

Take-home Essay: 300 points

DIRECTIONS:

Select one (1) of the four (4) questions listed below and write a clear, well-organized essay in response to it. The essay should be 5 to 6 pages (1400-1600 words) in length, Times New Roman 12-font, printed and double-spaced with one-inch margins.

You are not allowed to use online resources or websites.

Essays are due in my mailbox (303 Liberal Arts North) by 430PM of the assigned due date for each prompt. Once the due date is passed for that prompt, the essays written on that prompt will not be accepted.

1. NATIVE AMERICANS. Due Friday, Nov. 9.

After 1492, the European colonies and later the United States expanded in territorial size and population. At the same time, the original Americans suffered centuries of hardships and injustice. Yet, were Native Americans passive victims of history? Can you argue that they clearly fought for their rights? That they were active players in shaping American history? And that their appeals for human dignity echo the noblest ideals put forward by the Founders of the United States? To advance your arguments, cite from Foner, your lecture notes, and all these key documents: De las Casas (1528), Josephe (1681), Scarouady (1756), Pontiac's Speeches (1762-1763). Hint: In the 2nd half of your essay, discuss the Trail of Tears.

2. REVOLUTION AND LIBERTY. Due Friday, Nov. 16

The evidence shows that upper class white men used the American Revolution (1775-1783) and the Constitution (1787) to advance their economic interests and protect their legal privileges. Yet, can you make the argument that other social groups also made claims to liberty, justice, and human dignity during 1770-1800? Cite from Foner, your lecture notes, and these key documents: Abigail Adams (1776), Pontiac (1772-1773), Thomas Paine (1776), "Petition of slaves" (1773-1777), Judith Sargeant Murray (1789). Hint: You can quote from Paine's *Common Sense* (1776) in your introduction paragraph. You can also talk about pirates in your 2nd or 3rd paragraph.

3. THE RIGHTS OF WOMEN. Due Friday, Nov. 30

Do Americans really believe in equality? What does the history of women's rights tell us about equality in America? What does John Winthrop (1637) tell you about how the American legal/political system saw the role and rights of women? What does the historical record say about the lives of women from the 1600s to 1800s, and also, their claims to equality, opportunity, and human rights? Cite Foner, your lecture notes, and at least 5 of these historical sources: Ann Hutchinson (1645), Abigail Adams (1775), Judith Sargeant Murray, "On the Equality of the Sexes" (1789), "Recollections of Harriet L. Noble" (1824), Catherine Beecher's essay on slavery (1837), Angelina Grimke's letter (1837), and "Factory Life" (1845).

4. THE FREE AND THE UNFREE IN THE 19TH CENTURY. Due Friday, Dec. 7

From 1800-1860, voting rights expanded until nearly all adult white men could vote. At the same time, the system of slavery in American hardened. Can you show that these two events went hand-in-hand? That "white liberty and equality" required "black slavery"? To advance your arguments, cite from Foner, lectures, and at least five of these documents: Joseph Taper's letter to Joseph Long (1840), "Memorial of Non-Freeholders in Richmond" (1829), "Appeal of Forty Thousand Citizens" (1838), Joseph Taper's letter to Joseph Long (1840), "Slavery and the Bible" (1850), Lincoln-Douglas Debate (1858), Lincoln's address at Sanitary Fair (1864), Freedmen's Petition to Andrew Johnson (1865).

NOTE: The grading rubric for this essay will be:

Organization/coherence, depth of analysis	_____	/50
Use of evidence from		
Lectures	_____	/50
Foner textbook	_____	/50
“Voices of Freedom”	_____	/50
Mechanics of writing	_____	/100
Total	_____	/300 points

How to find help with writing your paper

Welcome Desk in the AARC (first floor of Steen Library)

<http://www.sfasu.edu/aarc/help-with-writing>

Tips for writing your paper

1) Avoid description and narratives of events. Aim for analysis and explanation. Support generalizations with specific illustrative examples.

2) Have an introduction and a conclusion; keep both of them brief (three or four sentences, max!). State your thesis in the first paragraph. In your conclusion, wrap up.

3) Introduce quotes correctly. Identify the source and historical context of the quote.

INCORRECT: The leading industrialists of the Gilded Age saw little wrong with the accumulation of massive wealth in the hands of a few people. “The millionaire will be...a trustee for the poor.” (Foner 57)

CORRECT: The leading industrialists of the Gilded Age saw little wrong with the accumulation of massive wealth in the hands of the few. Andrew Carnegie, the steel magnate, actually believed that wealthy people were a positive good for society. He wrote in his book, “Wealth” (1889), that “the millionaire will be...a trustee for the poor.” (Foner 57)

5) Do not write long paragraphs (more than a page long) or short ones (less than four sentences). Split long paragraphs into two; with short paragraphs, incorporate them into other paragraphs, or add more sentences to them.

6) Write in the PAST tense!

INCORRECT: Washington becomes president in 1789.

CORRECT: Washington became president in 1789.

**** Sequence of sentences in a paragraph****

1. Topic sentence
2. First “packet”
 - A) Context sentence(s): Lay out the historical context in which a key event, trend, or person’s actions take place.

- B) Citation sentence(s) cites from the primary documents or secondary sources (lectures, Foner) to back up the points made in A). Keep your citation to a reasonable length; one long sentence or two short sentences will do.
- C) Significance sentence(s): Explain why B) is important
- 3. Second "packet." Repeat A, B, C on a contrasting or similar topic. (But if your paragraph is already half a page at this point, you can skip Step 2 and go straight to Step 3.)
- 4. Closing sentence: Summarize the consequences or significance of the arguments made in this paragraph.