

Created by Maureen Duteau mduteau@croftonhouse.ca

**From Bookclubs to Inquiry —**  
*An Authentic Critical Inquiry Framework*



**Authentic** = student-driven

**Critical** = seeing multiple sides, nuances

**Inquiry** = cyclical nature of knowledge-seeking

**No prescribed  
Direction or  
outcome**

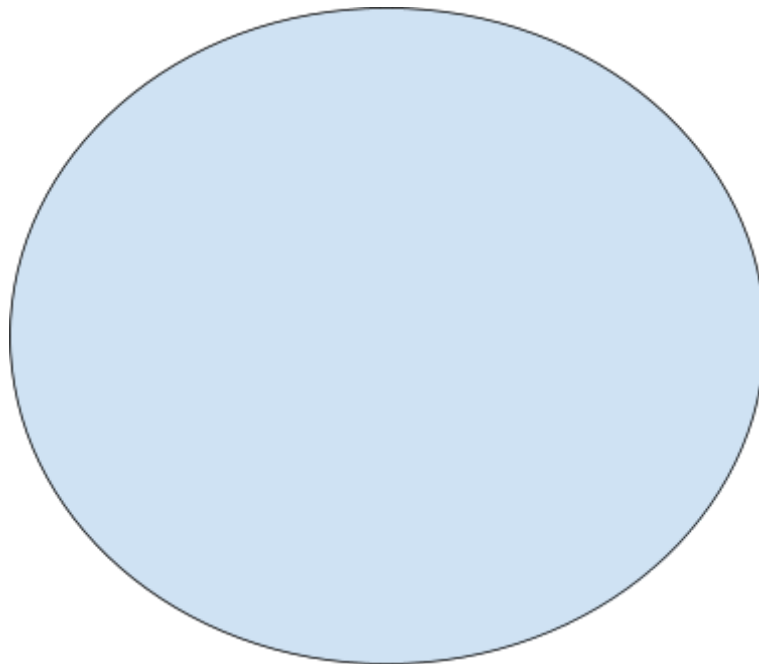
**COMP 11**  
**Species Equity Exploration: Critical Inquiry**

A) **Reflection:** Reflect on the two quotes below and then illustrate with words or images how **you** view the relationship between natural elements (plants and animals) and humans in the circle.

Quote 1: “Maybe a grammar of animacy could lead us to whole new ways of living in the world, other species a sovereign people, a world with a democracy of species, not a tyranny of one—with moral responsibility to water and wolves, and with a legal system that recognizes the standing of other species” (Kimmerer, [Article Here](#)).

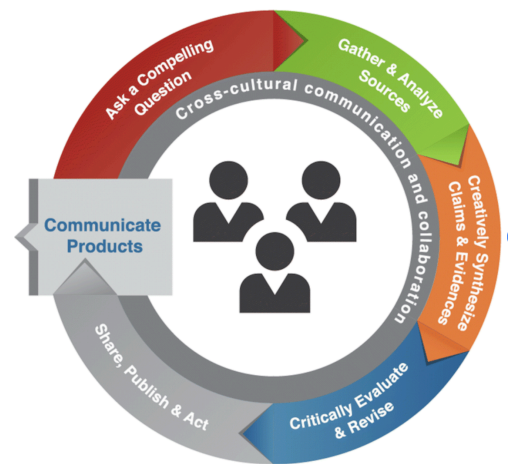
Quote 2: “In 2018, the group asserted that Happy’s confinement at the zoo violated the legal principle of [habeas corpus](#), a right guaranteed by the US Constitution that prevents a person’s unlawful and indefinite imprisonment. The group argued that the same right should be extended to Happy and that she should be moved to a sanctuary” (Wetzel). ([Article Here](#))

Consider: *Why is a circle a fitting symbol for discussing “species equity”?*



**B) Critical Inquiry Steps:** We will be following the PBI (Project-Based Inquiry) Framework Outlined in [Figure 1](#) to investigate a question that relates to “Species Equity,” in other words, *what are the rights of all species?* Complete the steps below to come to some conclusions after doing research on this topic.

**Figure 1:** The five phases of PBI Global (Adapted from Spires et al., 2016, p. 3). PBI = Project-Based Inquiry



**1) What is a compelling question that you have about ‘Species Equity’?**

**Source #1: “The Grammar of Animacy”**

**2) Evaluate the Content**

- What is the author’s position?
- Is the position valid? Is the source reliable? Is there any bias? What lens is the source framed through (ex *Eurocentric lens*, *feminist lens*, etc)?
- What are your initial thoughts about the topic discussed?

**Source #2: “Why Has a Court Decided Not to Grant Happy the Elephant Personhood”**

**3) Evaluate the Content**

- What is the author’s position?
- Is the position valid? Is the source reliable? Is there any bias? What lens is the source framed through (ex *Eurocentric lens* etc)?
- What are your thoughts about the topic now? (PAUSE)

**4) Find a third source that relates to your question. Evaluate the Content:**

- What is the author's position?
- Is the position valid? Is the source reliable? Is there any bias? What lens is the source framed through (ex *Eurocentric lens* etc)?
- What are your thoughts about the topic now? (PAUSE)

**MLA Citation: Please cite your source in the box below.**

**5) Reevaluate Your Thinking: Critical Questioning:**

- What bias do you bring to your own reading?
- What are some threads that stand out?
- What is a takeaway or position you can take?
- Can you support your position with evidence?

**6) Reach a Conclusion / Take a Position / Reframe Your Question**

- With the ideas and new thinking from your inquiry, form a position.
- **What new insight have you gained on the topic?**
- Begin to compose three points that support your position with reference to any of the texts you have read on this topic.

**C) Share / Publish / Act** - In this stage, you are going to compose a short persuasive paragraph which you will deliver orally in front of a small group of peers next class. Your goal is to demonstrate critical thought on the question and your reading by synthesizing ideas from the three articles.

NB: You will not be evaluated on your public speaking skills or the use of conventions but rather, on your ability to **make connections between texts and synthesize ideas to support a position.**

## Self-evaluation and Reflection

Standard	Emerging	Developing	Proficient	Extending
<b>Connections:</b> Reflect upon meaningful connections between texts, self, and the world in personal and creative ways	Provides little evidence of reflection on the various texts thematic concerns and connections between self, text and/or the world to assert a position.	Provides some evidence of reflection on the various texts thematic concerns and connections between self, text and/or the world to assert a position.	Provides strong and clear reflection on the various texts' thematic concerns and makes connections between self, text, and/or world to assert a position.	Provides insightful and complex reflection on the various texts' thematic concerns and makes connections between self, text, and/or world to assert a position.

## **Nonfiction Book Club Exploration**

### Inquiry-Based Argumentative Presentation Outline

#### **Curricular Goal: Critical and creative thinking**

**How did your thinking change on the topic you investigated? What is your position now? Explain your position with three main takeaways. The goal of this inquiry is to raise awareness for a topic that others may not understand deeply.**

#### **Making Connections : Demonstrate Critical Inquiry Skills (POSTER PAPER)**

- Write down your initial inquiry question after reading the first section of the book.
- Write down your new inquiry question after reading the book.
- Reflection: Select two quotes from your book club book which highlight a theme or topic that relate to your inquiry question.
- Try to identify the various factors, perspectives or stakeholders that your group needs to investigate to find more information about your question.
- Find two other sources that help you to investigate your inquiry question further.
- Document this process on the poster paper provided.
- What are your new thoughts about the topic?

#### **A) Argumentative Presentation Outline – What is an argumentative presentation?**

**I. Introduction** Your introduction sets the stage or the context for the position you are arguing for. This introduction should walk us through your thinking. What did you think before and after the inquiry process?

Include a quote from the original text (book club book) here.

This introduction should end with a statement that provides your position on a topic and the reasons for your position. You will walk us through the journey you took to reach this conclusion or the deep and thoughtful takeaways. Your goal is to reveal new and or nuanced thinking.

**Your position:** This is where you state what your position on an issue is. Your thesis should add some new insight into the topic you are discussing.

**Compare these examples of an Argumentative Position: (Which is stronger and which demonstrates nuanced thinking?)**

*o Children should be able to seek legal counsel when their parent has mental health challenges.*

*o Children should have the support of an educational institution to prepare them for life as an adult because, without exposure to alternate views and perspectives as well as the opportunity to socialize, children can become isolated, and both their intellectual and social-emotional development may be hindered.*

## **II. Body of your Argument**

**Background Information** - This section of your presentation gives the reader the basic information they need to understand your position, including definitions of key concepts. This could be part of the introduction, but may work as its own section. Ex: SEL - Social Emotional Learning is...

### **Reasons or Evidence to Support your Claim**

All evidence you present in this section should support your position. This is the heart of your argument. Generally, you begin with a general statement that you back up with specific details or examples.

[Recommendation: Use evidence and examples from all three sources to support your argument.](#)

#### **Claim 1 / Evidence / Commentary:**

#### **Claim 2 / Evidence / Commentary:**

#### **Claim 3 / Evidence / Commentary:**

### **III. Addressing the Opposite Side**

- o Any well-written argument must anticipate and address positions in opposition to the one being argued.
- o Pointing out what your opposition is likely to say in response to your argument shows that you have thought critically about your topic. Addressing the opposite side actually makes your argument stronger!

### **IV. Conclusion**

- o The conclusion should bring the presentation to a logical end. It should explain the importance of your issue in a larger context. Your conclusion should also reiterate why your topic is worth caring about.
- o Show your audience what needs to be done moving forward. What can we all do to support your position?

### **V. Works Cited**

Cite your sources using MLA citation. You can refer to [Purdue Owl](#), use Zotero, Google citations or use Noodle Tools for your citations.

**C) Create a Presentation:** Create a slideshow that visually displays your findings as outlined in the argument outline above.

-Do not include more than a few sentences of writing per slide.

-Your slideshow should include compelling visuals to promote thinking and curiosity on the topic you are investigating.

**D) Share your presentation with the class**

\*Each student should be involved equally in the presentation and in the critical and creative thinking process of this project. Each student will be assessed **individually** for **ALL** of the standards below. It is up to the group to assign tasks and speaking roles so that everyone has the opportunity to demonstrate their learning. After the presentation, students will be asked to self-assess using this rubric. The self-assessment is intended as an opportunity for students to highlight specific ways they contributed to the final product of the group.

<b>Standard 2:</b> Demonstrates close reading through insightful interpretation of specific textual and rhetorical evidence			
<b>Overall Proficiency:</b>			
<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
Student can occasionally use effective evidence from the book club text and supporting documents, explaining how their evidence helps to prove their thesis; analysis is often incomplete, vague, underdeveloped, repetitive, includes misinterpretations, and/or descriptive/obvious.	-Student can often use effective evidence from the book club text and supporting documents, explaining how their evidence helps to prove their thesis; analysis is straightforward, clear, occasionally obvious, but is beginning to demonstrate critical and creative thinking.	Student can use effective evidence from from the book club text and supporting documents, explaining how their evidence helps to prove their thesis; analysis often demonstrates critical and creative thinking.	Student can use effective evidence from the book club text and supporting documents, explaining how their evidence helps to prove their thesis; analysis consistently demonstrates critical and creative thinking.

<b>Standard 4:</b> Generates appropriate voice, style, and register for given audience and purpose			
<b>Overall Proficiency:</b>			
<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
Student can occasionally adhere to stylistic conventions of their chosen medium and make stylistic choices that reflect an understanding of how to use linguistic, rhetorical, and/or visual elements to clearly communicate ideas.	Student can often adhere to stylistic conventions of their chosen medium and make stylistic choices that reflect a clear understanding of how to use linguistic, rhetorical and/or visual elements to clearly communicate ideas.	Student can adhere to stylistic conventions of their chosen medium and make stylistic choices that reflect a strong understanding of how to use linguistic, rhetorical, and/or visual elements to clearly communicate ideas.	Student can adhere to stylistic conventions of their chosen medium and make sophisticated stylistic choices that reflect a compelling understanding of how to use linguistic, rhetorical, and/or visual elements to clearly communicate ideas.

<b>Standard 6:</b> Draws connections between a variety of sources through creative and critical thinking			
<b>Overall Proficiency:</b>			
<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Extending</b>
Provides evidence from only one text in reflecting on a thematic concern to assert a position. The presentation occasionally exhibits critical or creative reflection on new perspectives or ideas arising from personal engagement with the source texts.	Provides some evidence of reflection on the various texts' thematic concerns and connections between texts & the world to assert a position. The presentation explores and reflects critically or creatively on new perspectives and ideas arising from personal engagement with the source texts.	Provides a strong and clear reflection on the various texts' thematic concerns and makes connections between texts and the world to assert a position. The presentation demonstrates some insight by exploring and reflecting critically or creatively on new perspectives and ideas arising from personal engagement with the source texts.	Provides insightful and complex reflection on the various texts' thematic concerns and makes connections between text-to-world and text-to-text to assert a position. The presentation demonstrates insight by exploring and reflecting critically or creatively on new perspectives and ideas arising from in-depth personal engagement with source texts.

## MEDIA & COMPOSITION 12: Book Club Discussion Notes

*\*Make a copy of this document and share it with your group and your instructor.*



If absent, please add your question and add your notes in a link below the discussion notes for that session. You are required to be present for two discussions or you will have to make up a discussion in another format.

Novel Title:

### **Divide your book into sections:**

Your goal is to finish the book by Meeting #3.

<u>Page Numbers</u>	<u>Date read by</u>
<u>Part 1</u>	
<u>Part 2</u>	
<u>Part 3</u>	

### **Introduction:**

Do some research into the author and context of your novel. Record your findings below.

**Author:**

**Setting / Context:**

**Homework before Meeting # 1:** Read the first chunk of text and come prepared with at least one thought-provoking question you would like to discuss with the group. Enter your question in the table below.

**Discussion Questions:**

Shallow questions skim the surface of a topic and lead to general facts (Ex: *What is the Ojibwe word for ice?*). On the other hand, deep questions lead to a better understanding of a topic and generate new thinking. Deep questions lead to connections and insightful responses. You know that your group is responding to a deep question when they have to think for a minute to answer the question. (Ex: *How does the protagonist convey their deep-rooted trauma through their relationship with food?*).

**Goal for Meeting #1** - Identify one or more possible themes that your group will track throughout the novel (ex. Importance of journalism in society, benefits of space exploration, impact of technological progress, video games as a storytelling tool, AI and societal change, etc.)

Name of Group Member	Discussion Questions	Notes by group member

**Takeaways:** What has shifted in your thinking as a result of this discussion? What do you still wonder about?

**Thematic Topic:** What is/are one or more possible themes that your group will track throughout the novel?

**Question Your Background Knowledge on this Topic:** What do you already know about this topic? What are two or more questions or wonderings you have about this topic?

**Homework before Meeting # 2:** Read the second portion of text and come prepared to discuss a significant passage that highlights a storytelling technique and/or literary element in the novel. Enter your passage in the table below.

**Goal for Meeting #2** - How is the author using storytelling techniques and/or literary elements in this novel to communicate something about the thematic topic you have chosen to focus on?

Name of Group Member	Passage	Notes by group member

**Takeaways:** What has shifted in your thinking as a result of this discussion? What do you still wonder about?

**Story as Teacher:** List the storytelling techniques and/or literary elements in this novel and describe how they communicate something about the thematic topic you chose.

**Homework before Meeting # 3:** Read the third (final) portion of text, focusing on **story structure**. In the table below, add your notes on the structure of the story.

**Goal for Meeting #3** - Formulate a thematic statement in response to your chosen thematic topic. Your thematic statement should provide an answer to this question. Example: *How is the author using video games and video game techniques and/or literary elements to communicate something about your chosen topic?*

Name of Group Member	Observations about Structure	Notes by group member

**Takeaways:** What has shifted in your thinking as a result of this discussion? What do you still wonder about?

**Thematic Statement:**

**Homework before Meeting # 4:**

Do some research on the thematic topic you chose in Meeting #1. Each group member should find **one** scholarly article on the topic and add a citation for it below.

Then, as a group, choose ONE of these articles and read and annotate it before the meeting. Summarize the main takeaway(s) of the article.

**Goal for Meeting #4:** Discuss the article together, focusing on the following questions:

- What did you learn from this article about your chosen topic?
- How does this new learning about the topic deepen or complicate your understanding of the novel?

Please cite your sources in the box below as per this example with a live link to the article.

“What is Project Based Learning?” *PBLWorks*, <https://www.pblworks.org/what-is-pbl>. Accessed 3 March 2025.

**Source 1 (in MLA format):**

**Source 2 (in MLA format):**

**Source 3 (in MLA format):**

**Source 4 (in MLA format):**

**Source 5 (in MLA format):**

**Highlight the source above that you have chosen for your final discussion.**

<b>Name of Group Member</b>	<b>Article Summary</b> (summary of the main point / main takeaways of the article in 2-3 sentences)

**Takeaways:** What has shifted in your thinking as a result of this discussion? What do you still wonder about?

**How does this new learning about the topic deepen or complicate your understanding of the novel?**  
(Summarize your responses to this question in 2-5 sentences):

**FINAL TAKEAWAYS**

This section is for you to write any deep thoughts that you have had since you first began to read this novel.

**Assessment:** You will assess your own participation in the discussions for this unit using the rubric below. Each student will self-assess on their contributions to discussion. You will also be marked on the quality of your preparation for discussions (as recorded in this document) and the quality and depth of your “**Final Takeaway**” reflections.

Your name:

Make a copy of this document and highlight appropriate proficiencies for yourself.

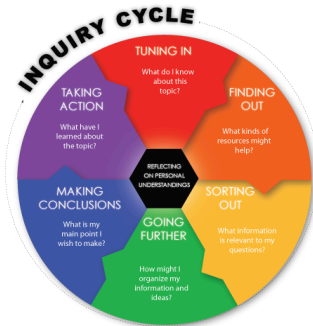
<b>Standard 2: Demonstrates close reading through interpreting specific textual elements</b>				
<i>Limited **</i>	<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<p>Student is working towards explaining how textual elements shape meaning.</p> <p>Student is working towards referring to the text to support analysis or can paraphrase text.</p>	<p>Student can occasionally explain how textual elements enhance and shape meaning.</p> <p>Student can occasionally provide a quotation and page number to support analysis.</p>	<p>Student can often explain how textual elements enhance and shape meaning.</p> <p>Student can often provide a quotation and page number to support analysis.</p>	<p>Student can consistently and clearly explain how textual elements enhance and shape meaning.</p> <p>Student can consistently provide a quotation and page number from the text to support analysis.</p>	<p>Student can consistently and clearly explain how textual elements enhance and shape meaning while also demonstrating complex critical thinking and taking risks in analysis.</p> <p>Student can consistently provide more than one quotation/page number to support analysis; quotations are well-selected and used effectively to illustrate a point.</p>

<b>Standard 4: Generates appropriate voice, style, and register for given audience and purpose</b>				
<i>Limited **</i>	<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<p>Student can demonstrate attentive posture and demeanour, and is working towards contributing ideas and thus demonstrating respect and inclusivity in contributions.</p>	<p>Student can make eye contact with instructor when contributing ideas.</p> <p>Student often engages in disruptive behaviour and is working towards demonstrating more respect in body language and contributions.</p>	<p>Student can sometimes make eye contact with peers and not just the instructor when contributing ideas.</p> <p>Student occasionally participates in side conversations or other disruptive behaviour and/or contributions or body language sometimes come across as disrespectful or insensitive to peers and diverse perspectives.</p>	<p>Student can often make eye contact with peers and not just the instructor when contributing ideas.</p> <p>Student can demonstrate attentive, respectful, and engaged demeanour in body language and contributions (e.g. avoids side conversations, interrupting others, competitive tone). Contributions often show sensitivity to peers and diverse perspectives.</p>	<p>Student can consistently make eye contact with peers when contributing ideas.</p> <p>Student can demonstrate attentive, respectful, and engaged demeanour in body language and contributions, even when disagreeing with ideas. Contributions show humility and sensitivity to peers and diverse perspectives.</p>

<b>Standard 6: Collaborate with others to build shared understanding and extend thinking</b>				
<i>Limited **</i>	<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<p>Student can listen to discussions and is working towards contributing their ideas.</p>	<p>Student can occasionally balance speaking and listening and is working towards using names and rephrasing what others have said.</p> <p>Student often derails conversations and is working towards staying focused on the topic of discussion.</p>	<p>Student can often balance speaking and listening; active listening is sometimes evident through the use of names and rephrasing what others have said to move discussion forward.</p> <p>Student can often remain focused on the topic of discussion, though occasionally derails conversation.</p>	<p>Student can often balance speaking and listening; active listening is often evident through use of names and rephrasing what others have said to move discussion forward.</p> <p>Student can remain focused and is beginning to demonstrate leadership by refocusing class attention, returning to unexplored topics, or asking critical questions to encourage peers to think more deeply or broadly about topics.</p>	<p>Student can consistently balance speaking and listening; active listening is evident by consistent use of names and rephrasing what others have said to move discussion forward.</p> <p>Student can consistently demonstrate leadership by helping peers into the discussion, summarizing and/or synthesizing ideas, and/or asking critical questions to encourage peers to think more deeply or broadly about topics.</p>

## MEDIA & COMP 12 Authentic Critical Inquiry Project

**\*All Highlighted Sections are for submission for a mark.\***



### A) My Initial Thinking

- Has your thinking changed as a result of being in this course? What are some new avenues of thought that you are interested in or curious about?
- Have you read, discussed or viewed a text that has caused you to **question** or **wonder** about a topic that you would like to learn more about?
- When reading your book club novel, has it resulted in a query or instigated curiosity on an aspect of media, technology or other topic related to the topics we have discussed this year?

**Examples of Inquiry Questions - *Yellowface*** - Will the literary publishing world become more competitive or less competitive with the advent of AI? How will AI begin to stifle the creativity of writers (since it will entice authors to not write authentically) due to the difficulty of ‘making it’ as a writer?

### B) Initial Inquiry Question

- Based on your initial thinking, what questions arise that you wish to explore further?
- Write down your initial inquiry question(s).

### C) Investigate, Reevaluate, and Revise Thinking

- Try to identify the various factors, perspectives, or stakeholders that you wish to investigate in order to find more information about your question.
  - Find a minimum of three sources that help you to investigate your inquiry question further.
- \*Note: One of your sources can be a text that you studied in class this year.

Name of text URL if known	Evaluate the content and write down your initial thoughts. <ul style="list-style-type: none"> <li>➤ What is the author’s position?</li> <li>➤ Is the position valid? Is the source reliable? What lens is the source framed through (ex Eurocentric lens, feminist lens, conservative lens, etc)?</li> <li>➤ What are your initial thoughts about the topic discussed in the article(s)?</li> </ul>
Source 1	
Source 2	
Source 3	

**D) Complete and submit: MLA 9 Annotated Bibliography**

Follow the guidelines from this template to record your sources in the appropriate MLA format.

<p><b>Citation in MLA 9: Basics</b></p>	<p>Author’s last name, First name. “Title of the Article or Webpage.” <i>Title of the Website or Container</i>, Name of the Publisher, Day Month Year of Publication, URL.</p> <p><i>Note that the citations should be formatted as “hanging indents” (like this is and like the citation above). To get this formatting, highlight the citation, go to Format / Align &amp; indent / Indentation options, and choose special indent / hanging. Make sure the indentation is left 0.5.</i></p> <p>Personal Interview: Interviewee’s last name, First name. Personal Interview. Day Month Year.</p>
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<p><b>Evaluate your source:</b></p>	<p><b>Reliability &amp; Accuracy</b></p>	<p><b>Purpose &amp; Bias</b></p>	<p><b>Relevance</b></p>
	<p>Is this resource reliable or trustworthy? Who is the creator? What is the author’s position?</p>	<p>Why was this resource created? Who is the intended audience? What lens is it framed through? What is the bias?</p>	<p>Does this resource support or oppose your argument? How can it be useful? How can you support your position with evidence?</p>

<p><b>Summary of Content:</b></p>	<p><b>Provide a brief summary of the main ideas from your source. <i>Ensure that you do this <u>in your own words</u>.</i></b></p>
<p><b>Usefulness of the source:</b></p>	<p><b>Explain how this source can be used in your paper or project and refer to its reliability, purpose, bias and relevance.</b></p>

<p><b>Source 1: Identify a <span style="color: blue;">peer-reviewed source</span> that supports your argument</b></p>
<p>Citation in MLA format:</p>

Summary of Content: (2-3 sentences minimum)

Usefulness and Application to Your Project (with reference to your evaluation of the source): (4+ sentences)

**Source 2: Identify a source that provides a *different perspective* from Source 1**

Citation in MLA format:

“Happy the elephant is not a person, a court rules.” *NPR*, 14 June 2022,

<https://www.npr.org/2022/06/14/1105031075/bronx-zoo-elephant-not-person-court-rules>. Accessed 10 October 2023.

Summary of Content:

Usefulness and Application to Your Project (with reference to your evaluation of the source):

**Source 3: Identify one *additional peer-reviewed or non-peer reviewed* source to support your argument**

Citation in MLA format:

“Happy the elephant is not a person, a court rules.” *NPR*, 14 June 2022,

<https://www.npr.org/2022/06/14/1105031075/bronx-zoo-elephant-not-person-court-rules>. Accessed 10 October 2023.

Summary of Content:

Usefulness and Application to Your Project (with reference to your evaluation of the source):

**Standard 3:** Uses the conventions of Canadian spelling, grammar, punctuation, and MLA formatting

<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
Student can sometimes adopt grammar, spelling, and MLA conventions. Sentences include frequent errors that are distracting and often impede meaning.	Student can often adopt standard practices in grammar, spelling and MLA conventions. Sentences include some errors that are distracting and occasionally impede meaning.	Student can adopt standard practices in grammar, spelling, and <b>MLA conventions</b> .* Sentences include some errors which are distracting, but do not impede meaning. <i>*This includes a correct annotated bibliography, in-text citations, and a works cited page using MLA 9 format.</i>	Student can adopt standard practices in grammar, spelling, and MLA conventions while demonstrating some sophistication. Sentences contain rare errors that are not distracting and do not impede meaning.

**E) Reframe Your Question - Reevaluate Your Thinking / Critical Questioning**

- What bias do you bring to your own reading?
- What are some threads that stand out?
- What is a takeaway or position you can take?
- Can you support your position with evidence?
- Write down a revised question in the box below with some of your initial thoughts.

**F) Reach a Conclusion - Take a Position / Reframe Your Thinking**

- With the ideas and new thinking from your inquiry, form a position.
- What fresh perspective or new insight have you gained on the topic?
- Begin to compose three points that support your position with reference to any of the texts you have read on this topic.

**G) Write Your Draft Argumentative Research Essay** - In this stage, you will prepare a persuasive/argumentative essay that explores the topic or issue you are investigating without bias but rather to raise awareness and challenge beliefs. Your goal is to demonstrate critical thought on the question and your reading by synthesizing ideas from your research. [Intro and Outline Doc](#) (Feel free to modify this document). You will be asked to check in with your teacher after you complete your outline, and you will self-evaluate during this check-in with the following rubric.

<b>Standard 5:</b> Organizes ideas in a logical and effective manner, appropriate to audience and purpose			
<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
Student can sometimes demonstrate a logical progression of ideas between and within paragraphs.	Student can often demonstrate a logical progression of ideas between and within paragraphs.	Student can usually demonstrate logical progression of ideas between and within paragraphs.	Student can consistently demonstrate a logical progression of ideas between and within paragraphs.

[Draft & Good Copy](#) Doc

**H) Draft Peer Workshop**

Come prepared with a draft for this peer workshop. You will receive a peer evaluation for Standard 1: Craft and maintains an effective argument.

<b>Standard 1:</b> Crafts and maintains an effective argument			
<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
Student can write a thesis statement that responds to the prompt but is obvious or descriptive. Student can sometimes maintain argument through the use of occasionally effective	Student can write an accurate thesis statement that begins to demonstrate critical thinking. Student can maintain argument through the use of mostly effective evidence from multiple sources.	Student can write a thesis statement that demonstrates critical thinking. Student is beginning to develop more complexity in their argument through	Student can write a compelling thesis statement that demonstrates complex critical thinking. Student can consistently develop complexity in the argument through the use of

evidence from a single source.		the use of effective evidence from multiple sources	exemplary evidence from multiple sources
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**I) Write Your Good Copy** [Good Copy Doc](#)

**J) Publish / Act** - In this stage, you will convert your essay into a product that can be shared in our CHS Community (Audience to be determined).

*Goal: Convert your findings into a consumable product that anyone can understand and access. The goal is to raise awareness, inform, and/or persuade others of your new insights on this important topic.*

- **Consider:** Who is your audience? How can you make this product engaging or of interest to them?
- **Option A:** Make a Zine — Slideshow [Here](#)
- **Option B:** Make a Poster—[PSA Poster Slideshow](#)

## Restor(y)ing Voices — “Vancouver: One city, many voices.”



“Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day.” —Thomas Jefferson

### Prompting Questions:

- How can we shape our memory of the past and influence how we move forward in a way that represents our city’s true and unique history?
- What are some voices that are not represented in the stories we tell?
- How can we use the knowledge of a fresh perspective to enhance our understanding of one another and benefit our community as a whole?

Below you will find a list of underrepresented groups in the lower mainland whose story or perspective may not be well-known. Your task is to select one voice that you would like to restor(y) in order to promote a deeper understanding of their perspective. You will first write an independent argumentative essay on the topic to take a strong argumentative stand and then you will revise the writing for a public audience in the form of an op-ed piece like the one [here](#) or in the form of a zine like the one [here](#) which restores the voice of the group you are representing.

As you compose your **argumentative essay**, you will need to identify a specific audience for your communications. This will be the emphasis of our assignment: How does a rhetor (writer or speaker) responsibly and meaningfully shape an argument to teach, delight, and move that audience? For this assignment, your audience includes your teacher, your classmates, and a larger, specific public that you will identify. In your writing, you will demonstrate how your rhetorical decisions (i.e., the argument you write and the textual strategies you employ to shape and support your argument) are appropriate and persuasive for your specific audience. (Source [Here](#))

Consider: How could you promote a deeper awareness of this group’s perspective on historic events, cultural influence / erasure, human rights violations, community advocacy, or other?

1. Indigenous voices and perspectives (ex Language revitalization)
2. Japanese Canadians (Powell street; Oppenheimer park)
3. Chinese Canadians (Cultural history of Chinatown, Historical Injustices such as the “Head Tax,” Voting Rights, Loss of Culture, Gentrification of Chinatown, etc)
4. Vietnamese Canadians / “Boat People” (Representation, Historical Understanding)
5. Indo-Canadians (Representation, Historical Understanding, *Komagata Maru*)
6. Farmworker’s Rights ([Tye Article](#))
7. Street Names and Representation Through Street Names (CBC, “[The Origins of Vancouver Street Names](#)”)
8. Neurodivergent or People with Disabilities (“British Columbians Living with Disabilities Begging to Be Heard” [Link](#), Georgia Straight)
9. Trans and / or Lgbtqia2s+ Community
10. DTES Community
11. The Elderly
12. Black Canadians (History and Cultural Influences; Hogan’s Alley)
13. The Environment / The Land, Plants, Animals, Ocean etc. - ex: [LA Overpass](#))
14. Non-English Speakers
15. Gentrification in Vancouver (*How does development impact communities?*)
16. Street Lights for Safety and Wellbeing (vulnerable groups)

17. Conflicting Identities - racial stereotyping / racial profiling / inclusivity vs discrimination / race and classification
18. Veterans
19. International Students
20. Other (You may think of a voice that is underrepresented and propose it to the teacher)

After choosing a voice or issue to amplify, you will conduct research, identify a position, and compose an argumentative **essay**.

The goal of an argumentative **essay** is to convince an audience to think and act in a certain way. Your essay should incorporate appeals to logos, ethos, and pathos, and should employ rhetorical techniques to make your argument convincing and compelling. Your essay must have the following elements:

- a clear, compelling *argument* (thesis statement)
- well-reasoned supporting claims
- well-chosen examples to support your main points
- sound, well-researched evidence to support your claims
- emotional appeals to engage your reader's interest
- Skillful use of rhetorical devices (diction, imagery, details, language, structure, and tone)

### Skills

The main idea for this assignment is that you will learn or develop further your research, writing, and analysis skills. Specifically, you will learn the following skills:

- How to conduct research, including how to narrow your focus and how to find relevant information
- How to distinguish authoritative from non-authoritative sources
- How to assess the value of different types of resources
- How to synthesize information from different sources that support your thesis and create a convincing argument, one that is somewhat original (i.e., that is your idea; although others may agree with you, it is unlikely that they have conducted exactly the same research as you or written the same way you will)
- How to write for a research essay, using paraphrasing, quoting, and your own analysis
- How to use MLA citation standards
- How to organize your research material

### Resources

You need a minimum of **three** sources in total and **one** scholarly (peer-reviewed) source.

- **Peer-reviewed / Scholarly Sources** are ones produced by experts in the field or scholars and the information in these sources are reviewed by academic peers (other professionals in the same field), or vetted by academic professionals.
- **Non-Peer Reviewed Sources:**
- You can use magazines and/or newspaper articles for background information and for anecdotal information. Any factual information **must be corroborated by an academic source**. Fairly reliable sources include *The Guardian*, *The Economist*, *The Wall Street Journal*, *CBC News*, *The New York Times*, *The New Yorker*, *The Atlantic*.
- You can also include information gathered from first person interviews.

### Tasks

- [Reflection & Annotated Bibliography](#)
- Outline / Draft
- Good Copy

