

# How much have things changed?

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**Featured topic:**  
*comparing the lives of female prostitutes in urban Canada at the turn of the century and today*

## Critical Challenge

- Critical tasks**
- A. Speculate on the likely differences in the daily life of and conditions for the featured group between now and an earlier time.
  - B. Rate the degree of difference in the daily life of and conditions for the featured group between the two time periods.

**Overview**

In this two-part challenge, students compare the daily life and conditions of a marginalized group at a point in history (in this case, working class females who are prostitutes at the turn of the 20th century) to the experiences of the same group in Canada today. Students begin by speculating, in general terms, on the degree of similarity or difference in daily life now compared to life at the turn of the 20th century. They explore the concepts of continuity and change by deciding which items on a list of common objects and customs would have been present 100 years ago. Students examine a provocative image and text to develop empathy for the contemporary conditions of the featured group. In the first task, students speculate on the likely conditions for the featured group during an earlier historical period. Students are then instructed in taking notes and in drawing inferences from various sources about the contemporary and historical experiences of the featured group. In the second critical task, students research and assess the degree of difference in social, political, economic, and cultural conditions for the featured group between the two time periods. Finally, students compare their earlier speculations with their concluding assessments of the differences for the featured group.

## Objectives

**Broad understanding**  
**Requisite tools**

Examining how some things change while others remain the same over time helps us better understand the past and make sense of the present.

### **Background knowledge**

- understanding of daily conditions for a featured group at a point in Canadian history
- understanding of daily conditions for the featured group in Canada today

### **Criteria for judgment**

- criteria for credible speculations (e.g., address important matters, are reasonable, supported with plausible explanations)
- criteria for effective notes (e.g., identifies relevant details, provides adequate information, written in own words)
- criteria for a sound conclusion (e.g., supported with relevant reasons; justifies not choosing alternate conclusions)

### **Critical thinking vocabulary**

- continuity and change
- fact and inference

### **Thinking strategies**

- data chart
- rating scale
- self-assessment checklist

### **Habits of mind**



# Suggested Activities

Assemble primary and secondary resources

## Pre-planning

- In Sessions Two and Three, students research the daily life of and conditions for Canadian working-class girls and women operating as prostitutes at the turn of the 20th century and in the present day. Print and online resources for students to learn about this group are listed in the References. If you wish to feature a different group, you will need to assemble resources that offer a variety of perspectives about the group's experiences or create a bibliography for student reference. You may prefer that the entire class explore a common group or invite students, individually or in teams, to research different groups.
- In Session One, we suggest setting the context for the study by displaying a provocative image (e.g., poster, photograph, painting) and short document (e.g., newspaper article, key statistics, textbook excerpt) about the present conditions and daily life of the featured group. We have identified a colour poster and a news article for use in introducing modern-day prostitution. (We recommend using colour to heighten the poster's effect.) If you are featuring a different group, you will need to locate an appropriate image and document to use.

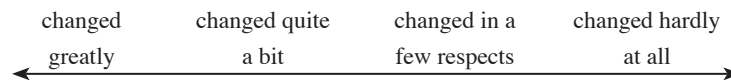
Select a provocative image or text

## Session One

Blackline Master #1

Speculate on change since 1900

- Introduce the concepts of continuity and change by asking students whether daily life in Canada has changed over the past 100 years. Invite students to express their opinion, supported with reasons, using the following scale:



rating scale

Identify historical change and continuity

- To help students think more deeply about continuity and change in Canada, distribute a copy of *Then and now* (Blackline Master #1) to each pair of students. This activity sheet lists 100 common objects and customs (e.g., pencil crayons, convenience stores, soccer teams, mascara). Ask students to identify whether or not each of these items existed 100 years ago in Canada. After allowing students time to complete the sheet, quickly review their answers. If there is no consensus on the correct answer for particular items, encourage students to research or ask their elders for information. Over the following sessions, allow time for students to report back on their findings.

**Opportunity for differentiation:** Allow some students to complete the activity sheet in a group or reduce the number of items they are asked to consider.

**Discuss continuity and change**

- As a class, discuss how the lifestyle of people living in the past might be similar or different from now. Invite students to suggest examples from the list of items that illustrate the following features:
  - continuity and change are ongoing and ever present;
  - change may happen at different rates in different aspects of life;
  - continuity and change can be positive, negative, or both.

Invite students to reconsider their initial rating of the degree of difference between daily life in Canada now and 100 years ago. Encourage students to share their reasons for changing or not changing their initial rating.

**Session Two**

**Set the context**

- Inform students that they will consider the changes in daily life and experiences for a featured group (in this case, female prostitutes in urban Canada between the turn of the 20th century and now). Suggest that before examining historical conditions, students will explore the group’s contemporary conditions. We recommend starting with a campaign poster by the Sexual Exploitation Education and Awareness Coalition of Toronto (see References for website). It shows an empty, unpaved alley behind locked-up, commercial buildings marked with graffiti. The caption reads, “No 13-year-old dreams of getting into prostitution. Many dream of getting out.” (Contact information is provided at the bottom of the poster.)



*continuity and change*

## Analyze the image

- Project the provocative image. Ask the class to study the observable facts (i.e., what can be seen). Provide guiding questions, such as:
  - Who or what is in the foreground? Background?
  - What is happening?
  - Where (or when) is the action/event taking place?

Direct the class to use clues from the image to draw inferences—conclusions based on assumptions—about various aspects of the group’s daily life and experiences (e.g., economic circumstances; physical needs such as access to shelter, food, health care; personal safety; social and emotional needs such as education, privacy, friendship). Introduce the criteria for a plausible inference (e.g., supported by evidence in the image/text, corroborated by background knowledge) before beginning the image analysis. Discuss how some evidence enables the reader to draw explicit or obvious inferences about the conditions and life experiences of the group; whereas in other cases the viewer must read “between-the-lines” or draw implicit inferences about the groups’ circumstances from the given evidence. For example, students might draw the following inferences from the recommended image:

- prostitution happens in run-down areas;
- the working conditions are unfavourable and harsh;
- prostitution is dangerous;
- prostitution begins at a young age;
- once you are in the business it is hard to get out;
- there are people who can rescue, help, or counsel young prostitutes.

**Assessment for learning:** *As students present their inferences, ask the class to assess each plausibility against each criterion using “thumbs up, down, or sideways.” Acknowledge all attempts, point out the criteria that are successfully met, and provide corrective feedback as needed.*

- Next, read a short, informational text to the class. We suggest the Capital News online article, “Out of the shadows: Child prostitutes speak out” (see Reference for website address). It tells the story of Megan Lewis who “turned her first trick when she was 13,” explains why many young people turn to prostitution, and describes the changes to the Criminal Code for those who use child prostitutes. Ask students to identify facts related to the social, cultural, economic, and political reality of the featured group. Direct students to use these facts to draw inferences about daily life and conditions. You may wish to record students’ contributions on a chart like the one below. For example, the following facts and inferences were taken from the above-mentioned Capital News online article:



contemporary  
daily life



fact and  
inference

## Analyze a provocative text

Draw general conclusions from the material

Consider the historical context

Speculate on historical conditions

Facts	Inferences
<ul style="list-style-type: none"> <li>• Megan worked in brothel with other girls as young as 11 in Vancouver's Gastown tourist district</li> </ul>	<ul style="list-style-type: none"> <li>• brothels provide accommodation for some prostitutes</li> <li>• tourists are potential clients</li> <li>• these girls have run away from home (implicit)</li> </ul>
<ul style="list-style-type: none"> <li>• youth who run away are more likely to turn to prostitution</li> </ul>	<ul style="list-style-type: none"> <li>• youth turn to prostitution to survive on the streets</li> <li>• the money earned pays for basic needs such as clothing, food, and shelter</li> <li>• with no parents to protect them, youth are at risk of being coerced, kidnapped, sold, or deceived into sexual exploitation</li> </ul>

- Invite students to use the inferences drawn from the text and image to imagine what life might be like from the perspective of the featured group (e.g., Prostitutes must feel cold, very vulnerable, afraid for their safety, lonely, and isolated. It is a risky business. Prostitutes may not be able to defend or protect themselves adequately.) Encourage students to share their conclusions with others..

**Opportunity for differentiation:** Depending on the subject matter of the image, invite students to take the “hot seat” and answer questions from the audience (in a thoughtful and respectful manner) about daily life from the perspective of the person(s) shown.

**Session Three** *Blackline Master #2*

- If necessary, introduce students to the historical context of the early 20th century, including the social, political, economic, and cultural well-being of the featured group using print or non-print sources (e.g., government reports, Statistics Canada’s Learning Resources, The Canadian Encyclopedia, videos, documentaries such as CBC’s Canada: A People’s History). See References for recommended articles and books on female prostitution in Canada.



- When students’ analysis of resources is complete, invite them to consider the first critical task:

*Speculate on the likely differences in the daily life of and conditions for the featured group between now and an earlier time.*



Distribute a copy of *Anticipating similarities and differences* (Blackline Master #2) to each student or pair of students. Direct students to undertake the following:

- think of various important (non trivial) aspects of life (e.g., social, economic, cultural, political);
- offer reasonable speculations about three likely similarities and three likely differences between now and the beginning of the 20th century;
- offer a plausible explanation for each speculation.

Encourage students to think of differences and similarities that deal with important matters of the featured group's life and to consider what they know about the current conditions of the featured group and about the general historical conditions in the earlier period when trying to offer reasonable speculations supported with a plausible explanation.

- Ask students to share their conclusions with a partner if they were working individually.

Share speculations

## Session Four

### Blackline Master #3

Conduct research

- Distribute a copy of *Researching change and continuity* (Blackline Master #3) to each student or pair of students. As a class, brainstorm and record the aspects of daily life and conditions to be researched. Ask students to copy the agreed-upon aspects in the left-hand column of their data chart. For prostitutes, the following aspects might be considered:
  - health (e.g., access to health care, disease, injuries);
  - economic status;
  - working conditions (e.g., safety, length of career, age of entrance, benefits, pay);
  - relationships (e.g., peers, family members, pimp, madame, client);
  - societal response;



data chart

- legal support (e.g., criminal charges, prostitution laws, advocates);
- living conditions (e.g., food, shelter, clothing).

Direct students to conduct research for the specified time periods: 1880 to 1910 and 1980 to present day. Remind students that they will need to draw inferences from the evidence in reaching conclusions about some of these aspects.

**Opportunity for differentiation:** Provide some students with relevant information (e.g., books, articles) and expect others to conduct their own research using print and non-print sources. Make images, highlighted text, or taped recordings of key passages available. Reduce the number of aspects that some students research. Create designated stations featuring a specific aspect of life. Each student works through a few topics and then shares information with those who worked on different topics. Allow students the opportunity to orally record their findings.

Introduce effective note taking

- Review the criteria for effective notes (e.g., identifies relevant and accurate details, provides adequate information, written in own words). Encourage students to consider these criteria as they take their notes.



effective notes

Review preliminary notes

- Approximately 20 minutes into the initial research session, invite students to use the self-assessment checklist at the top of their data charts to assess the effectiveness of their own notes. Focus their attention on the rating scale (“√” = on track; “~” = getting there; “X” = not yet). Ask them to then highlight the criteria they still need to focus on. When students have completed their notes, direct them to reflect on how well their notes meet the criteria and to propose one or more note-making goals.



self-assessment checklist

**Assessment for learning:** Circulate among students while they work, providing specific, formative feedback on their notes using the self-assessment checklist. Alternatively, invite students to peer-assess the notes of another student using the rubric *Assessing the notes (Blackline Master #6)*.

Present the critical task

- When students have completed their research of both time periods, present the critical task:

*Rate the degree of difference in the daily life of and conditions for the featured group between the two time periods.*

Distribute a copy of *Rate the difference* (Blackline Master #4) to each student or pair of students. Encourage students to use their research to draw reasonable conclusions about the extent to which things have changed or stayed the same for the featured group between the historical period (1880 to the 1910) and the contemporary period (1980 to the present).

**Rate the difference** Blackline Master #4

Name: \_\_\_\_\_

Use the scale below to rate the degree of difference in the daily life of and conditions for your identified group between two time periods. Provide reasons to support your answers.

When compared to the early 20th century, daily life and conditions for \_\_\_\_\_ have

changed greatly	changed quite a bit	changed in a few aspects	hardly changed at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I believe this because \_\_\_\_\_

The best reasons why others might disagree with my conclusions are \_\_\_\_\_

I think my conclusion is more reasonable because \_\_\_\_\_

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Share conclusions

- Conduct a class survey using a wall-sized rating scale. Record the number of students who selected each of the options on the rating scale, and invite students representing each option to share their justification. Discuss which changes have been positive and which have been negative. Discuss whether students think, overall, that daily conditions for the featured group are better or worse now than during the earlier period.

Compare conclusions with earlier speculations

- Invite students to compare their speculations from Session Two, recorded on Blackline Master #2, with their researched conclusions. Request that they note or code their speculations accordingly, using the following notations:
  - surprises (!)
  - discrepancies (\*)
  - accurate predictions (✓).



## Evaluation

## Blackline Master #5-7

### Assess the speculations

- Assess students' speculations between the time periods as recorded on *Anticipating similarities and differences* (Blackline Master #2) using the rubric found in *Assessing the speculations* (Blackline Master #5). According to this rubric, the chart is assessed on two criteria:

- reasonable speculations about important aspects of life;
- plausible explanations for each suggested difference or similarity.

### Assess the research

- Assess students' notes as recorded on *Researching change and continuity* (Blackline Master #3) using the rubric found in *Assessing the notes* (Blackline Master #6). According to this rubric, the research notes are assessed on two criteria:

- identification of relevant details;
- adequate information.

### Assess justifications

- Assess students' justifications for their conclusion about the degree of difference between the two time periods as recorded on *Rate the difference* (Blackline Master #4) using the rubric found in *Assessing the conclusion* (Blackline Master #7). According to this rubric, responses are assessed on three criteria:

- reasons for conclusion;
- reasons for alternate conclusions;
- justification for preferred conclusion.

Blackline Master #5

### Assessing the speculations

	Well Developed	Very good	Competent	Meets minimum expectations	Underdeveloped
Offers reasonable speculations about important aspects	All six speculations about the likely differences and similarities are highly reasonable and deal with important aspects of daily life.	The six speculations are generally very reasonable and touch on important aspects of daily life.	Suggests at least four reasonable speculations that touch on important aspects of daily life.	Three speculations are reasonable and touch on important aspects of daily life, but others are clearly implausible, trivial, or not suggested.	The speculations are generally unreasonable, trivial, or not suggested.
Offers plausible explanations	Offers a very plausible explanation for each of the similarities.	Generally offers very plausible explanations for the suggested differences and similarities.	In most cases, offers plausible explanations for the suggested differences and similarities.	In many cases, offers some what plausible explanations for the suggested differences and similarities, but some explanations are clearly implausible.	In most cases, offers implausible speculations for the suggested differences and similarities.

Comments: \_\_\_\_\_

Name: \_\_\_\_\_

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Blackline Master #6

### Assessing the notes

	Well developed	Very good	Competent	Meets minimum expectations	Underdeveloped
Relevant details in own words	Locates specific and relevant details, including those provided in visual or graphic materials, often synthesizes the information and questions where needed.	Locates relevant details, including those provided in visual or graphic materials; restates them in student's own words.	Locates some specific and relevant details, including materials; restates most in student's own words.	Locates some specific details, but may be unable to restate them in student's own words; some details may be irrelevant.	Locates no specific or relevant details, or notes them directly from the text.
Adequate information	Takes thorough specific notes, pulls together information from various sources; recognizes relationships between ideas.	Takes accurate notes in appropriate detail from a few sources; makes obvious connections between ideas.	Takes accurate notes from a few sources, but may include too little or too much information; makes a few general connections between the ideas.	Takes simple notes that are often incomplete, inaccurate, or vague. Relies heavily on one source; may omit key connections between ideas.	Notes are incomplete, inaccurate or vague. Information comes from one source. No connections are made.

Comments: \_\_\_\_\_

Name: \_\_\_\_\_

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Blackline Master #7

### Assessing the conclusion

	Well Developed	Very good	Competent	Meets minimum expectations	Underdeveloped
Important reasons for the conclusion	Offers several specific and very important reasons for the preferred conclusion.	Offers several specific and somewhat important reasons for the preferred conclusion.	Offers a few important reasons for the preferred conclusion; some of which may be vaguely described.	Offers a few relevant reasons for the preferred conclusion, but some of the most important reasons are omitted or vaguely described.	Offers very vague or unimportant reasons for the preferred conclusion.
Important reasons for alternate conclusions	Offers several specific and very important reasons for the alternative conclusions.	Offers several specific and somewhat important reasons for the alternative conclusions.	Offers a few important reasons for the alternative conclusions; some of which may be vaguely described.	Offers a few relevant reasons for the alternative conclusions, but some of the most important reasons are omitted or vaguely described.	Offers very vague or unimportant reasons for the alternative conclusions.
Justification for preferred conclusion	Offers very thoughtful and insightful reasons why the selected option is more suitable than the other conclusions.	Offers thoughtful reasons more suitable than the other conclusions.	Offers a few reasons why the selected option is more suitable than the other conclusions.	Offers a very general justification for why the selected option is more suitable than the other conclusions.	Offers no justification for why the selected option is more suitable than the other conclusions.

Comments: \_\_\_\_\_

Name: \_\_\_\_\_

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Create a “then and now” exhibit

Debate an enduring issue

## Extensions

- To help students reflect on the extent of continuity and change for the identified group, organize a Then and Now exhibit. Invite students to select the three biggest similarities and differences between life today and life then for the identified group. Arrange for students to represent these differences in a two-dimensional (e.g., painting, poster, postcard) or three-dimensional (e.g., diorama, model) display.
- To assist students in understanding how an issue may transcend time periods, hold a U-shaped discussion on an issue relevant in both time periods for the identified group. Topics might include the following:
  - Is prostitution a necessary evil today? At the turn of the century?
  - Does fault lie more with the prostitute or with society?
  - What is more responsible for prostitution: economics or societal attitudes?
  - Was the moral reform movement to help prostitutes a success or failure?

Arrange the class in a “U-shape.” Students with polar views, strongly endorsing one or other of the options, seat themselves at either tip of the “U.” Students with mixed opinions sit at appropriate spots along the rounded part. Begin by asking students at each tip of the “U” to state their position and offer a few reasons. If there is an imbalance in strong support on one side or the other, locate yourself (temporarily) in a polar position to get the discussion going. Alternate from side to side, as students from all parts of the “U” offer their views. Stress that students are not to try to convince others, but to explain why the position they are sitting in is the most defensible one for them. At several stages in the discussion, encourage students to physically move along the spectrum if they have heard reasons that cause them to shift their intellectual position on the issue. The goal of the “U-shaped” discussion is to encourage students to endorse positions provisionally and to listen to others in an attempt to figure out the most defensible personal stance along a continuum of possibilities.

## References

### Prostitution at the turn of the 20th century

The Canadian Encyclopedia on-line: “Prostitution”—an overview of the organization, legislation, and enforcement of prostitution in Canada: <http://www.thecanadianencyclopedia.com>

Rotenberg, Lori. 1974. “The Wayward Worker: Toronto’s Prostitute at the Turn of the Century” in Acton, J. et al. *Women at work: Ontario, 1880-1930*. Toronto: Canadian Women’s Educational Press.

Walkowitz, Judith R. 1980. *Prostitution and Victorian Society: Women, class and the state*. New York: Cambridge University Press.

## Prostitution in Canada today

Bradbury, Bettina. 1992. "Gender at work at home: Family decisions, the labour market, and girl's contributions to the family economy" in *Canadian family history*. Toronto: Copp Clark Pitman.

Canadian Centre for Justice Statistics: "Street prostitution in Canada"— offers statistics and summaries of the prevalence, legislation, broader issues, and implications surrounding prostitution: <http://www.statcan.ca/english/freepub/85-002-XIE/0029785-002-XIE.pdf>

Child prostitution website 2008–2009: "Child prostitution— The commercial sexual exploitation of children"— an annotated bibliography of articles, legislation, organizations, and reports on child prostitution in Canada: <http://www.gvnet.com/childprostitution/Canada.htm>

ECPAT International: "Global report on the status of action against commercial sexual exploitation of children in Canada"— provides a brief context for child prostitution in Canada then outlines specific actions against the sexual exploitation of youth: [http://www.ecpat.net/eng/A4A\\_2005/PDF/Americas/Global\\_Monitoring\\_Report-CANADA.pdf](http://www.ecpat.net/eng/A4A_2005/PDF/Americas/Global_Monitoring_Report-CANADA.pdf)

"Out of the shadows: Child prostitutes speak out"— tells the story of Megan Lewis who "turned her first trick when she was 13," explains why many young people turn to prostitution, and describes the changes to the Criminal Code for those who use child prostitutes: <http://www.carleton.ca/jmc/cnews/16031998/story2.html>

Save the children: "Sexual Exploitation Education and Awareness Coalition of Toronto; Poster campaign to help end child prostitution"— introduces the campaign and provides a link to the awareness poster: [http://www.savethechildren.ca/canada/what\\_we\\_do/advocate/Canada\\_Poster\\_campaign.html](http://www.savethechildren.ca/canada/what_we_do/advocate/Canada_Poster_campaign.html)

# Then and now

What do I know? Here are **100** items to find out what Canada was like **100** years ago. Indicate in the box whether each item was present at the time: **Yes** it was, or **No** it wasn't, or **Don't know**.

1. cars	2. large cities
3. houses	4. apartments
5. schools from grades K–12	6. universities
7. scholarships	8. blue jeans
9. jean shorts	10. button up jeans
11. high heeled shoes	12. running shoes
13. t-shirts	14. ties
15. earrings	16. reading glasses
17. felt pens	18. sandals
19. women's two piece bathing suits	20. CD players
21. lipstick	22. radios
23. bicycles	24. motorbikes
25. working hours from 9:00–5:00	26. daylight savings
27. perfumes	28. deodorants
29. belts to hold up pants	30. umbrellas
31. summer holidays	32. hospitals
33. wrist watches	34. roads from Montreal to Vancouver
35. war in North America	36. Olympics
37. cameras	38. sailboats
39. trains	40. planes
41. newspapers	42. magazines for teenagers
43. professional sports teams	44. after-school sports teams
45. sunglasses	46. theaters
47. televisions	48. e-mail
49. doctors	50. lawyers
51. mail delivery	52. farmers
53. bankers	54. accountants
55. golfers	56. musicians
57. taxis	58. record players
59. canoes	60. government campgrounds
61. rifles	62. spears
63. hand guns	64. Interact (ATM) banking
65. churches	65. mosques
67. Canadians	68. people in British Columbia
69. Coke or Pepsi	70. elected politicians
71. coffee	72. ice cream cones
73. movie theatres	74. beer
75. restaurants	76. dating
77. buttons on clothes	78. zippers
79. libraries	80. baseball caps worn by teenagers
81. toilets	82. showers
83. hair dressers	84. sunscreen
85. candy bars	86. plastic bags
87. tennis courts	88. telephones
89. police officers	90. mayors of cities
91. cereal boxes	92. shopping malls
93. refrigerators	94. stoves
95. calculators	96. vitamin pills
97. candles	98. electricity
99. gum	100. wallets

# Anticipating similarities and differences

Likely <i>differences</i> between then and now	Explanation for suggested differences

Likely <i>similarities</i> between then and now	Explanation for suggested similarities

# Researching change and continuity

Criteria for effective notes	Assess your notes: √ = on track ~ = getting there X = not yet
• relevant details are identified	√   ~   X
• adequate information (not too much or too little)	√   ~   X
• notes are written in own words	√   ~   X

Record relevant facts about various aspects of daily life or conditions for the featured group for the two time periods.

Aspects of life	1880–1910	1980–present

<b>Aspects of life</b>	<b>1880–1910</b>	<b>1980–present</b>

# Rate the difference

Use the scale below to rate the degree of difference in the daily life of and conditions for your identified group between two time periods. Provide reasons to support your answers.

When compared to the early 20th century, daily life and conditions for \_\_\_\_\_ have

changed greatly <input type="checkbox"/>	changed quite a bit <input type="checkbox"/>	changed in a few respects <input type="checkbox"/>	hardly changed at all <input type="checkbox"/>
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I believe this because

The best reasons why others might disagree with my conclusions are

I think my conclusion is more reasonable because



# Assessing the speculations

	<b>Well Developed</b>	<b>Very good</b>	<b>Competent</b>	<b>Meets minimum expectations</b>	<b>Underdeveloped</b>
<b>Offers reasonable speculations about important aspects</b>	All six speculations about the likely differences and similarities are highly reasonable and deal with important aspects of daily life.	The six speculations are generally very reasonable and touch on important aspects of daily life.	Suggests at least four reasonable speculations that touch on important aspects of daily life.	Three speculations are reasonable and touch on important aspects of daily life; but others are clearly implausible, trivial, or not suggested.	The speculations are generally unreasonable, trivial, or not suggested.
<b>Offers plausible explanations</b>	Offers a very plausible explanation for each of the suggested differences and similarities.	Generally offers very plausible explanations for the suggested differences and similarities.	In most cases, offers plausible explanations for the suggested differences and similarities.	In many cases, offers somewhat plausible explanations for the suggested differences and similarities, but some explanations are clearly implausible.	In most cases, offers implausible explanations for the suggested differences and similarities.

Comments:

Name: \_\_\_\_\_

# Assessing the notes

	<b>Well Developed</b>	<b>Very good</b>	<b>Competent</b>	<b>Meets minimum expectations</b>	<b>Underdeveloped</b>
<b>Relevant details in own words</b>	Locates specific and relevant details, including those provided in visual or graphic materials; often synthesizes the information; uses quotations where needed.	Locates relevant details, including those provided in visual or graphic materials; restates them in student's own words.	Locates some specific and relevant details, including those provided in graphic materials; restates most facts in student's own words.	Locates some specific details, but may be unable to restate them in student's own words. Some details may be irrelevant.	Locates no specific or relevant details, or copies them directly from the text.
<b>Adequate information</b>	Takes thorough, specific notes; pulls together information from various sources; recognizes relationships between ideas.	Takes accurate notes in appropriate detail from a few sources; makes obvious connections between ideas.	Takes accurate notes from a few sources, but may include too little or too much information; makes a few general connections between the ideas.	Takes simple notes that are often incomplete, inaccurate, or vague. Relies heavily on one source; may omit key connections between ideas.	Notes are incomplete, inaccurate or vague. Information comes from one source. No connections are made.

Comments:

# Assessing the conclusion

	<b>Well Developed</b>	<b>Very good</b>	<b>Competent</b>	<b>Meets minimum expectations</b>	<b>Underdeveloped</b>
<b>Important reasons for the conclusion</b>	Offers several specific and very important reasons for the preferred conclusion.	Offers several specific and somewhat important reasons for the preferred conclusion.	Offers a few important reasons for the preferred conclusion, some of which may be vaguely described.	Offers a few relevant reasons for the preferred conclusion, but some of the most important reasons are omitted or vaguely described.	Offers very vague or unimportant reasons for the preferred conclusion.
<b>Important reasons for alternate conclusions</b>	Offers several specific and very important reasons for the alternatives conclusions.	Offers several specific and somewhat important reasons for the alternative conclusions.	Offers a few important reasons for the alternative conclusions, some of which may be vaguely described.	Offers a few relevant reasons for the alternative conclusions, but some of the most important reasons are omitted or vaguely described.	Offers very vague or unimportant reasons for the alternative conclusions.
<b>Justification for preferred conclusion</b>	Offers very thoughtful and insightful reasons why the selected option is more suitable than the other conclusions.	Offers thoughtful reasons why the selected option is more suitable than the other conclusions.	Offers a few reasons why the selected option is more suitable than the other conclusions.	Offers a very general justification for why the selected option is more suitable than the other conclusions.	Offers no justification for why the selected option is more suitable than the other conclusions.

Comments:

Name: \_\_\_\_\_