

Description:

Assignment One: (2 to 3 pages) (5%)

Length: 2 to 3 pages

Format:

- Name, Date, Page Numbers, and Class on Paper Heading
- Title for Essay
- 12 inch Times New Roman Font
- 1 Inch Margins
- Use In-Text Citations. If you don't know how to do so see me, or work with the Tutoring Center.
- You must have a works cited or bibliography.

Objectives:

The assignment includes the following objectives: it introduces you to the historical examination and analysis of primary sources; it introduces you to the questions historians ask of sources and their authors, it introduces you to the process of writing your own account of a historical event; it enables me to assess your writing, analytical, and organizational skills early in the semester; and it allows an analysis of the various racial, ethnic, and social sub groups that played a role in the shaping of American Reconstruction.

Directions:

After reading these primary sources, tell the story of the United States' reconstruction of the South. Analyze the various racial, ethnic, and social sub-groups that played a role in the shaping of American Reconstruction. Determine the common, underlying arguments about American life during Reconstruction.

Be sure to include all the primary sources, citing them appropriately. See my website for tips and guidelines for citation. Be sure to include the vantage point/perspective of each group/individual involved.

You may want to consider the following questions: What was the aim of Reconstruction? Given the aims of Reconstruction, did it succeed? Did Reconstruction fail in the short-term but succeed in the long-term?

Write an essay that argues whether or not you think Reconstruction failed or succeeded from all the various ethnic and regional groups whose accounts we've read.

Use evidence from the primary source readings in Marcus. There should be no more than 10 words that are quoted.

[Type text]

Step One: Read at least three primary documents from Marcus, Frederick Douglass's account, and the chapter on Reconstruction in the *People and A Nation* book.

1. *Norton*: Chapter 16, Reconstruction: An Unfinished Revolution
2. Frederick Douglass, *What the Black Man Wants*
3. Rosy Williams et. al, *The Murder of Jim Williams and African Americans During Reconstruction*.
4. Caleb Forshey and the Reverend James Sinclair, *White Southerner's Reactions to Reconstruction*
5. *African Americans During Reconstruction*.
6. Grimes Family and Swindell Brothers, *Work Under Sharecropper and Labor Contracts*

Step Two: After reading these primary sources, tell the story of the United States' reconstruction of the South. Be sure to include at least three primary sources, citing them appropriately. Be sure to include the vantage point/perspective of each group/individual involved. You may want to consider the following questions: What was the aim of Reconstruction? Given the aims of Reconstruction, did it succeed? Did Reconstruction fail in the short-term but succeed in the long-term? See handout for additional information.

Step Three: Write an essay that argues whether or not you think Reconstruction failed or succeeded. This argument should be in the first paragraph and be underlined. Use evidence from the primary source readings in Marcus. There should be no more than 10 words that are quoted. See handout for additional details.

Remember work with a free BC tutor and provide confirmation of it and raise your paper grade by up to 5% extra credit! Whether you fail or succeed is directly related to how hard you are willing to work and how much help you are willing to seek!

The Student Success Lab offers free writing tutorials, as well as free proofreading assistance (for papers up to 5 pages in length). The lab is open M-TH 8:30am-6:30pm and Friday 8:30-11:30am. It is located in SS 143. The tutors are exceptional! It will improve your writing. Call for an appointment: 395-4654.

The Tutoring Center is upstairs from the Student Success lab. The Tutoring Center provides FREE tutoring to all students with drop-in tutoring for Math and English with pre-scheduled tutoring for most other subjects. 395-4430.

[Type text]

Erin Miller, Fall 2011
Grading Rubric, By Point, Writing Assignment One

Turn this in with your assignment!

Total Point Value: 25 points (500 total points possible for the semester)

Your Check

Off List	Item	Possible Points	Earned Points
_____	Original Title:	<u>2</u>	_____
_____	Thesis in First Paragraph:	<u>2</u>	_____
_____	Engaging/Developed Thesis	<u>5</u>	_____
_____	Paragraphs Well-Developed	<u>2</u>	_____
_____	Engaging Analysis	<u>2</u>	_____
_____	Contains Argument Throughout	<u>2</u>	_____
_____	Uses Required Primary/Secondary Sources	<u>2</u>	_____
_____	Uses Evidence to Support Claims	<u>2</u>	_____
_____	Strong Conclusion	<u>2</u>	_____
_____	Included Proper Works Cited	<u>2</u>	_____
_____	Proper Format	<u>2</u>	_____

TOTAL POINTS _____

LETTER GRADE _____