

In this final critical challenge, students compile what they have learned throughout the unit to prepare and deliver a video-recorded speech about Canada's role in international affairs during the twentieth century.

**UNIT: Canada's international role in the twentieth century**

# Evaluating Canada's international role: 1914 to 2000

**Remind students of their final challenge**

**Compile the evidence**

**Explore an effective speech**

Once students have sufficient knowledge about the relevant events, review the final challenge with students:

*Assemble the evidence demonstrating Canada's role in international affairs and write and deliver a three-to-five minute speech supporting or opposing Canada's appointment as a special UN ambassador for conflict resolution and development.*

Students may want to use Compiling evidence (Student Activity Sheet # 1) to organize the evidence for their speech. Direct students to refer to the activity sheet, Rating Canada's record in international affairs, 1914-2000, which was introduced in the unit launch lesson plan and which they have been adding to throughout the unit.

If students require support in assembling the evidence needed to prepare their speech, consider using Assembling evidence (Student Activity Sheet #2). Additional suggestions for supporting students can be found in the Assembling Evidence Tools for Thought lesson, available on the TC2 website.

Show students an excerpt from a famous, well-delivered speech (Martin Luther King's "I have a dream," for example) and connect the qualities of the speech to the "Effective verbal communication" row of *Assessing your speech* (Assessment Sheet #3).

Student Activity Sheet #1

### Compiling evidence

Examples of Canada's responsible international role	Examples of Canada's irresponsible international role
<p>Year reference:</p> <ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> </ul>	<p>Year reference:</p> <ul style="list-style-type: none"> <li>.</li> <li>.</li> <li>.</li> </ul>
<p>Examples that are evidence of both a responsible and an irresponsible international role:</p>	

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Assessment Sheet #3

### Assessing your speech

Identified quality	Provides a clear, precise thesis statement that fully addresses the question.	Provides a clear, precise thesis statement that addresses the question.	Provides a clear, precise thesis statement that partially addresses the question.	Provides a clear, precise thesis statement that does not address the question or does so in a vague statement.
Clear and specific purpose	Provides a thorough response that is fully supported with accurate and relevant information.	Provides a thorough response that is supported with accurate and relevant information.	Provides a response that is supported with accurate and relevant information.	Provides a response that is not supported with accurate and relevant information.
Supporting evidence	Offers a variety of relevant content, and effectively uses things to strengthen the overall response.	Offers a variety of relevant content, and effectively uses things to strengthen the overall response.	Offers a variety of relevant content, and effectively uses things to strengthen the overall response.	Offers a variety of relevant content, and effectively uses things to strengthen the overall response.
Effective verbal communication	Speech is fluent, expressive and easy to hear. It uses effective verbal communication to persuade the audience.	Speech is fluent, expressive and easy to hear. It uses effective verbal communication to persuade the audience.	Speech is fluent, expressive and easy to hear. It uses effective verbal communication to persuade the audience.	Speech is not fluent, expressive and easy to hear. It does not use effective verbal communication to persuade the audience.

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## Prepare the speech

Distribute a copy of *Organizing your speech* (Student Activity Sheet #3). Review the ten steps outlined on these sheets. Ask students to ensure that their speech addresses at least six events from the time period and that it includes accurate and relevant historical evidence to support their argument. Once their outline is complete, direct students to write a first draft of their speech. Ask students to peer-assess each other's drafts using the rubric *Assessing your speech*. Invite them to ask you for specific feedback to key sections of their speeches and ask them to write a final version.

The image shows a student activity sheet titled "Organizing your speech" with a name line and "Student Activity Sheet #3" in the top right. The sheet is divided into several sections for organizing a speech:

- Step 1: Setting the context**: Includes a "Topic" section with the question "What topic (what year) will you address in your speech?" and a sub-question "Should I include any specific US milestones for context and background?".
- Voice**: A section with the question "How do you want your voice to be in your speech?".
- Purpose and format**: A section with the question "What do you want the audience to believe or do after listening to your speech?".
- Audience**: A section with the question "Who is your audience? What does your audience like to do? How will you engage them?".
- Step 2: Working thesis**: A section with the instruction "Write your one-sentence answer to the questions above based on what you know so far. You may change this later based on the evidence you gather." Below this is a "Sample thesis" section with the example "Should I include any specific US milestones for context and background?" and a "Your thesis" section.

At the bottom, it says "teaching historical thinking" and "The Critical Thinking Consortium".

## Deliver the speeches

Ask students to video-record their speeches using tablets or smartphones and to submit the speeches electronically along with a completed rubric, *Assessing your speech*. Choose three to five speeches randomly to show the class.

# Compiling evidence

Examples of Canada's responsible international role	Examples of Canada's irresponsible international role
<p><b>Your criteria:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b>Your criteria:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Examples that are evidence of both a responsible and an irresponsible international role:</b></p>	

## Assembling evidence

**Conclusion:** Factory farms are not a good idea.

<b>Conclusion:</b> Factory farms are not a good idea.		
<b>Reason:</b>	<b>Reason:</b>	<b>Reason:</b>
<b>Evidence:</b>	<b>Evidence:</b>	<b>Evidence:</b>
<b>Transition words:</b>	<b>Transition words:</b>	<b>Transition words:</b>

# Organizing your speech

Complete the following to help you write your speech. This process is essentially the same as writing an essay.

## Step 1: Setting the context

Topic
Topic/question (make sure you understand the question). <i>Should Canada get the job of special UN ambassador for conflict resolution and development?</i>

Voice
Describe what tone you will use in your speech.

Purpose and format
What do you want the audience to believe/do after listening to your speech?

Audience
Who is your audience? What does your audience like in a speech? How will you engage them?

## Step 2: Working thesis

Write your one-sentence answer to the question above based on what you know so far. You may change this later, based on the evidence you gather.

Sample thesis	<i>Canada should be appointed as a special UN ambassador for conflict resolution and international development.</i>
Your thesis	

### Step 3: Gathering evidence

List below at least nine pieces of information (events) that you have that support your thesis. More events are better.

1. Example: <i>Suez Crisis—Pearson proposes peacekeepers at the UN and they are effective.</i>
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

### Step 4: Counter-arguments

List at least five pieces of information that counter your thesis.

1. Example: <i>Somalia: Canadian soldiers found guilty of murder and their regiment was disbanded.</i>
2.
3.
4.
5.
6.

### Step 5: Organizing evidence into reasons

Group the evidence so that you have three or more groups of information or narration that are the same in some way. For example, you may decide that five events all show Canada succeeding at creating peace. Your reason would be that Canada has succeeded at creating peace and your evidence would be the five events. Essentially you're categorizing the information in some way that makes sense.

Reason: Example: <i>Canada succeeded at creating peace.</i>	Reason:	Reason:	Reason:
1. <i>Suez crisis</i>	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

### Step 6: Thesis statement

Re-write your thesis statement so that it is supported by the evidence you've gathered and the paragraphs/sections you've organized.

<b>Final thesis</b>	
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### Step 7: Topic sentences

Write topic sentences based on your reasons from step 4.

Sample thesis	<i>Canada should be appointed as a special UN ambassador for conflict resolution and international development.</i>
<b>Reason 1</b> topic sentence	
<b>Reason 2</b> topic sentence	
<b>Reason 3</b> topic sentence	
<b>Reason 4</b> topic sentence	

Step 8: Write your body paragraphs. Make sure all claims you make are supported by valid historical evidence and that it all relates back to your thesis statement.

### Step 9: Introduction

Introduction
<ol style="list-style-type: none"><li>1. Title (interesting and related to topic)</li><li>2. Introductory sentences (engaging the audience and related to topic)</li><li>3. Limiting sentence (give the audience a very brief preview of your evidence)</li><li>4. Thesis statement</li></ol>

### Step 10: Conclusion

Conclusion
<p>Should bring it all together without being repetitive. Last sentence needs to leave the audience thinking.</p>



## Assessing your speech

<b>Clearly-stated position</b>	Provides a clear, provocative thesis statement that fully addresses the question.	Provides a clear, focused thesis statement that addresses the question.	Provides a clear thesis statement that mostly addresses the question.	Provides a thesis statement that generally addresses the question.	Thesis statement does not address the question or there is no thesis statement.
<b>Comments/explanation for rating:</b>					
<b>Insightful and fully-developed argument</b>	Provides a thorough, insightful argument that is fully supported with accurate, relevant and important information.	Provides a thorough argument that is supported with accurate and relevant information.	Provides an adequate argument that is supported with mostly accurate and relevant information.	Provides a basic argument that is supported with some accurate and relevant information.	Provides a superficial or incomplete argument that may include significant factual errors and misunderstandings.
<b>Comments/explanation for rating:</b>					
<b>Contradicting details</b>	Offers a number of thoughtful counter-arguments and elegantly uses them to strengthen the overall argument.	Offers a number of counter-arguments and effectively uses them to strengthen the overall argument.	Offers a few counter-arguments without taking away from the overall argument.	Offers one or two counter-arguments which only take a little away from the overall argument.	Offers no counter-arguments or offers them in such a way as to substantially weaken the overall argument.
<b>Comments/explanation for rating:</b>					
<b>Effective verbal communication</b>	Speech is fluent, highly expressive and easy to hear. It uses gestures and facial expressions skilfully to persuade the audience.	Speech is fluent, expressive and easy to hear. It uses effective facial expressions to persuade the audience.	Speech is fluent, expressive and easy to hear most of the time. It uses appropriate facial expressions.	Speech is fluent, expressive and easy to hear some of the time and uses some appropriate facial expressions.	Speech lacks fluency, expressiveness and/or audibility. Gestures and facial expressions lack effectiveness.
<b>Comments/explanation for rating:</b>					