**Then and Now (Midterm Essay)**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| Then and Now Preliminary Step: Essay Outline | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| Then and Now | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

The overemployed to the point of cliché Santayana maxim “Those who cannot remember the past are condemned to repeat it”, provides maybe the most compelling reason for studying history. Indeed, the past warns of danger, never more relevant than now. We have entered an era of divisive and reactionary politics, volatile international tensions, and, economic instability and irresponsibility. This is eerily similar, though of course not the same, to circumstances in the first half of the 20th Century. To what extent are we repeating injustices, mistakes and oversights that had resulted in the Great Depression, World Wars, genocides and exclusionary policies?

In a prescient, challenging and compelling essay you will examine aspects of Canadian, and world, History between 1914 and 1945, and, compare them to contemporary events and persons.

For this assignment you will write a short essay. Consider the **essay topic:**

***Compare and contrast specific trends, policies, persons and events from Canadian and World History between 1914 and 1945 to specific contemporary trends, policies, persons and events. Is Canada, and the World, in peril?***

As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**Then and Now Expectations**:

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914.
2. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada.
3. Analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics.
4. Explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada.
5. Describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada.
6. Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.
7. Explain how various individuals, groups, and events, including some major international events, contributed to the development of identity, citizenship, and heritage in Canada between 1929 and 1945.

**Then and Now: Essay Outline**

To write an effective essay, a student must research and plan effectively, ideally creating an essay outline with the thesis, supporting arguments and resources well ahead of the due date. This allows the student to adequately organize and carefully consider, revise and rethink their work.

**Then and Now Essay Outline Instructions:**

1. Review the Essay Writing Guide on the class website for general information about effective essay writing and instructions on using the Chicago Manual of Style.
2. For additional help with the Chicago Manual of Style visit the website the Owl at Purdue –

[https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/%20%20)

1. Research from your textbook, reputable websites and from any documents used in class. Make notes of important points and record the page number. Record any referencing information using the Chicago Manual of Style.
2. Begin to formulate a thesis and arguments that support the thesis. Make sure the thesis relates to the essay topic and the arguments support the thesis.
3. There should be two to three arguments – using the state, example, explain, link (point, proof, discuss) method – with academic references, that support your thesis.
4. Complete the essay outline on the following pages. Ideally type the outline using the following pages as a template.

**Then and Now Essay Outline**

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

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

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**Supporting Argument 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Examples (Proof): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Sources and Page #’s:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Sources and Page #’s:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Footnotes and Bibliography:** List the resources using the Chicago Manual of Style first in the format for the bibliography then in the format for a footnote.

1. Bibliographic Format

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**Then and Now Essay Outline Rubric**

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| Communication |
| Thesis and arguments were inadequately communicated.  | Thesis and arguments were barely adequately communicated.  | Thesis and arguments were adequately communicated.  | Thesis and arguments were well communicated.  | Thesis and arguments were eloquently and clearly communicated.  |
| 0 1 2 2. 5 3 3.5 4 4.5 5 |

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| The bibliographic resources were not recorded using the Chicago Manual of Style.  | The bibliographic resources were recorded using the Chicago Manual of Style with many errors.  | The bibliographic resources were recorded using the Chicago Manual of Style with some errors.  | The bibliographic resources were recorded using the Chicago Manual of Style with minor errors.  | The bibliographic resources were recorded using the Chicago Manual of Style without errors.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| The thesis did not address the topic and the examples showed evidence of no research.  | The thesis minimally addressed the topic and the examples showed evidence of very limited research.  | The thesis mostly addressed the topic and the examples showed evidence of minimal research.  | The thesis addressed the topic and the examples showed evidence of research.  | The thesis captured the topic and the examples showed evidence of thorough research.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| The explanations and links were not convincing.  | The explanations and links were minimally convincing. | The explanations and links partially convincing.  | The explanations and links were convincing.  | The explanations and links were very convincing.  |
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**Then and Now**

With the thesis penned and arguments considered, the essay should be easy. Include an introduction, two to three body paragraphs and a conclusion; type, two to three pages, use the Chicago Manual of Style for citation.

**Then and Now Instructions:**

1. Begin your essay prior to the night before, a good essay takes time to write and edit.
2. Write an introductory paragraph, with the thesis as the last sentence.
3. If you are having trouble with the introductory paragraph, think about context (time and place) or moving from the general to the specific.
4. Each body paragraph requires:
	1. (Statement) a clear topic sentence outlining the argument
	2. (Examples) that illustrate your argument or support for your argument with an academic reference (footnote corresponding to bibliography)
	3. (Explanation and Link) further explanation of the example coupled with a link to the thesis
5. Write the body paragraphs.
6. Finish with a conclusion that summarizes your argument; you could go from the specific to general.
7. Two to three pages.
8. Make sure any quotations, paraphrased ideas or statistics are referenced with a footnote that matches a source in the bibliography, using the Chicago Manual of Style.
9. Use spell and grammar check.
10. Have a peer or parent edit the paper.
11. Make sure there is a title, your name and bibliography.
12. Print and submit.

**Then and Now Essay Rubric**

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Communication** |
| Limited ideas were communicated with way too many grammatical and spelling errors.  | Some ideas were communicated with many grammatical and spelling errors. | Ideas were communicated with some grammatical and spelling errors. | Ideas were well communicated without many grammatical and spelling errors. | Ideas were eloquently communicated without grammatical and spelling errors.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| No academic footnotes and a bibliography were employed.  | Some academic footnotes and a bibliography were employed, but did not support arguments. | Some academic and applicable footnotes and a bibliography were employed to support arguments. | Mostly academic and applicable footnotes and a bibliography were employed to support arguments. | Academic and highly applicable footnotes and a bibliography were employed to strongly support arguments. |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| Early civilizations were not explored with no relevant specific examples.  | Early civilizations were partially explored without relevant specific examples.  | Early civilizations were marginally explored with mostly relevant specific examples.  | Early civilizations were explored with relevant specific examples.  | Early civilizations were thoroughly explored with highly relevant specific examples.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| A thesis was not supported and there was no insight.  | A thesis was barely supported and there was minimal insight.  | A thesis was partially supported and there was limited insight.  | A thesis was supported and there were some insights.  | An interesting thesis was amply supported and there were a number of insightful thoughts.  |
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