



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

## In-Class Defining Moments Summative Essay, CHC2D

In 1904 Prime Minister Wilfrid Laurier said:

*Canada has been modest in its history. In my estimation, it is only commencing. It is commencing in this century... I think the twentieth century shall be filled by Canada.*

**Task:** using your knowledge of Canada's history from 1900 to the present day, you must agree or disagree with Prime Minister Laurier's statement by identifying THREE (3) *defining moments* in Canada's history in the form of an essay. This essay requires you to draw from the skills you have been developing throughout the semester, and must include the following:

- Introduction, with a thesis statement and brief outline of your three arguments
- A body paragraph for each defining moment which identifies the moment, and explains its significance to Canada's history (i.e. how was Canada changed as a result of this event, or what does this event tell others about our country?)
- Conclusion
- At least one post World War II "defining moment"
- Length: 2-3 pages, double spaced

**Defining moment** = an event, action or decision that results in significant change for a person or country.

- You will be completing this project in stages as follows:

Stage	Date to be completed	In-class or at home	Mark value
Thesis, annotated bibliography		In-class & at home	
Research notes		In-class & at home	
Essay outline		In-class	
Final essay		In-class	

**Potential Topics (if you have another idea, please speak to your teacher):**

1900-1920	1920-1945	1945-Present
<ul style="list-style-type: none"> <li>- Vimy Ridge</li> <li>- Halifax Explosion</li> <li>- Residential Schools in Canada</li> <li>- Regulation 17 &amp; the Manitoba Schools Act</li> <li>- Introduction of Conscription</li> <li>- Formation of the League of Indians</li> <li>- Passchendeale</li> </ul>	<ul style="list-style-type: none"> <li>- Person's Case</li> <li>- On-to-Ottawa Trek &amp; Regina Riot</li> <li>- Winnipeg General Strike</li> <li>- D-Day and Juno Beach</li> <li>- Internment of Japanese Canadians</li> <li>- Balfour Declaration &amp; Treaty of Westminster</li> <li>- St. Louis incident</li> <li>- Passing of the Chinese Exclusion Act</li> <li>- Creation of the CBC</li> <li>- Creation of new political parties – CCF, Social Credit, Union Nationale</li> <li>- Camp X</li> <li>- Ortona</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of Nunavut</li> <li>- Quiet Revolution</li> <li>- Pearson's Nobel Peace Prize</li> <li>- Creation of the Canadian Flag</li> <li>- FLQ Crisis</li> <li>- Gouzenko Affair</li> <li>- Expo 1967</li> <li>- Formation of NORAD</li> <li>- 1995 Quebec Referendum</li> <li>- Trudeaumania</li> <li>- Passing of the Official Languages Act</li> <li>- Bringing home of the Constitution and the Charter of Rights and Freedoms</li> </ul>

**Defining Moments Final Evaluation**

<b>Criteria</b>	<b>Level 1 (50-59)</b>	<b>Level 2 (60-69)</b>	<b>Level 3 (70-79)</b>	<b>Level 4 (80-100)</b>
<b>Thesis &amp; Annotated Bibliography –</b> Formats are used correctly Variety of sources	Thesis is missing, does not address topic or is unclear  Bibliography contains a limited variety of sources; entries are either incomplete or formatted incorrectly	Thesis is present and addresses topic, but is unclear  Bibliography contains some variety of sources; entries are complete but formatted incorrectly	Thesis is present, addresses topic and is clear  Bibliography contains some variety of sources; entries are complete and formatted correctly	Thesis is present, addresses topic, is clear and thought provoking  Bibliography contains a great deal of variety in sources; entries are complete and formatted correctly
<b>Research Notes –</b> Format used correctly Relevance of information selected	Research notes are not complete; information included is either irrelevant or inaccurate	Research notes are complete; information is accurate, but not all relevant	Research notes are complete; information is relevant and accurate	Research notes are complete; information is relevant, accurate and well chosen
<b>Essay Outline</b>	Essay outline only partially completed; ideas are not complete	Essay outline has been completed; but ideas are not clear/difficult to follow	Essay outline has been successfully completed	Essay outline is complete, ideas are clear and easy to follow
<b>Structure – Introduction</b> Indicates topic Thesis is clearly identified Captures reader's interest	Topic is not identified Thesis is absent or unclear Fails to capture reader's interest; disjointed, unclear	Topic is identified but is somewhat unclear Thesis is provided but is somewhat unclear (weakly worded thesis) Weak in capturing reader's interest	Topic is clearly identified Thesis is clear Effective at capturing the interest of the reader	Topic is identified in a highly effective manner Thesis is clear and highly effective Highly effective at capturing the interest of the reader
<b>Content – Supporting Arguments</b> Arguments are related to the main idea/thesis	Arguments are unrelated	Arguments are unclear and not logically related to the main idea	Arguments are usually clear and logically related to the main idea	Arguments are clear and highly effective; logically related to the main idea
<b>Content – Evidence and Examples</b> Relevant supporting evidence is used to support the argument(s) Sufficient facts used	Limited support of points, evidence is mostly irrelevant Limited or unrelated facts used	Some points have been supported, some evidence is not relevant Insufficient or missing facts	Most points have been supported with relevant evidence Sufficient use of facts	Each point has been supported with relevant evidence Substantial use of facts
<b>Structure – Conclusion</b> Summarizes thesis/main idea	Abrupt ending Main ideas are not summarized	Thesis and main points are summarized, but are somewhat unclear	Thesis and main points are summarized clearly	Thesis and main points are summarized in a highly effective manner Provides a powerful ending
<b>Mechanics</b> Correct spelling and grammar used Appropriate use of language Professional tone	Grammar and spelling with limited accuracy and effectiveness Language and word choice is inappropriate, unprofessional	Grammar and spelling with some accuracy and effectiveness Language used is somewhat appropriate – some difficulty with word choice	Grammar and spelling with considerable accuracy and effectiveness Language used is effective, and results in a professional tone	Correct grammar and spelling with accuracy and effectiveness all of the time (no errors) Highly effective, professional language

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### Defining Moments Essay Outline

To be completed in point form, unless otherwise indicated.

Essay Part	Explanation of part	Example
<b>Topic sentence</b>	One sentence that introduces the general topic of your essay	
<b>Thesis</b>	A clearly written, debatable opinion that answers a question	
<b>Introduction of arguments</b>	In a sentence, list the arguments you will be addressing in your essay. This sentence is the last sentence of your introduction.	
<b>Argument statement 1</b>	Indent, then one sentence that directly supports your thesis.	
<b>Proofs</b>	<p>Facts or examples which: <i>explain, clarify, and/or define ideas</i>, to support your argument statement.</p> <p>Introduce each proof, with a transition word            -Transition word examples:            “For example”, “For instance”, “To demonstrate”, “To illustrate”, “This can be seen”            “In this case”</p> <p>-When introducing your 2<sup>nd</sup> or 3<sup>rd</sup> proof, use the following transition words: “In addition, Also, Another, Besides that, Further, Finally”</p> <p><b>You need at least 2 proofs to support your argument, though you should always aim for 3 proofs to back up your argument.</b></p>	
<b>Transition sentence</b>	A sentence that ties up the 1 <sup>st</sup> argument, and makes a connection to the second argument.	
<b>Argument statement #2</b>	See argument statement 1, above	
<b>Proofs</b>	Same as “proofs” above	

<b>Essay Part</b>	<b>Explanation of part</b>	<b>Example</b>
<b>Transition sentence</b>	A sentence that ties up the 2 <sup>nd</sup> argument, and makes a connection to the third argument	
<b>Argument statement 3</b>	See argument statement 1, above	
<b>Proofs</b>	Same as "proofs" above	
<b>Conclusion, 1<sup>st</sup> sentence</b>	<p>Indent, transition phrase, then rephrase the original thesis</p> <p>Examples of conclusion transition phrases are: "In summary, In conclusion, In brief, Summing up, Therefore, Hence, Ultimately"</p>	
<b>Review of 3 arguments</b>	In a sentence, review the 3 arguments you presented, and indicate why they support your thesis	