

Name: _____.

Reconstruction Essay

Assignment:

Reconstruction was a complex time in US history. There were many different motives, desires, conflicts and fears all while the US government was trying to rebuild the nation after the Civil War. For this essay, you will explore primary sources (and avoid secondary sources) to investigate Reconstruction and write an analytical essay. The essay will analyze a narrow focus to prove an *argument* about Reconstruction relying almost entirely on primary sources. Your task is to create an *arguable thesis* that is then *proven* in a coherent and well-written essay (with an introduction and conclusion).

Requirements of the Final Paper:

- 650-900 words: word count written on the last page of essay (every 50 words over is -10 pts)
- 6 footnotes that have 6 corresponding Chicago-Style citations (at least 5 of the 6 footnotes must be from primary sources)
- Typed, 1.5 spaced, Times New Roman font

Sources:

- Course Packet (Equality and Hierarchy Reader)
- Reconstruction Resource Packet (with citations instructions on 1st pg)

If you need help:

- See Ms. Gordon and SS lab
- Use encyclopedias, ABC-CLIO or the timeline as secondary sources.
 - The list above and I are your **ONLY** secondary sources.
 - Do NOT seek out alternative interpretations or analysis of Reconstruction.

Process:

There will be 3 checkpoints to ensure that you are working on this process during the next few weeks. You will be graded with **full credit, half credit or no credit** for each checkpoint. If you are missing one piece of a checkpoint, you will get ½ credit even if you did more than half. There is no in-between and you cannot make-up a step you skip for points. Except for checkpoint #1, **all checkpoints must be typed.**

1. Checkpoint 1: Resource Packet Assignment on Federal Legislation (Actively read 3/4 of resource packet and sign up for turnitin.com (information for this is on the wikispace)
 - Due September Sept 30th: Worth **5 pts**
2. Checkpoint 2: Hand in a typed preliminary thesis statement (or 2) that is an idea, argumentative and fulfills all the requirements of a thesis statement as outlined in your Guidebook to Writing in Social Studies.
 - Due October Oct 4th **10 pts**
3. Checkpoint 3: Hand in a detailed outline of the paper, including a typed revised thesis statement, 3 body paragraphs and a conclusion. One of your outlined paragraphs must include a quotation.
 - Due October 9th Worth **15 pts**

Grading

The process for this project is worth 30 points in the term assignments category.

The final essay will be graded out of 100 points based on the rubric in the assessment category.

*** Due Date of Final Paper: October 18th, 2013.**

Essay Rubric

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Thesis Statement	Original, analytical, and argumentative statement. Thesis statement is contextualized in the paper. Thesis answers a question of historical significance.	Analytical and argumentative statement. Thesis statement is contextualized in the paper. Thesis answers a question of historical significance.	Thesis statement contains an argument but is too broad and/or vague. Thesis lacks explicit analysis.	Thesis statement is unclear and/or historically inaccurate. Thesis statement is factual and lacks analysis. Thesis statement cannot be proven.
Evidence	All evidence explicitly and effectively supports the thesis. All evidence is specific, relevant, and accurate. Paragraph effectively utilizes all four parts of a paragraph: topic sentences, evidence, analysis, and transitions. Each paragraph is necessary and moves the paper towards proving the argument.	Most evidence explicitly and effectively supports the thesis. Most evidence is specific, relevant, and accurate. Paragraph includes all four parts of a paragraph: topic sentences, evidence, analysis, and transitions. Each paragraph is necessary and moves the paper towards the proving the argument.	Evidence implicitly supports the thesis. There are repeated examples of evidence that is vague and irrelevant. Some paragraphs include all four parts of a paragraph: topic sentences, evidence, analysis, and transitions. There are repeated examples where paragraphs tell a narrative rather than move the paper towards proving the argument.	Paper presents limited evidence in support of thesis. Evidence is inaccurate. Paragraphs lack the necessary elements. Paragraphs present redundant information that does not move the paper towards the proving the argument.
Organization of Paragraphs	Paragraph effectively utilizes all four parts of a paragraph: topic sentences, evidence, analysis, and transitions. Each paragraph is necessary and moves the paper towards proving the argument.	Paragraph includes all four parts of a paragraph: topic sentences, evidence, analysis, and transitions. Each paragraph is necessary and moves the paper towards the proving the argument.	Some paragraphs include all four parts of a paragraph: topic sentences, evidence, analysis, and transitions. There are repeated examples where paragraphs tell a narrative rather than move the paper towards proving the argument.	Paragraphs lack the necessary elements. Paragraphs present redundant information that does not move the paper towards the proving the argument.
Depth and Scope of Research	Paper relies on a large number and a variety of scholarly sources in a balanced way. Research is synthesized in support of the argument.	Paper relies on a variety of scholarly sources in a balanced way. Research is synthesized in support of the argument.	Paper relies on a few scholarly sources. Significant sections of the paper may amount to a paraphrasing of a single source.	Paper lacks scholarly sources. Significant sections of the paper may amount to a paraphrasing of a single source.
Mechanics	Writing is always clear and conveys an insightful purpose and point of view. Paper follows all proofreading guidelines on page 25 of the Writing through the Social Studies Guidebook.	Writing is clear and conveys an appropriate purpose and point of view. Paper follows proofreading guidelines on page 25 of the Writing through the Social Studies Guidebook.	There are repeated examples of unclear and awkward writing. Writing conveys a somewhat clear and/or inconsistent purpose and point of view. Paper follows proofreading guidelines on page 25 of the Writing through the Social Studies Guidebook.	Writing is confusing and conveys no clear purpose and point of view. Paper does not follow proofreading guidelines on page 25 of the Writing through the Social Studies Guidebook.
Citations and Bibliography	Text that requires a citation has it. Footnotes, superscript, bibliographic entry, and bibliography are properly formatted. Cited sources are highlighted.	Some text has misuse of citations. Footnotes, superscript, bibliographic entry, and bibliography are properly formatted. Cited sources are highlighted.	Text lacks proper use of citations. Footnotes, superscript, bibliographic entry, and bibliography are not properly formatted at times. Cited sources are highlighted.	Paper contains few or no citations. Footnotes, superscript, bibliographic entry, and bibliography are not properly formatted. Cited sources are not all highlighted.

Sample Outline

I. Introduction

- a. Raise the issue of the topic or problem that the paper will address
- b. Conclude your introductory paragraph with your underlined thesis statement. For example:
Gandhi's use of civil disobedience during the Salt March was far more effective than any weapon because it publicized the injustice of British colonial treatment, damaging their credibility on the world stage.

II. Background of Great Britain in India.

- a. Note: Since this is background information this should be limited to ONE paragraph.

III. Purpose/Concept of Civil Disobedience.

- a. Note: Since this is background information this should be limited to ONE paragraph.

IV. The cause of the Salt March

- a. Purpose of Section (will become your topic sentence)
- b. Supporting historical evidence from your research
 - i. Relevant quotation if available
 - ii. Statistics
 - iii. Primary sources
 - iv. Fact/Event
- c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?

V. How Gandhi used civil disobedience to respond to violence during the Salt March.

- a. Purpose of Section (will become your topic sentence)
- b. Supporting historical evidence from your research
 - i. Relevant quotation if available
 - ii. Statistics
 - iii. Primary sources
 - iv. Fact/Event
- c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?

VI. How was the Salt March portrayed in the media?

- a. Purpose of Section (will become your topic sentence)
- b. Supporting historical evidence from your research
 - i. Relevant quotation if available
 - ii. Statistics
 - iii. Primary sources
 - iv. Fact/Event
- c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?

VII. How did political leaders from other countries respond to the Salt March?

- a. Purpose of Section (will become your topic sentence)
- b. Supporting historical evidence from your research
 - i. Relevant quotation if available
 - ii. Statistics

- iii. Primary sources
 - iv. Fact/Event
- c. Analysis: Tie back to thesis. Ask yourself: "So What?" How does this section further your argument?
- VIII. Analysis: Tie together all of your sections. How do they collectively support your thesis?
- IX. Conclusion