

Assessment rubrics

Visual organizers

4 / Excellent	Demonstrates art understanding of the topic, its relationships and related concepts and ideas; provides appropriate labels and organizers; provides information that reflects the topic; links are made appropriately; visual organizer is used appropriately
3 / Proficient	Displays understanding of the topic and relationships to concepts and ideas; provides appropriate labels and organizers; provides information that relates to the topic; attempts to make links; uses the visual organizer appropriately
2 / Acceptable	Identifies concepts and ideas that relate to the topic; provides labels and organizers; includes information that relates to the topic; uses the format of the visual organizer
1 / Limited	Provides information related to the topic; uses parts of the final organizer to present information

Group activities

4 / Excellent	Articulates clear understanding of the group task and the individual contribution to the group; listens to group members; expresses opinion and ideas; contributes information and research; works with the group to fulfil group responsibilities
3 / Proficient	Articulates understanding of the group task and the role each individual plays within the group; listens to group members; contributes ideas and information; fulfils individual responsibilities for the group
2 / Acceptable	Describes the group task; describes individual role; listens to group members; contributes information to group task
1 / Limited	Describes individual role within the group setting; listens to others in the group; contributes ideas

Analyzing sources

4 / Excellent	Identifies key points from the source; draws conclusions about the relevance and quality of the information presented in the source; identifies and considers the points of view and any biases reflected by the creator of the source; looks for evidence from multiple sources to verify information in the source; distinguishes between different types of sources and the information they present; distinguishes and makes comparisons between factual information and opinions
3 / Proficient	Identifies key points from the source; draws conclusions about the relevance and quality of the information presented in the source; identifies points of view and the presence of bias in the source; consults multiple sources of information to compare what is presented in the source; identifies different sources of information on similar topics; identifies and compares factual information and opinion in the source
2 / Acceptable	Summarizes the information from the source; draws conclusions about the quality of information presented in the source; identifies points of view reflected in the source; identifies other sources of information on similar topics; identifies factual information and opinion in the source
1 / Limited	Lists information directly from the source; identifies the creator of the source and why the source was created

Research

4 / Excellent	Develops a strategy for conducting research; develops and identifies research and inquiry questions; analyzes and assesses sources of information selected for the research task; records information using an appropriate format; applies research to inquiry question; makes effective use of research time
3 / Proficient	Identifies a strategy for conducting research; identifies research and inquiry questions; selects and assesses sources of information; records information using an appropriate format; identifies links between research collected and inquiry question; makes effective use of research time
2 / Acceptable	Identifies a strategy for conducting research; records research and inquiry questions; selects and reads sources of information; records information using an appropriate format; uses information from sources to answer inquiry questions
1 / Limited	Selects and reads sources of information; records research and inquiry questions; records information using an identified format; identifies information from sources that relate to inquiry questions

Timelines

4 / Excellent	Develops timeline to accurately reflect the passage of time; creates organizational structure and presentation of timeline; selects appropriate information and details for the time period and purpose of the timeline; timeline shows an understanding of the topics, events, people or concepts being depicted; uses visuals to expand on the presentation of information
3 / Proficient	Develops timeline to accurately reflect the passage of time; uses an identified format for the structure and presentation of timeline; selects appropriate information for the time period and purpose of the timeline; selects topics, events, people or concepts that relate to the time period depicted; uses visuals to enhance the presentation of information
2 / Acceptable	Develops timeline in a chronological order; uses an identified format for the structure and presentation of the timeline; selects topics, events, people or concepts that relate to the time period and purpose of the timeline; uses visuals to present information
1 / Limited	Displays topics, events, people or concepts on timeline; uses an identified format to record information for timeline

Writing

4 / Excellent	Opens the piece of writing to catch reader's attention; presents events and ideas in time order or in another order the reader can follow; includes background information, sensory descriptions, appropriate dialogue or action, artistic and literary techniques; demonstrates understanding of links between the topic and research in the piece of writing; conveys the significance and points of view involved
3 / Proficient	Uses an introduction to open the piece of writing; includes events and ideas in time order or another order the reader can follow; includes information, description, dialogue, artistic and literary techniques in writing; identifies links between topic and research in the piece of writing; identifies significance and points of view involved
2 / Acceptable	Introduces the topic to the reader; includes events and ideas in an appropriate order; includes information and description in writing; focuses the piece of writing on the topic and research; identifies points of view represented in the writing
1 / Limited	Includes events and ideas in piece of writing; includes information; relates information to topic of the writing

Visual organizers

4 / Excellent	Develops a project planning strategy and process; identifies goals and purpose of project; demonstrates understanding of topics and concepts represented in the project; selects an appropriate method of constructing and creating project; uses research and information gathered appropriately and effectively in the project; demonstrates ability to summarize and synthesize information within the project; in final presentation of project displays learning with pride
3 / Proficient	Identifies a project planning strategy and process; identifies purpose of project; selects information relating to topics and concepts under study for the project; selects an appropriate method of constructing and creating the project; uses research and information gathered appropriately and effectively in the project; demonstrates ability to summarize information within the project; in final presentation of project displays learning with pride
2 / Acceptable	Uses an identified project planning strategy and process; selects information relating to topics and concepts under study for the project; selects a method for constructing and creating the project; uses research and information gathered throughout the project; in final presentation of project displays learning with pride
1 / Limited	Selects information relating to topics and concepts under study for the project; constructs and creates the project using an identified approach; uses information gathered for the project

Rubric assessment template

4 / Excellent

3 / Proficient

2 / Acceptable

1 / Limited

Setting the stage

How I use sources

Topic:

Different types of sources of information used in research include:

This source can be used to obtain information by:

Advertisements

Artifacts

Audio recordings

Biographies

Books and book covers

Club or organizational booklets or pamphlets

Diary entries

Handbills or posters

Illustrations

Legal documents

Letters

Magazine articles

Newspaper articles

Passports

Photographs

Poetry

Political cartoons

Portraits

Recipe books

Songs or song books

Telegrams

Video recordings

Other

For my inquiry



Topic:

Write or doodle any ideas or observations that you have made on this topic:



Write the questions that you would like to research:

Backgrounder: Emily Murphy

Emily Murphy was born in Cookstown, Ontario on March 14, 1868. Emily was one of six children in her family. As a child, Emily shared chores equally with her siblings. She learned that there should be no difference between work that girls and boys could do.

When Emily was 19, she married Arthur Murphy, a minister. Together, they had four daughters. Two of her daughters died when they were very young. When the family lived in England, Emily decided to write books, using the pen name of Janey Canuck. Her books were very popular in Canada and in other countries.



The Murphy family moved to Edmonton, Alberta after Arthur became sick. He left the ministry and sold real estate for a while. Emily went with him on his trips around the countryside. She met women and children who lived under different conditions. On one of her trips, she met a woman who lost her home and had no money. Her husband had sold their farm and left her and their children. Emily was very upset that this woman had no rights to the farm or the money from its sale.

Emily decided it was important to work to change conditions for women. She found out what was needed for women to obtain ownership rights to property they shared with their husbands. In 1911, an act was finally passed in the Alberta legislature. This act was called the Dower Act. Emily also decided that women should have their own courts with a female magistrate. The Attorney General of Alberta liked this idea and asked Emily if she would be the first magistrate. Emily accepted.

On her very first day in court and on many days thereafter, a lawyer told her

that she could not make decisions because she was not a "person" in the eyes of the law. At the same time, women in Canada were being told that they could not be appointed as Senators because they were not "persons."

Emily decided to act on this challenge. She invited four other women to help her change the law. These five women became known as the Famous 5. They sent letters to the government of Canada asking how women could be appointed to the Senate of Canada. The government of Canada referred this question to the Supreme Court of Canada. On April 24, 1928 the judges said, "No, women were not persons" and could not be Senators. The Famous 5 persuaded the Prime Minister to appeal this decision to the Judicial Committee of the Privy Council in London, England, as Canada was still under British law. The Privy Council decided that women were indeed persons. Therefore, they were entitled to be appointed to the Senate. The Famous 5 had won. However, Emily Murphy never became a Senator.

Emily Murphy died of diabetes in Edmonton on October 17, 1933. She was 65 years old. She is well known and remembered for her many accomplishments.

Backgrounder: Henrietta Muir Edwards

Henrietta Muir Edwards was born in Montreal on December 18, 1849. When Henrietta was a young woman, she became involved in many activities. These activities were all about changing the lives of women. Henrietta opened a reading room and started a boarding house for women. She and her sister helped women find jobs. Henrietta started a magazine that was for working



women and helped to start an organization called the "Working Girl's Association." This organization led to the Young Woman's Christian Association (Y.W.C.A.) that still exists today.

Henrietta was also an artist. She was well known for her miniature portraits and paintings on china. She also did oil paintings. Henrietta used the money she earned for her painting to buy a printing press which was used to start a magazine called *Women's Work in Canada*.

In 1876, Henrietta married Dr. Oliver Edwards. After living for a while in Indian Head, Saskatchewan, they returned east to Ottawa. In Ottawa she worked for the Y.W.C.A. Henrietta and Oliver had three children. Around 1913, the Edwards family moved west again. Dr. Edwards worked on the Blood Indian Reserve, 40 miles west of Lethbridge. An uncle of Dr. Edwards owned the house at 24 Sussex Drive in Ottawa, and sold it to the Canadian government so that it would become the home of all of Canada's Prime Ministers.

When Oliver Edwards died in 1915, Henrietta moved to Macleod. She was made the chair of the Alberta Laws Committee. This committee looked at laws affecting women and children.

Henrietta Muir Edwards fought for changes in laws for women and children. She wrote a summary of Canadian and Alberta laws that affected women and children. She fought with Emily Murphy for the Dower Act so that a wife could own property with her husband. Henrietta also fought for the right of women to vote. When Emily Murphy started the 'Persons' Case, Henrietta identified the laws the Famous 5 needed to know. She ensured that the Famous 5 were using the laws to their advantage.

Henrietta Muir Edwards died at Macleod on November 10, 1931. She was 82 years old. She was buried in Edmonton, Alberta with her husband and son.

Backgrounder: Louise McKinney

Louise McKinney was born in Frankville, Ontario on September 22, 1868. Louise grew up wanting to become a doctor. Instead she was encouraged to become a teacher. Louise taught in Ontario from 1886 to 1893, then moved to North Dakota. In North Dakota, Louise met and married James McKinney. They had one son. In 1903, the McKinneys moved to Claresholm, Alberta.



Louise helped organize the Woman's Christian Temperance Union in North Dakota and in Western Canada. The Woman's Christian Temperance Union fought to have alcohol banned. This was called prohibition. They also helped fight for the right of women to vote. Louise was president of the Alberta and Saskatchewan chapters for twenty years.

Louise also became involved in politics in Alberta. She joined the Non-partisan League, a group that was not associated with political parties such as the Liberals or Conservatives. She ran for office in the Alberta provincial legislature in the 1917 election. She won and became the first woman elected in Canada.

Louise was a very good debater. She fought to help people with disabilities, widows and separated wives. She was involved with Emily Murphy and Henrietta Muir Edwards in passing the Dower Act. This act allowed a wife to own property with her husband.

Louise was also an influential member of the General Council of the United Church of Canada. Louise was defeated in her second election and retired from politics. When Emily Murphy invited Louise to become involved with the 'Persons' Case, she did not hesitate.

Louise McKinney died at Claresholm on July 10, 1931. She was 63 years old.

Backgrounder: Irene Parlby

Irene Parlby was born Mary Irene Marryat, in London, England on January 9, 1868. In 1898, she made a trip to Canada to visit friends in Lacombe, Alberta, where she met and married Walter Parlby. The Parlbys settled near Alix, Alberta and had a son.

Irene believed that better laws were needed for rural women and children. She quickly became involved in the United Farmers of Alberta organization.



This organization was concerned with the needs of farmers. Irene helped form the United Farm Woman's Association in 1916. She worked to improve laws that related to the well-being of women and children.

Irene also argued that women needed to take a more active role in society. She was asked to run for political office in the upcoming provincial election. Irene accepted even though she didn't enjoy the thought of running. She felt it was her duty.

Irene Parlby was elected to the Alberta legislature in 1921 and served for 14 years. She was appointed a Minister. She was the first female Cabinet Minister in Alberta and the second in Canada. She helped pass the Minimum Wage for Women Act in 1925. This Act ensured that women were paid no less than a set amount of money for work they did. Irene worked hard to improve the lives of women and children.

Prime Minister R.B. Bennett appointed Irene as a representative of Canada at the League of Nations in Geneva in 1930. In 1935, she became the first woman awarded an honorary law doctorate from the University of Alberta.

After Irene Parlby retired from politics, she continued to live near Alix, Alberta. She died at the age of 97 on July 12, 1965.

Backgrounder: Nellie McClung

Nellie McClung was born Nellie Letitia Mooney in Chatsworth, Ontario on October 20, 1873. In 1880, Nellie's family moved to Manitoba. Nellie did not attend school until she was 10 years old. At the age of 16, she earned a teaching certificate and taught for seven years. She married Wesley McClung in 1896. They had five children.



Nellie accomplished many things during her life. She was a teacher, writer, speaker, leader, historian, politician, wife and mother. Nellie wrote fifteen books and many articles. Nellie's mother-in-law had a strong influence on her. She encouraged Nellie to get involved in the fight for women's right to vote. She urged Nellie to write and speak at public functions.

In 1914, the Political Equity League, an organization of women, staged a play about women's right to vote. Women played all the parts and refused to give the right to vote to men. They also refused to permit men to hold paying jobs or be considered legal parents of children. These were all rights that women did not have at the time. This play became known as the Mock Parliament of 1914. Nellie McClung played the role of the Premier of Manitoba. The Mock Parliament helped pressure the government of Manitoba to give women the right to vote.

Manitoba granted women the right to vote on January 28, 1916. Saskatchewan followed on March 14 and Alberta on April 19. Many other Canadian provinces later granted women the right to vote.

Nellie was disturbed by what happened to women and children during the Great Depression and World War I. She continued to fight for improvements in

the lifestyles of women and children. Nellie entered politics and was elected to the Alberta legislature in 1921. Although she was a Liberal, she worked with Irene Parlby of the United Farmers to make new laws for women and children. She supported the temperance movement to ban alcohol.

Nellie McClung was defeated in the Alberta election of 1926 and never returned to politics. She spent time with her family, wrote books and travelled. In 1936, Nellie was made the first female member of the CBC Board of Governors. In 1938, she was appointed to the Canadian delegation of the League of Nations.

When Judge Emily Murphy invited Nellie McClung to support the fight for women to be appointed Senators, she did not hesitate to become involved. Emily, Nellie and three other western Canadian women fought and won the 'Persons' Case. Nellie and Emily frequently wrote letters to each other, discussing recent events in the 'Persons' Case.

Nellie McClung died in Victoria, British Columbia on September 1, 1951. She was 78 years old.