

Social Studies 9: Culminating Questions

Choose **TWO** of the following questions, and respond in a **multi-paragraph format**.

TOPIC #1

The Indigenous peoples of Canada have always strived to have a balanced relationship with the land and environment, especially as they depended on it for everything.

How were the lives of Indigenous peoples impacted by and connected to the environment BEFORE European contact? How was this different from the European view of the environment? How did relationships with the land change as a result of exploration, expansion and colonization?

TOPIC #2

Exploration, expansion, and colonization can be seen as very different experiences depending on your perspective (an explorer vs. an Indigenous person, etc.).

Describe what the short and long-term impact/consequences of exploration and colonization were for different groups

TOPIC #3

When would a political revolution be “worth it”?

Think about what would make a government worth rebelling against, what the goal/outcome hoped for would be, and also the criteria that you could use to assess whether the revolution was worth it in the end. Make sure you give specific pieces of evidence from revolutions in the past (e.g. If the majority of the people had no voice in what their government did, it would be worth it to revolt in hopes of gaining more of a voice. The Third Estate in France....)

TOPIC #4

Throughout the semester, we have looked at various ways that individuals can make a difference (earth day, protest art, gender documentaries, Upworthy, kindness is contagious, etc.).

How can individuals make a difference in the world? Describe some issues that you are passionate about, and explain what you are doing in your life that addresses these issues in order to effect change.

These questions are assessing your ability to take what we have learned this semester to answer a question that relates to one of the big ideas. **You may use your notes, assignments, textbooks, etc. to find evidence that supports your argument.** Use facts, quotations, images, etc. as evidence.

Remember: **P**oint **E**vidence **E**xplanation

YOU WILL HAVE TIME IN CLASS TO PREPARE OUTLINE/NOTES (open book) WHICH YOU MAY THEN USE TO WRITE YOUR RESPONSE EITHER IN CLASS OR DURING THE SCHEDULED EXAM TIME.

Use the checklist below to help you write your outline and response

Self-Assessment Checklist

Component	Not Meeting	Minimally Meeting	Meeting	How can I improve?
1. Evidence				
a. Do I understand what will help me answer this question?				
b. Have I been specific in selecting evidence (i.e. direct quotations, photos, historical facts, graphs, etc.)				
2. Introduction				
a. Do I use a general topic sentence to introduce my response?				
b. Do I clearly state my thesis (main point or argument) in the first few sentences?				
3. Paragraph Development				
a. Do I use effective topic sentences that introduce the paragraph and connect to my argument?				
b. Do I use 3+ pieces of evidence to support my point?				
c. Do I use a concluding sentence that ties the point in with the thesis?				
4. Conclusion				
a. Do I restate my thesis?				
b. Do I restate the 3 or 4 points that I made?				
c. Do I conclude with an appropriate concluding remark?				
5. Preparation				
Have I adequately prepared my outline and material?				

