence/ proof reveals about Canada during the time you are discussing.

\*Transition into your next example

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Provide your second supporting **point**:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Back it up with evidence/ **proof**! (often a quote):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Analyze & **Explain** what your evidence/ proof reveals about Canada during the time you are discussing.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Concluding sentence: (wraps up the paragraph and links back to your thesis)

\*Transition into your conclusion!

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conclusion**

**\*This paragraph begins with a restatement of your thesis and completes the essay with a general closing statement. It is the final impression left with a reader so try to be captivating and provocative! Ask yourself, “So what?”. Why is my essay topic important and worth reading about? Never introduce new evidence in your conclusion!**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

List 6 Sources you will be citing using the Chicago Manuel of Style:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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%** |
| **Knowledge & Understanding***The essay reflects thorough knowledge of the topic examined.**The essay reflects thorough understanding of the concepts, ideas, etc. explored.*  | -demonstrates*thorough* knowledgeof content-demonstrates*thorough* understandingof content | -demonstrates*considerable* knowledgeof content-demonstrates*considerable* understandingof content | -demonstrates*some* knowledgeof content-demonstrates*some* understandingof content | -demonstrates*limited* knowledgeof content-demonstrates*limited* understandingof 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***Appropriate evidence is effectively selected to support the argument and explanation reveals insight* | -uses criticalthinking processeswith a *high degree*of effectiveness | -uses criticalthinking processeswith *considerable* effectiveness | -uses criticalthinking processeswith *some* effectiveness | -uses criticalthinking processeswith *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***All of the conventions of formal academic style and of the discipline are adhered to.**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.* | -uses conventions,vocabulary, andterminology of thediscipline with a *high degree* of effectiveness- applies knowledge and skills in familiarcontexts with a *high degree* of effectiveness | -uses conventions,vocabulary, andterminology of thediscipline with *considerable* effectiveness- applies knowledge and skills in familiarcontexts with *considerable* effectiveness | -uses conventions,vocabulary, andterminology of thediscipline with *some* effectiveness- applies knowledge and skills in familiarcontexts with *some* effectiveness | -uses conventions,vocabulary, andterminology of thediscipline with *limited* effectiveness- applies knowledge and skills in familiarcontexts 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 final product is the result of careful planning and revision.**The student’s ideas are effectively organized and the argument is convincingly supported using the point/proof/discuss method.**Citations are included in the essay along with a bibliography*  | -uses planning skills with a *high degree* of effectiveness-expresses andorganizes ideasand informationwith a *high degree*of effectivenessProper citations are included in the essay along with a properly formatted bibliography  | -uses planning skills with *considerable* effectiveness-expresses andorganizes ideasand informationwith *considerable* effectivenessCitations are included in the essay with a few errors. Bibliography contains a few errors.  | -uses planning skills with *some* effectiveness-expresses andorganizes ideasand informationwith *some* effectivenessCitations are included in the essay with several errors. Bibliography contains several errors. | -uses planning skills with *limited* effectiveness-expresses andorganizes ideasand informationwith *limited* effectivenessCitations are included in the essay with many errors. Bibliography contains many errors. |
|  | **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** |

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