

Canadian History: A visual presentation of argument

Students will research a chosen topic, create a traditional essay outline, then create a visual representation of their argument and present it to the class. This will include a variety of steps, some **assessed**, others **evaluated**. All steps must be completed before progressing to the next step, regardless of whether they are 'for marks'. Those not meeting deadlines will be provided with extra time to work on this in Study Hall.

Timeline of deadlines:

Nov. 24-Dec. 4: researching and taking notes on facts/ideas that would support your thesis.

Tues, Dec. 5: Hand in **Thesis statement, Works Cited** (3 sources), and **rough summary of reading** (*assessed*)

- For each source used, provide a 80-100 word summary of what you read and how it will be useful to your argument.

Dec. 5-Dec 14: Work on Outline of argument

Friday, Dec. 15: Hand in **Outline of Argument** (1 pg) and **Summary of Readings** (1 pg) (*evaluated*)

- This is the same as a formal essay outline, but it will not be used to write an essay; rather, the outline will be visually presented.
- Submit the text of this outline and your summary of readings to TurnItIn by this day as well.

Tuesday, Dec. 19: Indicate to the teacher what types of visuals you plan to use to present your argument; do this as early as possible so we can work together on making your idea work.

Tuesday, January 9: Completion of **Visual(s) for presentation** (*evaluated*)

- Bring in your completed visual(s) that demonstrate your thesis and outline
 - These may be artistic, flowcharts/diagrams, Prezi or other presentation software.
 - If the visual is digital, email the file or link to the teacher **and** print a copy out.

Jan. 9-Jan. 16 : **Presentations (max. 5 per day)** (*evaluated*)

- Present your argument to the class using the visual(s) you have created. You have 4-6 minutes for the presentation.
- Be prepared to answer questions for 1-2 minutes.

Mark breakdown:

	<i>KU</i>	<i>TI</i>	<i>App</i>	<i>Comm</i>	Assignment TOTAL
Outline & Reading Summary	6	7	7	5	25 marks
Visual	5	5	2	8	20 marks
Presentation	2	3	3	2	10 marks
TOTAL	13	15	12	15	/55

From Question to Thesis

The main purpose of a research question, it would seem, is to *answer it*. That's why we call a written report an *essay*, because 'essayer' means 'try'; we are *trying* to answer a question.

What is a thesis statement?

A thesis statement declares your answer to a research question and how you intend to prove it. A good thesis statement previews the main 3-4 points you will make as you answer the question.

A good thesis:

- Is **specific**. It is clear in what it is trying to prove. It is not vague ('it seems...'). It doesn't try to prove something too big, like "There are many social changes that took place in the 1960s."
- On the other hand, it is **not too specific**. It has to be a large enough topic that you would have a variety of significant things to say.
- It is **realistic**. You should try to answer a question that *you* can realistically answer in the amount of space you have. If you have a 4-page paper or 5-minute presentation, tackle a question that can be reasonably dealt with in that space.
- It is **focussed**. It proves a point without discussing everything about it.
- It shows your **conclusion / answer to the research question** based on evidence. This means you *may* come to a conclusion you did not intend to. It is okay to change your thesis as you continue your research.
- It provides **structure** for the reader; it is a map to the main points you will make and indicates why you are making them.
- It is **controversial and/or important**. It makes a statement that someone could argue about or would care about. It does not make obvious statements of fact, like "WW2 happened after WWI". It is a statement that must be *justified*.
- It avoids the **first person**.

Let's turn some questions into tentative thesis statements: