

Ten Steps to Preparing Research

Name _____ Date _____

Steps	Comments
Step 1: Get ready	
Make sure you understand the assignment. Read the instructions carefully. Check with a partner to make sure you understand them. Ask your teacher for clarification if you still have questions.	
Study the checklist for success and assessment criteria provided with the assignment. Think about the criteria for the task. If you have questions, ask for clarification.	
Check your time. What is the due date for the assignment? What is the date today? What steps must be completed? Use a calendar to plan your work.	
Step 2: Select a topic	
Sometimes a topic will be assigned. Other times, you may select a topic on your own. Before you begin, however, ask yourself a few questions.	
• What do I already know about this topic?	
• Where would I look to find more information?	
• How will I check to make sure my information is accurate?	
Step 3: Find resources	
Begin with your textbook. In some cases, you will be able to use this to complete the entire assignment. Sometimes, you may be asked to use resources in the school library or on the Internet. In these cases, your teacher or school librarian will provide suggestions for you.	

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REPRODUCIBLE A CONTINUED

Steps	Comments
Step 4: Take notes	
<p>Researchers use various strategies for taking notes. Index cards, mind maps, and graphic organizers are all suitable note-taking tools. Here are some basic rules for taking notes:</p>	
<ul style="list-style-type: none"> Record information about your sources: author, title, place of publication, page numbers. 	
<ul style="list-style-type: none"> Use your own words. Read a passage, then turn away from the text and write the main idea in a few words on your index card or note-taking sheet. 	
<ul style="list-style-type: none"> Identify direct quotations. If you want to quote directly from a source, copy the words and enclose them in quotation marks. Don't overuse direct quotations. 	
<ul style="list-style-type: none"> Summarize, summarize, summarize. Use your summarizing skills to record only the main ideas and important facts. 	
Step 5: Organize your notes	
<p>Put your information in the order that makes the most sense to you and that will be easy for readers to follow. Check with your writing partner to see if the order makes sense to someone else.</p>	
Step 6: Write an outline	
<p>Write an outline based on your notes. Don't be afraid to change the sequence of your information if you see a better way of doing things during this process.</p>	
<p>When you finish, check your outline. Ask yourself these questions: Have I included all the important ideas in this outline? Have I included ideas that really aren't very important? Does the order make sense? Do I still have questions?</p>	
<p>If you need to check facts, now is a very good time to do this.</p>	

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REPRODUCIBLE A CONTINUED

Steps	Comments
Step 7: Write a draft	
Exchange your draft with that of a writing partner. Ask your partner if your draft is clear and interesting. If your partner has questions, you can check your draft and make necessary changes.	
Step 8: Revise your draft	
This is an important stage of writing. You are making changes to improve clarity, organization, and word choice. Here are some questions to ask yourself:	
<ul style="list-style-type: none"> • Is my draft clear and concise? 	
<ul style="list-style-type: none"> • Do I clearly state the main idea in the opening paragraph? 	
<ul style="list-style-type: none"> • Do the following paragraphs all support the main idea? Are the details interesting, worthwhile and clear? 	
<ul style="list-style-type: none"> • Does my draft include clear transitions from one idea to the next? Will a reader be able to follow my draft easily? 	
<ul style="list-style-type: none"> • Have I chosen words appropriate to my audience and purpose? 	
<ul style="list-style-type: none"> • Is my draft interesting? 	
<ul style="list-style-type: none"> • Have I included all the references and source information? 	
Step 9: Edit your draft	
As you prepare your work for submission, you may want to make small changes.	
Step 10: Check with a partner	
A check by a partner is always a good idea as a final step before submission.	

Ten Steps to Making Effective Presentations

Name _____ Date _____

Steps	Comments
Step 1: Know your information	
Do enough research to be the "class expert."	
Review your notes before making a presentation.	
Step 2: Consider the amount and type of information presented	
Carefully select relevant information.	
Avoid presenting too much material.	
Give your classmates the background information they need to follow the presentation.	
Step 3: Be creative	
Remember that creativity affects all aspects of your presentation.	
Make your presentation distinct.	
Step 4: Prepare an effective introduction and conclusion	
Begin with an attention-grabbing introduction that includes both a clear topic statement and a statement of intent.	
In the conclusion, draw together your main points.	
Step 5: Organize your presentation	
Establish a logical flow for content and activities.	
Integrate a variety of creative ideas, visual aids, and questions. Avoid long stretches of lecturing.	
Step 6: Help classmates record notes	
Use clear, uncluttered overhead transparencies, chalkboard notes, and handouts.	
Provide a framework for taking notes, not a summary of your presentation.	

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REPRODUCIBLE B CONTINUED

Steps	Comments
Step 7: Integrate visuals	
Use a variety of resources to illustrate your points and consider your classmates' different learning styles.	
Consider using a variety of media, such as films, slides, models, photographs, and music.	
Step 8: Involve the class	
Link the visuals to the content of your presentation.	
Plan powerful questions that will inspire class discussion.	
Make questions specific; avoid vague questions, such as "What do you think...?"	
Use small student groups to come up with suggestions for solving a problem or addressing an issue.	
Provide students with short readings.	
Involve students in activities, such as game shows, simulations, and discussions.	
Step 9: Time your presentation	
Estimate the time required for each part of the presentation to ensure that your presentation fits into the time allotted.	
Step 10: Control your voice and presence	
Speak clearly, slowly, and as loudly as necessary period	
Stress important points.	
Pause to allow information to be understood.	
Do not read from a prepared text.	
Project confidence and enthusiasm.	
Be prepared and ensure that all your materials are organized and at hand.	

Francophone References

Francophone A person whose first language is French.

The French The people of France.

Habitant A Francophone farmer in New France.

Canadiens French colonists born in New France.

Canadien(ne) A term that came to be used in the second half of the 17th century as the inhabitants of New France developed a new identity tied to their new homeland and wished to express their distinctiveness from the French of France. Although they continued to be subjects of the king of France, Canadiens were distinguished by their birth in New France. Canadiens developed several distinct colonial characters, including farmers (habitants), who were more independent than their peasant counterparts in France; fur traders, who learned Native ways of traveling, fighting, and surviving in the woods; and nobles, whose military careers were spent leading mixed troops made up of Indigenous peoples, militia, and regular soldiers. In the 19th and early 20th centuries, Francophones throughout North America used the term "Canadien" to express their national identity.

When the province of Québec, which at one time included much of present-day Québec and Ontario, was divided into Upper Canada (now Ontario) and Lower Canada (now Québec) in 1791, non-Francophone immigrants began to call themselves Canadians, an English version of the word "Canadien." After World War I, the term "French Canadian" became more prevalent to refer to Francophone Canadiens.

Acadian A Francophone citizen of Acadia; a descendant of the Francophones of Acadia.

French Canadian A term used to describe Francophone citizens of Canada. Since the 1960s, most Francophone Québécois have rejected the use of the term, preferring to identify themselves as Québécois. In light of this, Francophone minorities began to identify themselves as Franco-Albertains, Fransaskois, Franco-Colombiens, Franco-Manitobains, etc.

Québécois A Francophone of Québec origin; a resident of Québec.

Aboriginal References

Aboriginal peoples The original inhabitants of a land and their descendants. In 1982, the Canadian Constitution recognized three groups of Aboriginal peoples — First Nations, Métis, and Inuit — each with diverse sets of communities with their own histories, languages, cultural practices, and spiritual beliefs.

First Nations In Canada, the group of Aboriginal peoples formerly or alternatively known as Indians (a disfavoured term; see “Indians”). “First Nations” refers to individuals — more than 500 000 First Nations people live in Canada — and to communities (or reserves) and their governments (or band councils). The term, which arose in the 1980s, is politically significant because it implies possession of rights arising from historical occupation and use of territory. Though no Canadian legal definition of this term exists (the Constitution refers to Indians), the United Nations considers the term synonymous with Indigenous peoples.

Indians Groups of Aboriginal peoples, who generally prefer to be called First Nations. The term “Indian” is still commonly used by Canadian governments, including in the Constitution. First Nations people generally disfavour the term because it originated in early European explorers’ mistaken impression that they had landed in India. It also ignores the great diversity of history and cultures among various First Nations.

Indigenous peoples The original inhabitants of a land and their descendants.

Inuit The Aboriginal people of northern Canada, who live primarily in Nunavut, the Northwest Territories, Labrador, and northern Québec. Inuit peoples also live in Greenland, Russia, and the American state of Alaska.

Métis A group of Aboriginal peoples with First Nations and European ancestry. Métis people identify with Métis history and culture, which dates to the fur trade era, when First Nations women and European (mostly French and British) men married and had children. The federal government refused for many years to give political recognition to the Métis, but they received recognition as Aboriginal people in the Constitution Act of 1982.

My KWL Chart

Name _____ Date _____

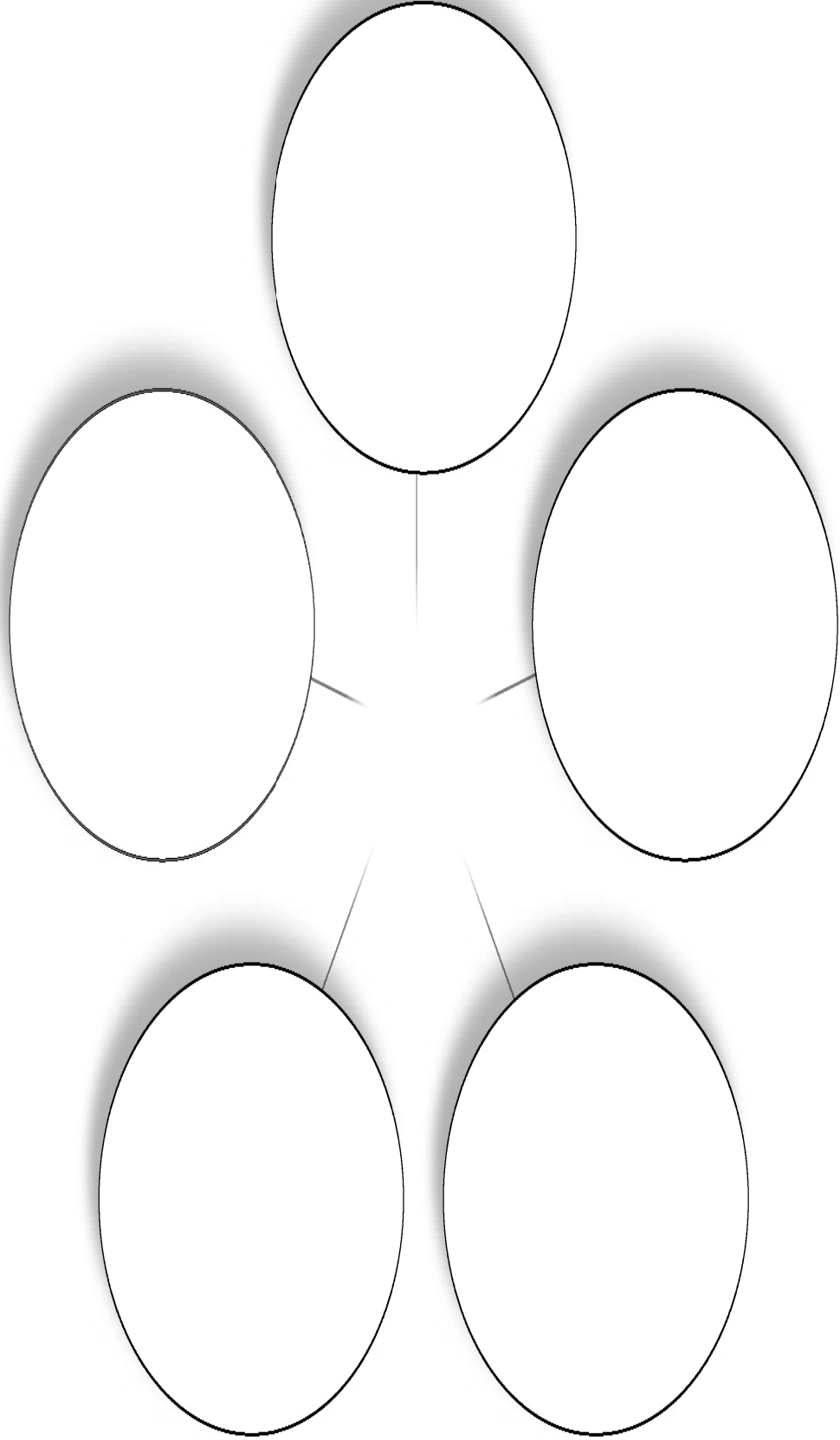
Topic _____

K	W	L
What do I already KNOW or think I know about this topic?	What do I WANT to know or think I need to know about this topic?	What have I LEARNED about this topic?

Mind Map

Name _____

Date _____



T-Chart

Name _____ Date _____

Title _____

RAFTS Chart

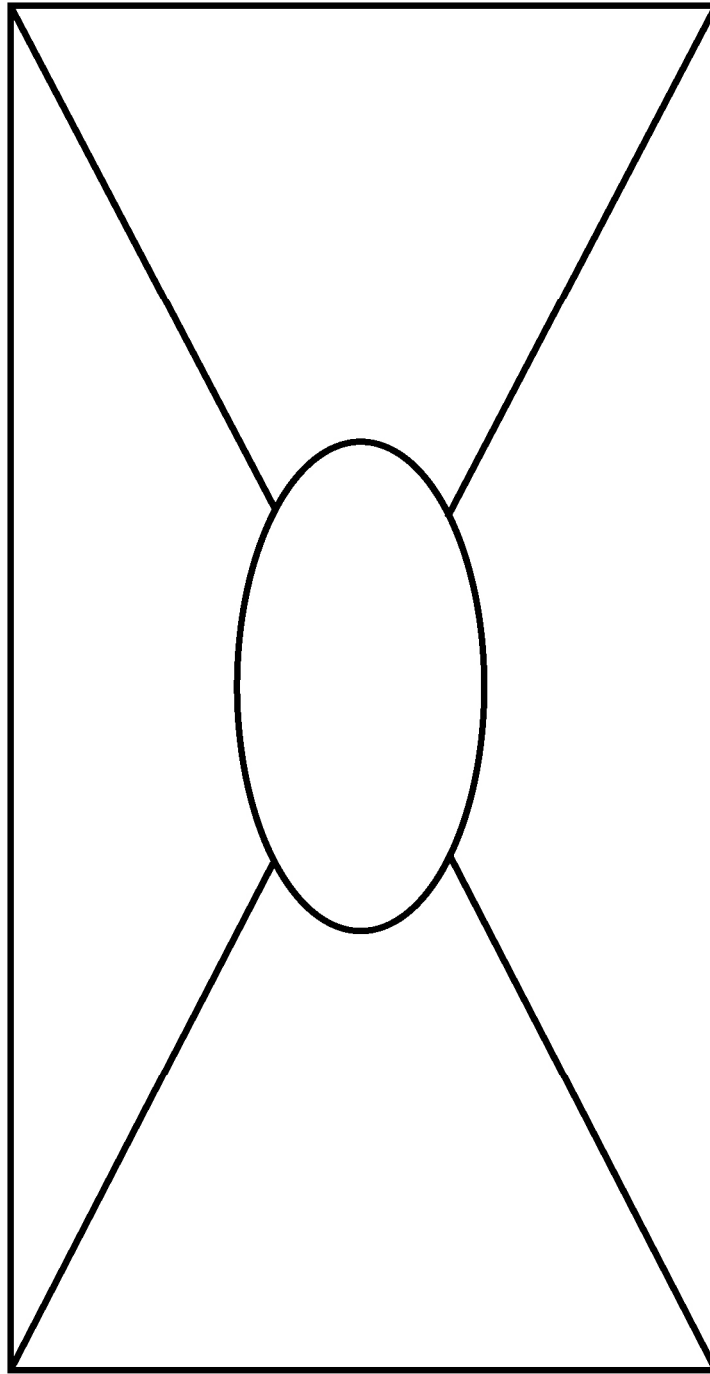
Name _____ Date _____

Role of the writer	What is your role? Are you a journalist? A citizen?
Audience	Who will read your paragraph? What purpose do you want to achieve with your audience? How can you achieve your purpose?
Form of writing	What form will your writing take? In this case, you will be writing a paragraph. How do you write an effective paragraph?
Topic	What is your main idea in this paragraph? How will you limit your topic so it will fit in one paragraph?
Strong verb	What do you think or feel about this topic? What strong action word(s) communicate your point of view?

REPRODUCIBLE 1

Placemat

Name _____



Name _____

Name _____

Name _____

Some Terms of the Treaty of Versailles

Name _____

Date _____

General	Economic
<ul style="list-style-type: none"> • Germany had to admit full responsibility for starting the war. • Germany was found responsible for all the damage caused by the war and ordered to pay reparations. Most of these funds would go to France and Belgium to pay for the damage done to these countries. • The League of Nations was established to ensure world peace in the future. 	<ul style="list-style-type: none"> • Germany's loss of vital industrial territory made it almost impossible to rebuild its economy. Coal from the Saar and Upper Silesia was a particularly vital loss. • In an attempt to keep Germany's economic potential to a minimum, Germany was forbidden to unite with Austria.
Military	Territorial
<ul style="list-style-type: none"> • Germany's army was reduced to 100 000. • Germany's army was not allowed tanks or an air force. • Germany was allowed only six large naval ships and no submarines. • German soldiers and weapons were barred from a demilitarized zone, or DMZ, which took up much of the country. • The Allies were to keep an army of occupation on the west bank of the Rhine for 15 years. 	<ul style="list-style-type: none"> • Various German provinces were given to other European states (e.g., Alsace-Lorraine was given to France, West Prussia and Upper Silesia were given to Poland). • The Saar, Danzig, and Memel were put under the control of the League of Nations. The people of these regions would be allowed to vote to stay in Germany or not in a future referendum. • Germany had to return land to Russia. Some of this land was made into the new states of Estonia, Lithuania, and Latvia. An enlarged Poland also received some of this land. • The League of Nations took control of Germany's overseas colonies.

Reading Political Cartoons

Name _____ Date _____

Political cartoons are one way of expressing an opinion about a topic. You can analyze the cartoons on this page — and other political cartoons — by following these steps.

Step 1: What do you see?

1. What is the title or caption on the cartoon?

2. Describe the people, figures, or characters in the cartoon.

3. What other objects, symbols, or words do you see in the cartoon?

Step 2: What is the cartoon's message?

1. What historical issue, event, or theme does the cartoon refer to?

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REPRODUCIBLE K CONTINUED

2. What background information do you need to understand this cartoon?

3. What do the people, figures, or characters in the cartoon mean? What is their significance?

4. What does the title of the cartoon mean? Could it be interpreted as sarcastic?

Step 3: What do you think about the cartoon?

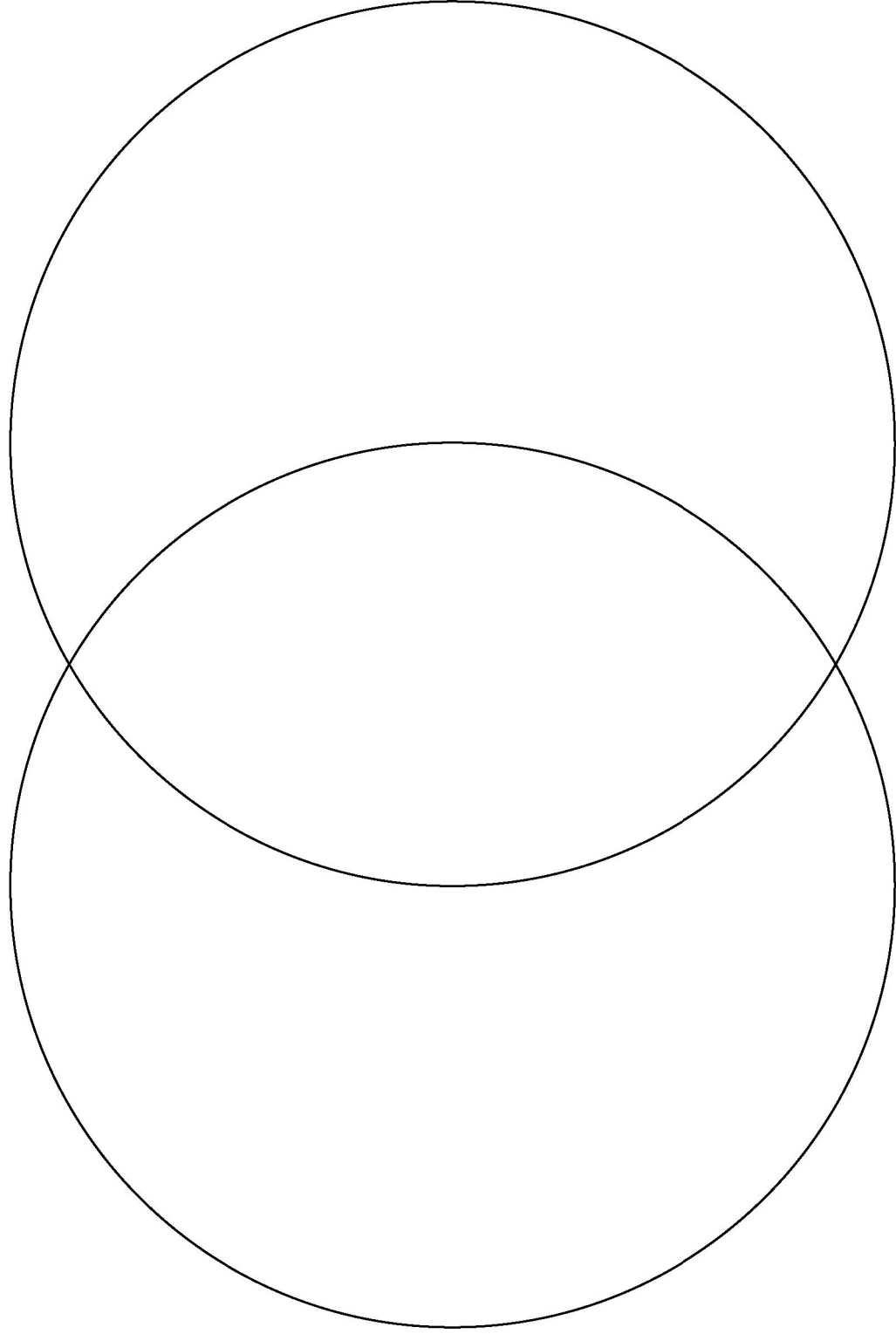
1. What is the cartoonist's view of the issue, event, or theme portrayed in the cartoon?

2. Do you agree with the cartoonist's opinion? Explain why or why not.

Venn Diagram

Name _____

Date _____



Exit Slips

EXIT SLIP	
Name _____	Date _____
One big idea I learned from today's lesson is	
The fact I found most interesting today was	
One question I still have is	

EXIT SLIP	
Name _____	Date _____
One big idea I learned from today's lesson is	
The fact I found most interesting today was	
One question I still have is	

EXIT SLIP	
Name _____	Date _____
One big idea I learned from today's lesson is	
The fact I found most interesting today was	
One question I still have is	

5Ws+H Chart

Name _____ Date _____

Title _____	
Who?	
What?	
When?	
Where?	
Why?	
How?	
Comment	

Point-Proof-Comment Organizer

Name _____ Date _____

Subject or Reference _____	
Point	
Proof	
Comment	
Point	
Proof	
Comment	
Point	
Proof	
Comment	
Point	
Proof	
Comment	

Triangle Debate Organizer

Name _____ Date _____

Debate Statement _____

Speaker A	Speaker B	Judge
Argument	Argument	Strongest argument for A
Supporting detail 1	Supporting detail 1	Strongest argument for B
Supporting detail 2	Supporting detail 2	Questions for A
Supporting detail 3	Supporting detail 3	Questions for B

Writing an Information Paragraph

Name _____ Date _____

The following checklist can help you ensure that any paragraph you write contains everything needed to be effective. Use complete sentences to fill in the parts needed to build your paragraph. Check off each part as you complete it.

<input type="checkbox"/> Topic sentence	
Supporting point 1 <input type="checkbox"/> Supporting detail or <input type="checkbox"/> Explanation	
Supporting point 2 <input type="checkbox"/> Supporting detail or <input type="checkbox"/> Explanation	
Supporting point 3 <input type="checkbox"/> Supporting detail or <input type="checkbox"/> Explanation	
<input type="checkbox"/> Concluding sentence	

Editing Tips

- Check the number of supporting details and explanations in your paragraph by highlighting supporting details or facts in one colour and explanations in another.
- Think about the order of the supporting points. Make sure they are organized in the way that makes the most sense.
- Be sure that all supporting details and explanations are accurate and relevant. They should clearly connect to the topic sentence
- Don't forget a concluding sentence. This reinforces what you have said and signals the end of the paragraph.
- Try using transition words and phrases (e.g., in addition, therefore, as a result, because) to help move smoothly between supporting points.
- Proofread carefully to ensure that you have used complete sentences and accurate spelling, grammar, and punctuation.

Presentation Dos and Don'ts

Name _____ Date _____

Skill	Often	Sometimes	Rarely
Speaking Skills			
• Varied tone of voice and emphasized important points			
• Spoke clearly (could be heard by everyone)			
• Paused at end of sentences and didn't rush			
• Pronounced terms without stumbling			
• Was prepared to answer questions from audience			
Body Language			
• Faced the audience			
• Stood straight and didn't lean on podium or table			
• Spoke to audience rather than reading from notes			
• Used gestures effectively rather than fidgeting			
• Made eye contact with various audience members			
Group Skills (if applicable)			
• Co-ordinated speaking role with partner			
• Shared speaking load with partner			
Use of Audiovisual Aids (if applicable)			
• Used well-designed, easy-to-read materials			
• Arranged equipment so audience could see easily			
• Knew how to use equipment			

Building Consensus

Group Members _____

_____ Date _____

Tips for Making Consensus Building Work

Be true to yourself. Agree because you agree, not because you like someone.

Be flexible. Be ready to give up something to reach agreement.

Be considerate. Make sure everyone has a chance to contribute.

Be a listener. Listen carefully to what others say.

Be single-minded. Stay on track and don't get distracted.

Be fair. Make sure everyone has a say in the group decision.

Be patient. Reaching agreement can take time.

Issue _____

Idea	Agreements	Disagreements	Compromise

Developing Effective Questions

Names _____ Date _____

Tip	Often	Sometimes	Rarely
1. Frame questions as requests for information, not challenges. Example: "What was the key factor that led you to that judgment?" rather than, "How could you possibly say that?"			
2. Ask questions that will promote dialogue and inspire fresh insights. Example: "What might be some consequences of your position?" rather than, "Don't you think your position is too negative?"			
3. Keep your purpose and audience in mind. Example: "How is your point related to Canadian national identity?" rather than, "How is your position connected to my life?"			
4. Ask questions that will promote further discussion. Example: "Would your position work for recent immigrants, as well as long-time citizens?" rather than, "Don't you agree that your position does nothing for long-time citizens?"			

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REPRODUCIBLE T CONTINUED

<p>5. Direct questions toward an idea or issue, not the person you are questioning.</p> <p>Example: "How significant is this factor's role in national identity?" rather than, "How can you say this is important to Canadians?"</p>			
<p>6. Ask open-ended questions that provoke further thought rather than a yes or no — or one "correct" — answer.</p> <p>Example: "To what extent should Canada encourage global trade?" rather than, "Should Canada trade with China?"</p>			
<p>7. Ask questions that lead to a deeper understanding and require decisions and judgments.</p> <p>Example: "What can people do to promote the use of their language as a factor in their nation's identity?" rather than, "Should people have to learn English and French to become Canadian citizens?"</p>			