

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## History Culminating Assignment: An Essay on Change

As Canada developed during the late 19th and early 20th century (1860's - 1910's), it experienced changes on a large scale, including:

- *the replacement of French with English as the first language in the West*
- *further loss of land and rights for the First Nations*
- *developments of factories and large cities*
- *women began voicing their rights and becoming involved in the workforce*
- *immigrants came into Canada, changing the population*
- *the West developed into agricultural towns*



In your history essay, you will choose one of the changes above (or will propose another change) and answer the question, “**Was this change for the best?**” Your argument should consider short and long-term effects of this change and multiple perspectives.

### History Success Criteria:

- Chooses one side (the change either is or is not for the best) to argue but...
- ...Discusses multiple perspectives
- Includes detailed description of the change (what was it? How did it come about? Who was involved? What were the short-term effects of the change? The long-term effects?)
- Demonstrates critical thinking about the topic and multiple connections

### Literacy Success Criteria:

- Follows a five paragraph structure
- Uses persuasive techniques to convince audience
- Maintains a professional tone
- Includes a thesis statement
- Grammar, spelling and word choices all effective
- Not in first person (no “I”, “you”, “we”, “our”, “us”)

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## Essay Outline

### Introduction Paragraph:

- 1) Hook -
- 2) Introduce topic -
- 3) Thesis -
- 4) Briefly explain three main points -

### Paragraph One: Describe the change

- 1) Topic sentence -
- 2) Point 1-
- 3) Example/ Quote -
- 4) Explain-
- 5) Point 2-
- 6) Example/ Quote -
- 7) Explain -

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**Paragraph Two: Your opinion about the change (explain why it is good or bad)**

1) Topic sentence -

2) Point 1-

3) Example/ Quote -

4) Explain-

5) Point 2-

6) Example/ Quote -

7) Explain -

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**Paragraph Three: What were the effects?**

1) Topic sentence -

2) Point 1-

3) Example/ Quote -

4) Explain-

5) Point 2-

6) Example/ Quote -

7) Explain -

**Conclusion:**

Restate thesis in different words -

Resummarize your three main points -

Leave your reader with something to think about -

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## **Sample Introductory Paragraphs**

### **Beneficial Changes to Women's Rights in Canada**

In 1929, after a long decade of challenges and debates, the women of Canada were finally declared “persons” under the law and were therefore able to vote. This was not a sudden change, but one that was developed after many years of gradual shifts in Canadian society as women began to voice their opinions and make their place outside of the home. **The changes to women's rights during the nineteenth and twentieth centuries in Canada were beneficial, and forever changed the nation for the better.** This essay will explore how these changes came about, the benefits of these changes, and the short and long-term effects on Canada and its society.

### **Loss of Lands, Loss of Rights: How Change Hurt the First Nations**

The name “Canada” comes from the Huron-Iroquois word for village, *kanata*, and accurately reflects the important role Aboriginal peoples have played in this country since before its conception. The First Nations people have lived in Canada for centuries, and in that time have gradually seen their homeland, their rights, and their way of life disappear. **Changes in Canada during the late nineteenth and early twentieth centuries caused First Nations to lose their culture and their lands and were detrimental to their population.** This essay will explore the main changes that the First Nations people faced in the West, the negative aspects of these changes, and the short and long-term effects on Canada's Aboriginal population.

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## Essay Research

<b>My Topic:</b>	
<b>My Thesis:</b>	
<b>Paragraph 1 Topic:</b>	
<b>Information</b>	
<b>Paragraph 2 Topic:</b>	
<b>Information</b>	
<b>Paragraph 3 Topic:</b>	
<b>Information</b>	
<b>Sources:</b>	

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### History Rubric

	Level 1 3 4 5	Level 2 6.0 6.5 6.9	Level 3 7.0 7.5 7.9	Level 4 8 9 10
<b>Knowledge and understanding of content</b>	Demonstrates limited knowledge and understanding of the events, vocabulary, and people creating this change.	Demonstrates some knowledge and understanding of the events, vocabulary, and people creating this change.	Demonstrates considerable knowledge and understanding of the events, vocabulary, and people creating this change.	Demonstrates thorough knowledge and understanding of the events, vocabulary, and people creating this change.
<b>Use of planning, processing and critical thinking skills</b>	Uses planning skills with limited effectiveness. Generates few questions and ideas that relate to the main concepts. Limited inferences, connections, and synthesizing.	Uses planning skills with some effectiveness. Generates some questions and ideas that relate to the main concepts. Some inferences, connections, and synthesizing.	Uses planning skills with considerable effectiveness. Generates many questions and ideas that relate to the main concepts. Considerable inferences, connections, and synthesizing.	Uses planning skills with thorough effectiveness. Generates extensive questions and ideas that relate to the main concepts. Thorough inferences, connections, and synthesizing.
<b>Use of conventions, vocabulary and terminology</b>	Uses conventions, vocabulary, and terminology of history with limited effectiveness.	Uses conventions, vocabulary, and terminology of history with some effectiveness.	Uses conventions, vocabulary, and terminology of history with considerable effectiveness.	Uses conventions, vocabulary, and terminology of history with a high degree of effectiveness.
<b>Application and transfer of knowledge and skills, making connections.</b>	Applies and transfers historical knowledge with with limited effectiveness. Makes few connections between historical events and modern life, and offers few solutions for past, present and future problems.	Applies and transfers historical knowledge with with some effectiveness. Makes some connections between historical events and modern life, and offers some solutions for past, present and future problems.	Applies and transfers historical knowledge with with considerable effectiveness. Makes many connections between historical events and modern life, and offers many solutions for past, present and future problems.	Applies and transfers historical knowledge with with a high degree of effectiveness. Makes extensive connections between historical events and modern life, and offers extensive solutions for past, present and future problems.
<b>Comments</b>				