



Assignment 3.6: Redressing the Wrongs, Analyzing the Source, Position Paper

Assignment Total
/40

Writing an essay format position paper is an important way to utilize and demonstrate your skills of analysis, evaluation, and synthesis of ideas.

You will need to show that you understand the perspective reflected in a source and establish your own position in response to that source. Your response must argue in favour of your position, defending it with evidence from your social studies knowledge from reading and/or research. You will be introduced to a source on an issue that you have studied in the unit and then you must show that you understand the perspective reflected in the source. Then you will need to develop your position on the issue as a response to that source.

This assignment introduces you to the position paper written response found on your exams.

In this unit we have looked at many legacies of historical globalization and imperialism. These legacies have brought us into today's world, for good and for bad. Our society has responded to these legacies in many ways. Government, organizations and individuals have made many efforts to address some of the problems that historical imperialism has caused. Do you agree with these attempts? Why or why not? This assignment will provide you with an opportunity to explore this issue, take a position and defend it.



To what extent should contemporary society respond to the legacies of historical globalization?

Part One: Planning your Response

Part One Total

/10

This is a challenging writing assignment that will require you to do research, planning, and an outline before writing a response. This will help ensure that your essay demonstrates understanding of the source perspective and develops a clear position on the question. For this part of the assignment, your responses can be in point form. If you would like, you can send this part to your teacher by email for feedback before writing your response.

Organizing your response

There are several different ways to organize a position paper. This planning section goes through the most common one:

1. An introductory paragraph analyzing the source
2. Three body paragraphs giving three arguments as to why you do or do not agree with the source
3. A concluding paragraph summarizing your position

You do not need to use this method. If you would prefer to plan or organize your essay in a different way, you can. If you use a different way to plan your essay, submit it with your response.

Source

Analyze the following source about Canada's numbered treaties with First Nations groups. Then complete the position essay writing assignment.

Canada has changed significantly since the [numbered] treaties were written. The treaties are outdated and need reworking. We must [work toward] the goal... that all Canadians (including [indigenous Canadians]) are treated equally with respect to land ownership, taxes, the law, education and employment opportunities, etc.

-Neil Clark. from a letter to the editor. National Post. 2013

Introduction: Analyze the source

Your position paper should start out with an analysis of the source. For this introductory paragraph, say what *the source* believes, not whether you agree with it or not.

1. What main issue is the source talking about?

- *The source is talking about the Numbered Treaties.*

2. What does the author think about the topic? What is the author's position on the issue? Prove your interpretation with evidence from the source. This should be the focus of your introductory paragraph.

- _____
- _____

3. What are the key terms in the source? What do they mean?

- _____
- _____
- _____

4. What do you know about this issue? If you don't know much about it, you may need to do some research.

- _____
- _____
- _____

5. What do you know about the context this was said in? What do you know about the author? What can you tell about him from the source?

- _____
- _____

Thesis statement

Once you have explained the author's position, you need to decide whether or not you agree with it. Some possible thesis statements are:

- The source should be embraced *to the full extent*.
- The source should be embraced *to a certain extent*.
- The source should *not* be embraced *to any extent*.

The most common position is the second one. This means that you agree with part of what the author is saying, but not all of it, or else that you agree with the author but think there are some situations where you think his idea doesn't apply.

Your thesis statement: _____

Arguments

1. Why do you agree or disagree with the source? Write down as many reasons (in point form) as you can think of. This will form the body of your position paper, so make sure you have enough reasons to support your position. If your position is that the source should be embraced to a certain extent, make sure you have reasons both for and against what the source is saying.
 - _____
 - _____
 - _____
 - _____
 - _____
2. Look through your list of reasons. You will need to choose the strongest three. Can some of your reasons be combined? Rank your three strongest reasons, from 1 (strongest) to 3 (weakest). If your position is that the source should be embraced to a certain extent, make sure to include at least one reason for and one against the source.

First Body Paragraph: First Argument

The body of your essay will be three paragraphs, one paragraph for each of your three strongest arguments. It is recommended that you start with your *middle (second-strongest)* argument, then your *weakest* argument, and finish with your *strongest* argument.

1. What is your second-strongest argument? State it in one sentence.
 - _____

2. What are the different parts of your argument? You will need to explain each part.

- _____
- _____
- _____

3. What evidence will you use to support this argument? Evidence can be examples or statistics. If you're going to use specific facts or statistics, make sure to say where you got them from.

- _____
- _____
- _____

4. How does each piece of evidence relate to your argument and to the source?

- _____
- _____
- _____

Second Body Paragraph: Second Argument

1. What is your third-strongest argument? State it in one sentence.

- _____
- _____

2. What are the different parts of your argument? You will need to explain each part.

- _____
- _____
- _____

3. What evidence will you use to support this argument? Evidence can be examples or statistics. If you're going to use specific facts or statistics, make sure to say where you got them from.

- _____
- _____
- _____

4. How does each piece of evidence relate to your argument and to the source?

- _____
- _____
- _____

Third Body Paragraph: Third Argument

1. What is your strongest argument? State it in one sentence.

- _____

2. What are the different parts of your argument? You will need to explain each part.

- _____
- _____
- _____

3. What evidence will you use to support this argument? Evidence can be examples or statistics. If you're going to use specific facts or statistics, make sure to say where you got them from.

- _____
- _____
- _____

4. How does each piece of evidence relate to your argument and to the source?

- _____
- _____
- _____

Conclusion

1. Restate your position (thesis) statement in a sentence.

- _____

2. Restate each of your three arguments in a sentence each.

- _____


- _____

- _____

3. Tie it all together. You can do this by making a general statement about your position, about the impact of this topic on society, or the benefits that your position will bring.

- _____

Planning and Outline Scoring Criteria

	<p>The planning must be thorough and thoughtful. It will be marked according to the following criteria.</p> <p><i>The student:</i></p>
<p>10</p> <p>Excellent</p>	<ul style="list-style-type: none"> Analyzes the sources thoroughly Demonstrates a deep understanding of the source and its complexity in the planning process Discusses the sources clearly and competently Provides accurate examples to support statements
<p>8</p> <p>Proficient</p>	<ul style="list-style-type: none"> Analyzes the sources capably Demonstrates a clear understanding of the sources and their complexity in the planning process Discusses the sources clearly and competently Provides accurate examples to support statements
<p>6</p> <p>Satisfactory</p>	<ul style="list-style-type: none"> Analyzes the sources in a straightforward manner Demonstrates a conventional understanding of the sources and their complexity in the planning process Discusses the sources generally but clearly Provides adequate examples to support statements
<p>4</p> <p>Limited</p>	<ul style="list-style-type: none"> Analyzes the sources incompletely Demonstrates a shallow understanding or lack of understanding of the sources and their complexity in the planning process Discusses the sources with little evidence of serious thought Provides few or inaccurate examples to support statements
<p>2</p> <p>Poor</p>	<ul style="list-style-type: none"> Analyzes the sources minimally Demonstrates a confused, inaccurate, or vague understanding of the sources and their complexity in the planning process Discusses the sources with no evidence of serious thought Provides no examples to support statements

Part Two: Written Response

Part Two Total

/30

Now that you have completed the planning stage of the assignment, complete the written response assignment below. It should consist of several paragraphs.

Canada has changed significantly since the [numbered] treaties were written. The treaties are outdated and need reworking. We must [work toward] the goal... that all Canadians (including [indigenous Canadians]) are treated equally with respect to land ownership, taxes, the law, education and employment opportunities, etc.

-Neil Clark, from a letter to the editor, National Post, 2013

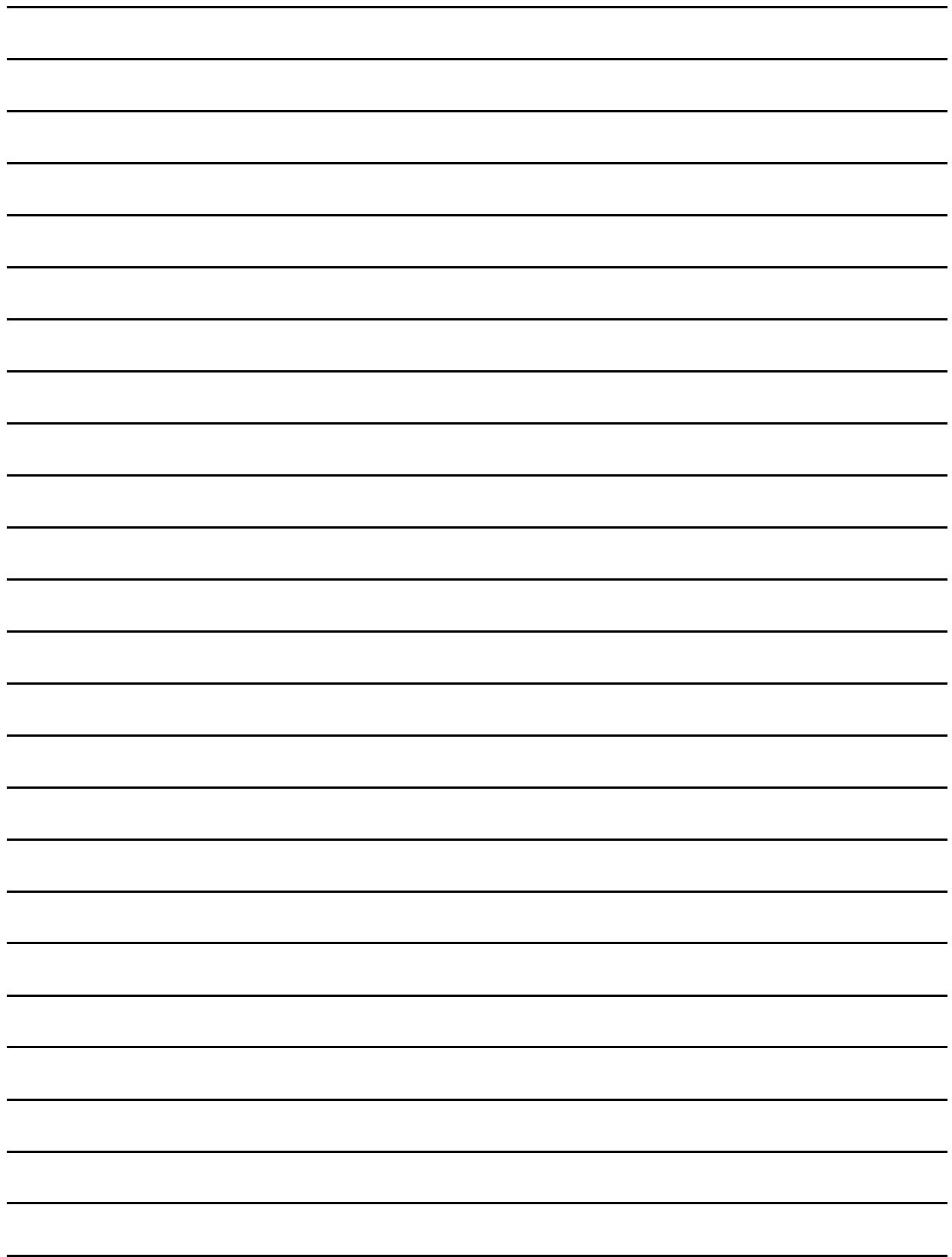
Write an essay on the question

“To what extent should we embrace the perspective in the source?”

Write an essay in which you:

- Analyze the source to demonstrate an understanding of the perspective reflected in the source.
- Establish and argue a position in response to the question presented.
- Support your position and arguments by using evidence from your knowledge and understanding of social studies.

Written Response:




[illegible]

When you have completed your written response position essay, submit both parts of Assignment 3.6: Redressing the Wrongs. Make sure that you've included all parts of this assignment:

- Part 1:
 - outline
- Part 2:
 - written response
 - Marker Evaluation page (rubric)

Submit the assignment on the submission page for Assignment 3.6 in the Moodle course.

	Analysis of Source 6 Marks	Argumentation 8 Marks	Evidence 8 Marks	Communication 8 Marks
When marking Analysis of Source, consider how effectively the student; analyzes the source to demonstrate an understanding of global perspective(s) reflected in the source.		When marking argumentation, consider how effectively the student establishes a position, develops one or more arguments based on logic and reason, establishes a relationship between position taken, argumentation, and the global perspective presented in source.	When marking Evidence, consider how effectively the student uses evidence that is relevant and accurate and reflects depth and breadth.	When marking Communication, consider the effectiveness of the student's fluency, organization, syntax, mechanics, grammar, use of vocabulary, and social studies terminology.
Excellent E	Is insightful and sophisticated; a comprehensive understanding of the globalized perspective is demonstrated. (6)	Judiciously chosen and developed arguments convincingly support the position. Consistent and compelling demonstrating insightful understanding. Relationship between the position, argumentation, and perspective is perceptively developed. (8)	Evidence is sophisticated, deliberately chosen and thoroughly discussed, revealing an insightful understanding. The relative absence of error is impressive (8)	Writing is fluent, skillfully structured and judiciously organized. Control of syntax, mechanics, and grammar is sophisticated. Vocabulary is precise and deliberately chosen. The relative absence of error is impressive. (8)
Proficient Pf	Is capable and adept; a sound understanding of the globalized perspective is demonstrated. (4.8)	Purposefully chosen and developed arguments persuasively support the position. Logical and capably developed, demonstrating sound understanding. Relationship between the position taken, argumentation, and perspective is clearly developed. (6.4)	Evidence is specific, purposefully chosen and capably discussed, revealing solid understanding. Evidence may contain some minor errors. (6.4)	Writing is clear and purposefully organized. Control of syntax, mechanics and grammar is capable. Vocabulary is appropriate and specific. Minor errors in language do not impede communication. (6.4)
Satisfactory S	Is straightforward and conventional; a generalized understanding of the globalized perspective is demonstrated. (3.6)	Appropriately chosen and developed argument(s) generally support the position. Straightforward and conventional, demonstrating an adequate understanding. Relationship between the position taken, argumentation and perspective is generally developed. (4.8)	Evidence is conventional, straightforward and discussed in a basic way revealing acceptable understanding. Evidence may contain minor errors and/or a mixture of relevant and/or extraneous information. (4.8)	Writing is straightforward and functionally organized. Control of syntax, mechanics, and grammar is adequate. Vocabulary is conventional and adequate. Occasional lapses in control, and minor errors but remains generally clear. (4.8)
Limited L	Is incomplete or lacks depth; a confused understanding of the globalized perspective is demonstrated. (2.4)	Confusing and/or largely unrelated to the position. Repetitive, contradictory, simplistic, and/or based on uninformed belief. Relationship between the position, argumentation, and perspective is superficially developed. (3.2)	Evidence is unfocused and/or incompletely developed, revealing superficial and/or confused understanding. Evidence contains inaccuracies and/or extraneous detail. (3.2)	Writing is awkward and lacks organization. Control of syntax, mechanics, and grammar is inconsistent. Vocabulary is imprecise, simplistic, and/or inappropriate. Errors obscure the clarity. (3.2)
Poor P	Is illogical, tangential, and/or the source is copied; a minimal understanding of the globalized perspective is demonstrated. (1.2)	Little or no relationship to the position. Irrelevant and/or illogical. Relationship between the position, argumentation and the perspective is minimally developed. (1.6)	Evidence is either irrelevant and/or inaccurate with a minimal or scant revealing lack of understanding. The evidence contains major errors. (1.6)	Writing is unclear and disorganized. Control of syntax, mechanics, and grammar is lacking. Vocabulary is over-generalized and/or inaccurate. Jarring errors impede communication. (1.6)
Resubmission Needed R	Your attempt to respond is insufficient. There is no discernible attempt to address the assignment or the response is too brief to assess in one or more scoring categories. You need to contact your teacher to discuss your work and your resubmission.			