

Change and Its Impact: Canada Since 1918

<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p>	<p>7.2.3 Students will appreciate the challenges that individuals and communities face when confronted with rapid change.</p> <p>7.2.6 Students will critically assess the impacts of social and political change on individual and collective identities in Canada since 1918 by exploring and reflecting on questions and issues from 7.2.6</p>	<p>Background: Students can limit searches by using the deep web rather than a spider engine.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Students go to www.noodletools.com 2. On this site, students can either enter into “Choose the Best Search for Your Information Needed. This site has numerous options of search engines that are appropriate for certain searched. Some of these engines are American, however, much of the information is very valuable. 3. Another tool on www.noodletools.com is NoodleQuest. This tool will help students to narrow their topic, or find a topic. By checking the boxes (as many or as few as they choose), students will be given search strategies. 4. Another search engine that will access the deep web is www.alltheweb.com. An example may be searching “Women+Suffrage+Canada” will produce numerous resources completely on topic. The search can be narrowed by narrowing the parameters. <p>For an explanation of the deep web, see http://www.fno.org/feb06/deep.html</p> <p>Background: Students can use the persuasion tool to map out the argument for and against women being granted the right to vote.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1) After acquiring information about the perspectives on the right to vote, students may use the persuasion tool http://www.readwritethink.org/materials/persuasion_map/ to organize their arguments. 2. Students choose to start a new persuasion map. They then add their name and a title. From here they add a thesis statement, reasons and support for the reasons. This sight is very easy to use since it has forward and back arrow for easy editing.
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<p>Specific Outcomes 3.1 plan and conduct a search, using a wide variety of electronic sources 3.2 refine searches to limit sources to a manageable number 3.3 access and operate multimedia applications and technologies from stand-alone and online sources 3.4 access and retrieve information through the electronic network 3.5 analyze and synthesize information to create a product 3.6 communicate in a persuasive and engaging manner, through appropriate forms, such as speeches, letters, reports and multimedia presentations, applying information technologies for content, audience and purpose</p>		<p>3. If the product is to be in written form, students can use http://www.orangeusd.k12.ca.us/yorba/persuasive_writing1.htm for tips on persuasive writing.</p> <p>4. A rubric can be found http://www.readwritethink.org/lesson_images/lesson56/persuasive.pdf</p>
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Eleven Sentence Persuasive Paragraph

	5	4	3	2	1
Introductory Sentences	Concept is introduced in a very clear and well expressed manner.	Concept is introduced clearly and to the point.	Introduction is a little confusing, but the general ideas are accurate.	Introduction is quite confusing due to long explanations and/or confusing writing.	Introduction makes little sense.
Thesis Statement	Thesis is completely clear and well stated.	Thesis is clear and to the point.	Thesis is a little long, but the opinion is clear.	Thesis is confusing.	Thesis is missing.
Supporting Sentences	Supporting points are excellently expressed and examples clearly illustrate the point. Page numbers are included.	Supporting points are very well expressed and examples illustrate the point. Page numbers are included.	Supporting points can be a little confusing, but examples clarify. Page numbers are present.	Supporting points are incomplete or examples do not illustrate the points well. Page numbers may or may not be present.	Supporting points are quite confusing or are missing, and examples do not clarify.
Concluding sentences	Creatively and expressively sums up the argument. Paragraph finishes strongly.	Sums up the argument well and finishes quite strongly.	Conclusion shows a good attempt at summing up the argument.	Conclusion shows some attempt at summing up the argument.	Conclusion is unrelated to the points or is missing.
Mechanics	The writing is error free. Sentence openers are varied and	The writing has some errors but these do not detract from the	The writing has quite a few errors, which cause some difficulty in	The writing has many errors that detract from the meaning.	Little attempt is evident at correcting errors or including

	completely correct.	meaning. Sentence openers are varied.	understanding the writing. Some attempt at sentence openers.	Little variety in sentence openers.	sentence openers.
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