

BC First Nations Studies 12: Persecuting the Potlatch Essay

Learning Goal: You will explore the cultural significance of the Potlatch to the coastal First Nations people of BC, and explain the impact that it had on their people when it was banned by the federal government.

Steps:

1. Review criteria (below)
2. Complete the planning guide in class (as a group)
3. Write essay (draft)
4. Get a peer edit
5. Revise
6. Complete final copy
7. Hand it in with this sheet (planning guide) and the rubric on the back completed.

Criteria:

- Follows basic 5 paragraph essay format
- Evidence of use of rubric
- Planning guide complete
- Has clear thesis statement
- Has been edited by a peer and revised
- Self evaluation complete
- General English conventions (grammar, punctuation, spelling, double spaced, clear topic and concluding sentences)

Planning Guide

Introduction:

- Background and importance to First Nations people (just intro... not too much detail!)
- Opinion: what do you think about the fact that the potlatch was banned? Make this into a **thesis statement**

Body Paragraph 1:

What is the potlatch? Why is it **so** significant?

Body Paragraph 2:

What happened to the potlatch? Why was it banned? What was the reaction among BC First Nations people? What were the DEEPER reasons behind its ban?

Body Paragraph 3:

Your opinion (based in fact)

Conclusion:

Restate main ideas (do not add anything new here...) End with a strong statement that really "hits home" your point.

Persecuting the Potlatch Essay: Rubric

Self-assessment: highlight how you think you did, and submit this with your essay.

	Minimally Meeting	Meeting	Exceeding
Introduction	Introduction is vague or purpose is unclear.	Introduction clearly states the purpose.	Introduction clearly states the purpose in an engaging and unique or creative way.
Organization	Ideas are loosely connected and not always logically organized. Details or examples are not always connected to main ideas. Few clear transitions.	Logical organization of ideas with good paragraph structure. Transitions are usually used appropriately.	Very effective organization of information. Structure of ideas in paragraphs is sophisticated. Transitions successfully used and report flows smoothly.
Understanding of Content	The report shows an incomplete understanding of content. Ideas are underdeveloped. Some information is inaccurate or incompletely reported.	The report shows a solid understanding of content. Ideas are well developed and information is accurate.	Evidence of a sophisticated understanding; substantial content is included and ideas are well developed in insightful or creative ways.
Style	Limited use of varied sentence structure and word choice. A personal voice or style is not evident.	Good use of varied sentence structure and word choice. Written with an engaging style.	Excellent use of varied sentence structure and word choice. Written with a unique voice or definite point of view.
Research	Relied on one major source.	A sufficient variety of resources used.	A great variety of important resources used.
Conclusion	The ending attempts to summarize the report but does not clearly state a relevant conclusion.	A satisfactory ending which summarizes the report and states a relevant conclusion.	A strong ending which clearly summarizes the report and states a significant conclusion.