

New York State History
Document Based Essay

Name: Alyssa Laurenceau
Period: 6

Criteria	5	4	3	2	1	0
Task Development	Develops the task evenly and in depth by discussing and explaining . You use your task processes to help you establish your thesis.	Develops the task, but may do so somewhat unevenly by discussing or explaining . You use your task processes to help you establish your thesis.	Develops the task with little depth. You explain little , but do not discuss. You use your task process to establish a weak thesis and topic sentences.	Minimally develops the task You have tried to establish your thesis, but have not supported it with strong topic sentences.	Minimally develops the task. You have not developed a thesis with your task process.	Fails to develop the task
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First Draft Grade: _____

Comments:

Second Draft Grade: _____

15/20 Excellent job! You're close to a level 4

Alyssa Laurenceau

Mrs. Browne

Social Studies Essay

Age of Exploration or Age of Exploitation?

Remember when Christopher Columbus went on a voyage with his three ships? You know with the Nina, Pinta, and Santa Maria. Well, there is more than that; with this one voyage, this changed a lot it affected the Aztecs, Incas, and Europeans. Not all were made by him, but ~~they~~ ^{there} were other voyages just like his. European colonialism had negative and positive effects. ✓

The Europeans and their effect had many impacts. When Europeans came, they were looking for gold, silver, and land. Christopher Columbus was looking for another route to Asia to get gold, silver, and spices. His plan didn't go as he wanted; he accidentally came upon the Americas. That was probably a big mistake. The Natives there was not aware about the technology the Europeans had. Based on Document 3 "The [the Americans] do not have weapons, nor do they know about them because when we showed them a sword, they cut themselves from grabbing the [blade]". Technology back then isn't what it is today, technology back then was weapons made of steel. Years later another voyager was looking for a journey just like Christopher Columbus, his name was Hernan Cortes.

Hernan Cortes did a lot and all of it was positive for him as a European. He went on many voyages all over the world. He had gone to Hispaniola, Cuba, and Mexico. In Hispaniola he got a job as a notary; five years later he made a name for himself on the island. On his voyage to Cuba he conquered it and became governor. Soon he had become a powerful and wealthy figure on the island. When he went on his conquest to Mexico, he wanted to do go there for many

years. Governor Vasquez ordered Cortes not to go because he was worried about Cortes becoming too powerful; instead of listening, Cortes went. He went with 500 men and 11 boats. When he got there he blew up all but one ship. He wanted to meet with the Aztec Emperor, Montezuma II, but he was rejected numerous times. He then went to march to the Aztec capital, Tenochtitlan. He marched with his 500 men, he had made alliances with the tribes that didn't like their Aztec rulers. One of those tribes were the Tlaxcala people, they are very powerful. "When Cortes found out that the people at Cholula planned to kill him in his sleep, he killed around 3000 nobles, priests, and warriors. He also burned down a portion of the city." Cortes wanted power desperately, he killed everybody and everything in his way. The Aztecs gave him more thinking that he would stop, but it made him want more. As you can tell, the Europeans conquered the South and North Native Americans easily because the Aztecs and Incas thought that they were gods and the Europeans had advanced technology.

The South and North Native Americans' impact on exploration wasn't that good. To the Aztecs and Incas, the Europeans were almost like god to them. They didn't know who and where they came from. The Americas had a variety of land, gold, and silver. Francisco Pizarro and Hernan Cortes had conquered the Native North and South Americas; also known as the Incas and the Aztecs. The Natives died, became slaves, and was conquered. Since the Europeans came, they had brought diseases with them. The Natives weren't aware of the sickness spreaded, which means that they didn't have a cure for it. Many died because of this effect. The population had decreased terribly; the population went from 722,000 to 36,450 people. The Incas and the Aztecs were brought into slavery because the Europeans conquered their tribe. Both of the emperors were killed and the Aztecs and Incas was sent into slavery. Because of this the Europeans gained

power and land, while the Natives were sold for slavery. The Aztec sent wizards and magicians, the Aztecs thought that the spells would hopefully kill Cortes, but it didn't. Cortes was too strong. Montezuma also tried that strategy; he tried to give Cortes gifts, but it made him want more. Since the Europeans wanted gold and silver; they made the Natives get the gold and silver. If the Natives didn't come back with any, their consequence would be to cut off one hand to make it harder to work. The Natives were treated badly and unfairly.

Colonialism had affected all people. The Europeans had a positive impact, but the Natives didn't. The Natives were easily conquered and enslaved. Just because the Europeans wanted more land, silver, and gold. They had advanced technology and the Natives worshiped them. The Natives did not have advanced technology, they used other things for weapons. The Natives were also outnumbered with the disease that the Europeans spread.

New York State History
Document Based Essay

Name: Britney Cuevas
Period: 2

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First Draft Grade: _____

Comments:

Second Draft Grade: 16/20

Wow! This was excellent! level 4

Britney Cuevas

Mrs. Browne

social studies

Essay

Christopher Columbus started to set sail from Spain on August 3, 1492. The ^Ppinta, Niña and Santa Maria sailed west Europe to look fo4r a westward path to Asia for gold, spices, and silver. Columbus didn't find the western rout to Asia but, he found the islands of America. Before their encounter with Europeans, Native American civilizations have flourished all over the south and North American continents. Colonialism had a negative effect on the North and South American groups and a good effect on the Europeans.

Colonialism was good ^{for} ~~to~~ Europeans because they could take over. This was because of their better technology. Europeans had better weapons such as cannons, guns, gunpowder, and crossbows. For example, in document 9, Cortez and Pizzaro were able to defeat the Aztec and Inca with all their weapons. Pizzaro was able to a lot of gold and silver from what he brought. Such as his soldiers and horses. So the colonialism was good for the Europeans but not so good for the Aztec and Inca.

The Aztec were negatively effected by colonialism because they didn't have enough power to conquer at least fight the Europeans. Aztec

were then enslaved by the Europeans and had bad punishments. As said in document four, the Aztecs got their hands cut off if they didn't have a certain amount of gold by time. Another way they were negatively affected was that they caught many diseases from the Europeans. Many died because of all the different diseases. The Aztec suffered from the Europeans. Another group that suffered the Europeans were the Inca.

The Inca had a negative effect on exploration because of the Europeans. They took over everything such as land and gold. The Inca did not have a good effect on the exploration because the Europeans were too strong with their technology. For example, in document ten Pizarro took all of the Inca's gold and silver. He also killed their leader, Atahuapa. In document 11 it states that Francisco Pizarro conquered the Inca Empire in 1531-1533. The Aztec and Inca were negatively effected but the Europeans were not.

Colonialism had a negative effect on the Aztec and Inca groups, but had a good effect on the Europeans. So exploration was good for the Europeans because they had so much power, bad for the Aztec because there were enslaved, and bad for the Inca because they got their gold and silver taken away.

New York State History
Document Based Essay

Name: Jayden Estes
Period: 2

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First Draft Grade: _____

Comments:

Second Draft Grade: 11/20

Jayden, this was a great effort!
Level 3

Jayden Estes

November 17, 2014

Mrs. Browne

S.S

Age of Exploration

Exploration for the Europeans was good but it wasn't good for the Incas or Aztecs. Christopher Columbus went off at sea from Spain on Friday, August 3, 1492. The Nina, Pinta, and Santa Maria set sail west from Europe searching westward for gold. (thesis ?)

Exploration for the Europeans was easy because of their advanced technology. Their advanced technology gave them a great advantage; they had muskets, cannons, and soldiers. According to the text, Cortes and Pizarro were able to defeat the Aztecs and Incas because they had cannons, muskets, and soldiers. Pizarro and Cortes had more soldiers and advanced technology like muskets easily conquering Native Americans.

Unlike the Europeans, Native North Americans did not experience a positive effect from exploration. North Americans had no modern technology. Native Americans had stone and wooden weapons. The Aztecs believe the Spaniards were

gods. "The Spaniards sent wizards, magicians, and seers to cast spells. In conclusion, the North Americans were impacted negatively by exploration.

South Americans also were negatively affected by exploration because Europeans conquered them for gold. The Incas also had wooden weapons like the Aztecs. In 1531- 1533 Francisco Pizarro conquered the Inca empire. Pizarro strangled Atahualpa after his ransom of gold. Exploration was negative for South Americans because the Incas had no modern technology.

Exploration for the Europeans was good but it wasn't good for the Incas or Aztecs. Exploration was good for Europeans because they got gold and slaves. It was bad for Native Americans because the Europeans took their weapons, gold, and killed most of their population.

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First Draft Grade: _____

Comments:

Second Draft Grade: 15/20

Wow! Great Work!

Level 3.5

Native Americans and White Settlers

In the period following the Civil War, many people moved out West for new opportunities and a new life. This would mean more clashes, this time with Plains Indians. Although America had changed much in the 250 years since the first settlers arrived, the attitude towards Native Americans had not. The building of the transcontinental railroad was the beginning of the end for many proud tribes of the West. Westward expansion affected Native Americans by taking their land, placing them on reservations, and killing their tribal leaders. The federal government played a major role in the negative effects experienced by Native Americans. ✓

Westward expansion was negative for Native Americans because the government forced them to move on to reservations. The federal government forced Native Americans to move away and live on reservations because they wanted the gold and their land for the white settlers moving out West. The federal government actually sent them to reservations and then had people who worked for him watch them so they wouldn't try anything risky. The white settlers used the land for many reasons. They cut down multiple trees and built property, killed large amounts of buffalo and sold their heads in the market,

hunted for food to survive, and trespassed on Native American land whenever they pleased. They just didn't care about truces or anything that had to do with Native Americans.

Another reason westward expansion was negative for Native Americans in the West was the violence against native tribes, especially their tribal leaders which really affected their actions. If their tribal leaders are killed, they have to make a lot of changes everyone can agree with. The doing of this will create an everlasting war between the Native Americans and the white settlers. The Native Americans will have to move their belongings and rebuild everything on a different set of land which will take a lot of time. They might even lose family along the way.

A long time ago the land belonged to the Native Americans fathers (ancestors). But when Native Americans like Santana, Chief of the Klowas, went up to the river they'd see camps of soldiers settling on its bank. Santana, Chief of the Klowas, once said "These soldiers cut down my timber; they kill my buffalo; and when I see that, my heart feels like bursting; I feel sorry.". This is what triggered the rivalry between the Native Americans and the white settlers. Many fights and truces that were broken occurred because of these incidents.

In the end, the Native Americans lost the war. They were all sent to reservations and that's the way it's been for a long time. In fact, there are still some families on the reservations. Not the actual Native Americans, it is the

generation now that has the actual Native Americans as their ancestors. But people can change that and improve a lot of problems. People in this world can do a lot of good things.

New York State History
Document Based Essay

Name: Regina Gonzales
Period: 4

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First Draft Grade: _____

Comments:

Second Draft Grade: _____

14/20

We still need to connect evidence to topic sentence.
Level 3

Regina Gonzales

November 14, 2014

Social Studies

Mrs. Browne

Westward Expansion

In the period following the Civil War, many people moved west for new opportunities and a new life. This would mean more clashes- this time with Plains Indians. Although America had changed much in the 250 years since the first settlers arrived, the attitude toward Native Americans had not. The building of the transcontinental railroad was the beginning of the end for many proud of the West. (thesis?)

Westward Expansion was negative for the Native Americans because the government forced them to move on to reservations. The federal government tried to force the Native Americans to live on reservations because they wanted to take their gold, silvers, and their land for the white settlers. According to document D, ".....and are thus encouraged to continue their nomadic life" meaning that they want their life being nostalgic constant. Also, according to document C, "Homestead Act. An act to secure settlers on the public domain." It allowed white settlers to trespass. The

You should have used the 2nd part of this quote. What do you mean?

on what?

federal government forced the Native Americans to move on to reservations to take their resources and also executing their comrades. ✓

Another reason Westward Expansion was negative on the Native Americans in the West was the violence against native tribes, especially their tribal leaders. Westward Expansion was also negative on the Native Americans by stealing their resources and killing their valuables such as their tribal leaders and their buffalos. According to document B, "...surprise and attack said camp of friendly Indians and massacre a large number of them." This means that the ~~Westward Expansion~~ ^{government soldiers} surprised the Native Americans and attack them meaning killing all of them without exceptions.

The Native American tribes moved West by the cause of the federal government. The Native Americans moved West because the federal government were ordering their troops to attack them, kill their buffalos, and take/steal their valuable resources. According to document A, "These soldiers cut down my timber and kill my buffalo." It explains, what the federal government did to the Native Americans.

Land were claimed, tribal leaders were down in history are just some negative effects on the Native Americans by the Westward Expansion.

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Comments:

Second Draft Grade: 15/20

Good work. You need to be more explicit with citing your evidence.

The United States had remained neutral during most of World War I. They entered the war in 1917 by declaring war on Germany. The United States had declared war on Germany because of the sinking of ships without warning. Another reason may have been the explosion of a New Jersey munitions factory done by German spies or saboteurs. The United States had also contributed to the war before and after.

Germany had been sinking ships without warning. One ship that sunk was the Lusitania. President Wilson had wanted to declare war. Instead they made the Sussex Pledge. The Sussex Pledge said the Germans could no longer sink another ship without any warning. Germans broke the Sussex Pledge and sunk another American ship. This was just one of many reasons that the United States wanted and decided to declare war.

good
outside
info

The United States had also wanted to declare war because of the explosion in New Jersey. German spies, or saboteurs, had exploded the New Jersey munitions factory. The reason they did this was because they wanted to ammunition to go to Great Britain or the allies of Great Britain.

? did
not
want

The United States had contributed to the Allied before and after they entered the war. Before they entered they provided ammunition for the Allies. After they had entered the war, they helped by having a strong military and their economic contributions. By contributing to the war with their strong military and economically, the course of the war turned and led to the Allied Powers defeating the Central Powers.

In conclusion the United States entered the war

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First Draft Grade: _____

Comments:

Second Draft Grade: 17/20

You need to be more explicit with citing evidence. It will make your essay stronger.

Timothy James
Mrs. Browne

3/27/15
S.S.8

Essay

World War I was knownⁿ as The Great War. It was an international conflict lasting from 1914 to 1918. Imperialism was a main reason for leading to war.

The U.S. entered the war because Germany sent a German submarine to sink an unarmed passenger ship carrying American citizens. They killed 1,260 American citizens. They also went into war because their allies needed help in the war to take out Germany.

The U.S. contributed to the allied before and after ~~at~~ they entered the war by economic contributions with the allies before the war and the 4.4 million Americans in to help fighting the Germans with their allies even though the U.S. said they weren't going to get involved in the war. President Wilson also asked congress to declare war on Germany.

~~but the U.S. was not to win the war, and set the world free and defeated the Central Powers.~~

The U.S. was also selling liberty bonds to the allies before the war happened and giving gold.

As the U.S. went on to win the war, they set the world free and defeated the Central Powers.

Criteria	5	4	3	2	1	0
Task Development	Develops the task evenly and in depth by discussing and explaining . You use your task processes to help you establish your thesis.	Develops the task, but may do so somewhat unevenly by discussing or explaining . You use your task processes to help you establish your thesis.	Develops the task with little depth. You explain little , but do not discuss. You use your task process to establish a weak thesis and topic sentences.	Minimally develops the task You have tried to establish your thesis, but have not supported it with strong topic sentences.	Minimally develops the task. You have not developed a thesis with your task process.	Fails to develop the task
Descriptive v. Analytical	Is more analytical than descriptive. SHOW, don't tell You richly explain how and why.	Is both descriptive and analytical. SHOW and TELL You explain how and why.	Is more descriptive than analytical. You describe your theme, but do not explain how and why .	Is primarily descriptive: faulty, weak or isolated application or analysis	Is descriptive; may lack understanding, application or analysis	Includes only the historical context and/or task as copied from the test booklet
Theme	Richly supports the theme with many relevant facts, examples and details. SHOW, don't tell	Supports the theme with relevant facts, examples and details You show, and tell.	Includes some relevant facts examples and details; may include some minor inaccuracies. You mostly tell, instead of show.	Includes few relevant facts, examples and details; may include some inaccuracies	Includes few relevant facts, examples or details; may include inaccuracies	May only refer to the theme in a general way
Organization	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme. You apply your DDDT structure to discuss & explain .	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme. You follow your DDDT structure to discuss or explain .	Demonstrates a satisfactory plan or organization; includes an introduction and a conclusion that may be a restatement of the theme. You use your DDDT structure, but do not discuss or explain .	Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or conclusion	Is illegible or is a blank paper

First Draft Grade: _____

Comments:

Second Draft Grade: 11/20

I like how you tried to incorporate doc 4 + doc 3. You need to be clearer in your explanations.

Mark Callin
S.S. Essay

3/26/15
Mrs. Brown

R
A
C
S
Two reasons why the U.S. entered WWII. In document 1 it said that the Germany blew up an American ship. They killed "probably 1,260 dead", the ship went down in 15 minutes. President Wilson was writing to Congress about America entering the war. These were the two reasons why the U.S. entered WWII.

R
A
C
S
In document 4 President Wilson said "We shall fight for things which we have always carried nearest to our hearts ... for democracy". According to document 4, America entered the war to make the world a better place and peaceful. This is why U.S. entered the WWII.

R
A
C
S
The U.S. contribute to the Allied cause before and after it entered the war. The U.S. contribute the war by selling liberty bonds. In document 3 it says not to waste your money and save it. This is how the U.S. contribute to the Allied cause before and after it entered the war.

Criteria	5	4	3	2	1	0
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First Draft Grade: _____

Comments:

Second Draft Grade: 16/20

Great job! Good use of the documents!

Isiah Sanders
Social Studies

March 26, 2015

Would miss free
approve puts

The America remained neutral until 1917 because of two reasons. One reason is the Sinking of the Lusitania and German using unrestricted submarine warfare to attack American ships. The second reason is German spies blowing up the Munitions factory in New Jersey, plus the Zimmerman telegram. Also the U.S. contributed to the Allied cause by trade with them and by ~~supply~~ giving supplies and aid.

My first reason why U.S. entered WWI is the Use of illegal submarine warfare. According to Document 1 Germans used U-boats to sink the Lusitania in 1915 killing 1,260 people including 28 Americans. The Germans claimed that the Lusitania was carrying war supplies. Also Germany broke the Sussex Pledge making Americans mad. Also according to document two and four President Wilson had declared war because of German U-boats attacking American ships and killing people. That is one reason why U.S. chose to enter WWI.

My second reason why the U.S. entered WWI is because of German spies blowing up a Munitions factory in Jersey City New Jersey on July 30, 1916. According to Doc 8 German Spies had blew up the factory. This was another reason entered the war because munitions sell munitions was helping them get money. Also that factory took out a big part of U.S. entering the war soon. Also the Zimmerman telegram was a second factor. The Zimmerman telegram was a telegram to Mexico about calling war on the U.S. in return for land. That is what also drew U.S. into the war.

The U.S. contributed to the Allied cause by trading with them. For example Document 3 talking about food which was used to help support the allies cause. The U.S. contributed after the war with there industry and numbers. According to Doc

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First Draft Grade: _____

Comments:

Second Draft Grade

11/20

This was a good effort, but seems incomplete.

Jaden Shelton
Mrs. Brohne

March 26, 2015
S.S.

Throughout out the World War Germany messed with the US. Germany was the reason the United States entered the War. In Document 1 on an old New York Times paper it says "Lusitania Sunk by a Submarine. It was pronounced 1,260 people died on the boat. It was torpedoed off the Irish coast, and sank 15 minutes later."

~~At the time president~~
At the time of the sinking, Woodrow Wilson was president of the United States. In 1917 a German U-boat attacked to American ships at sea. Both of those times, they were without caution. ~~So it had~~ So the U.S. had no choice but to enter the War. During the war the U.S. sold things to help them in the War.

During the War ^{the} U.S. had some allies. They sent soldiers to Europe to fight in the War. Also, all these soldiers got liberty bonds for the remaining survivors in the War.

Criteria	5	4	3	2	1	0
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First Draft Grade: _____

Comments: _____

Second Draft Grade: 15/20

This was great! You made a minor error discussing doc 3 but the rest was spot on. Level 4

Danielle Rivera
Mrs. Browne

March 23, 2015
S.S.

During the 1900s many conflicts took place. Some were political problems, economic problems, and even social problems. These problems lead to the start of World War I, which began on June 28, 1914.

Why did the U.S. enter World War I (WWI)? The U.S. entered WWI because of constant conflict between the Central powers. For example, in document 1 it says, "May 8, 1915, reports that a German submarine torpedoed and sank an unarmed passenger ship carrying American citizens." This shows that a harmless American ship was destroyed by the Germans who are in a war. (The Germans are part of the Central Powers.) This angered America, making them come closer to declare war. The sentence from document 2 says, "Cartoon in response to German U-boat attacks on American ships at sea (1917)." This shows that another attack took place by the same people, same submarines. This was the last straw, many Americans were killed for no reason. President Wilson was pushed to the choice of declaring war.

The U.S. contributed to the Allied cause before and after it entered the war. For example, in document 3, it says, "Wheat is needed for the allies. Waste nothing." This shows that America is asking their country to crop & harvest more wheat. By doing so, food will be provided for Britain, Italy, America, France, Russia, Serbia, and Japan. This helped after the war. In document 5, it says, "Troops Mobilized (in millions) U.S. 4.4."

Name: Jordan Crichlow
Class:

Woodlands Middle School
Common Core Argumentative Essay Rubric

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/Claim CCSS -W: > 1a > 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organization/Structure CCSS -W: > 1a > 1c > 1e > 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate transition/linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/Support CCSS -W: > 1b > 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates or cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS-W: > 1b > 9	<ul style="list-style-type: none"> Shows insightful understanding of topic or text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic or text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited and/or flawed understanding of topic or text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no and/or inaccurate understanding of topic or text Reasoning is missing or does not connect evidence with claim(s)
Language CCSS -L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-on) Contains serious errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

20/25 Good work. I think you need to work on using more sophisticated language when explaining the games you're using to expand your argument.
level 4



Abraham Lincoln

War time hero or common racist?

> Nice subtitle

If everyone thinks that a stereotype is true, then does it still count as a stereotype? Or does that statement become a fact? In that case, if everyone thinks that whites are superior to blacks, does that mean at that period of time that statement isn't racist. This is what comes to mind whenever someone asks if Abraham Lincoln is a racist. By the end of this essay, hopefully anyone will be able to answer this age old question, is Abraham Lincoln a racist or not?

Famous words from the Constitution are "All men are created equal." These words would be used a lot in the future by civil right activists. One of the many people who used these words else nobody else but Abraham Lincoln. He would do this whenever he would make speeches about slavery. He would not only say this, but also call negroes his kin. He was criticized for this, and it was kind of used against him when he ran for senator. But he still spoke about negroes being equal after all that stuff happened. This could be key evidence of him not being a racist. If he was all for slavery and whites being so far above in the line of races than negroes, then why try to convince people that negroes are their equals? He would really try to demean them if he was a racist. But, like in any good argument, there are things that can be used against Abraham Lincoln and his lack of racism to prove that he might actually be a racist.

Abraham Lincoln was a hypocrite. When he was running for senator, his speeches against slavery were used against him. His opponent basically said that if you want a negro to work besides you and have the same position as you and is an equal to you, then vote for Lincoln. Instead of sticking strong to his beliefs, Lincoln decided to make this statement "...I...am in favor of the race to which I belong having the superior position." This came from the man who was saying all men are created equal. Can people really trust what someone says if they are ready to alter their opinion just so they can get a position that they want? While in the context he was in might have made him make a split second decision, he should have still stuck to what he believed was right.

Let's talk about the main thing Lincoln is known for, slavery. If he was truly a racist, he would have let all of the slaves stay in slavery. He would not have made the Thirteenth Amendment, which made all negroes citizens. This is key proof that he can't be a racist. But like a true detective, we must go back. All the way back to the Emancipation Proclamation. Before Lincoln made his grand speech about how he would get rid of slavery in the South, he needed to be convinced that he was making the right choice. But shouldn't that have been obvious? He was an Abolitionist, and for lack of a better term, for fudge muffins' sakes! (That's right. Fudge muffins. I just had to say it.) And when he said this, he only freed slaves in the South, and not in the North. To be fair, the states that he didn't free were working with the union, but if you're going to free people, free the people in your states! Don't just do it to win some bloody war! (Wait, bloody? Here am I from, England!)

omg
I'm
crying I'm
laughing
so so
hard.

A conclusion has been made. Through all this evidence, it can be proven that Abraham Lincoln isn't racist, but simply not the man we thought he was. He wasn't this guy who would

was not

→ Lincoln "isn't" anything. He is dead!

have done anything to end slavery, and even though he didn't like it, if push came to shove and everyone was against him, he would stop fighting for it. While he did push for the 13th amendment, there were a million other people who would've done the something. So, we have to face the music, Abraham Lincoln was just a man against slavery who was president when it ended. That's the conclusion that has been made from these facts conclusion. What's yours?

Name: *Raquel Gallagher*
 Class: *Social Studies 8H*

Woodlands Middle School
 Common Core Argumentative Essay Rubric

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21/25 Great job. Although there were parts when it was not clear if you were arguing Lincoln was racist.



Raquel Gallagher

Mrs. Browne

Lincoln Essay

October 2015

Was Abraham Lincoln a Racist?

There are many people who have different opinions of Abraham Lincoln. Many worldwide have very high thoughts of the hero who freed the slaves. However, there are also people who believe that he was anything but a hero. The question stands: Was Abraham Lincoln racist? (thesis?)

Stephen A. Douglas and Abraham Lincoln were both running against each other for a spot in the U.S. Senate. Douglas's argument in their first debate in 1858 says that Lincoln and other abolitionists believed in what is stated in the Declaration of Independence: "All men are created equal." Douglas also mentions that Lincoln and the abolitionists "maintain that Negro equality is guaranteed by the laws of God," meaning that Lincoln helps the abolitionists in letting it be known that there should be equality within the different races. However, this argument was written by someone else, so one cannot completely trust that these were Lincoln's thoughts. In a letter written to Joshua Speed in 1855, Lincoln says, "you know I dislike slavery." Many people don't realize that even if one sees slavery as wrong, it doesn't mean that one is not a racist. Seeing slavery as right or wrong is only one part of determining whether someone is racist or not. In a letter to Horace Greeley, Lincoln says, "My paramount object in this struggle *is* to save the Union, and is *not* either to save or to destroy slavery." This statement, along with many

others Lincoln makes, show that he honestly does not regard slavery as right or wrong; he is undecided.

In Lincoln's reply to Stephen A. Douglas's argument, he states the following: "I have no purpose, either directly or indirectly, to interfere with the institution of slavery in the States where it exists." This does not show that he is for or against slavery, but it does show that he did not care about the wellbeing of the slaves because he says that he had "no purpose" to "interfere". Later in the same document, Lincoln states that he has "no inclination to do so" meaning there was no reason to help the slaves. Lincoln also says, "I... am in favor of the race to which I belong having the superior position." In the way he words this sentence, it doesn't make him seem racist, but selfish because he says he wants the race he belongs to "**having** the superior position." The word "having" is important because it is in the present tense, meaning that he wants whatever race he is currently in to have to superior position. Obviously, everyone belongs to the same race[s] their whole life, but Lincoln words it as though he does not care about what privileges the other races have, as long as his is in the superior position.

In a sense, one could believe that Lincoln was somewhat caught in the middle. In that same reply to Douglas's argument, he says that there is "no reason in the world why the Negro is not entitled to all the natural rights," including "life, liberty, and the pursuit of happiness." Yet, he also acknowledges the differences that society was creating between the whites and the blacks. Lincoln was one of those people who was able to recognize the evil in slavery, but as mentioned, that does not determine whether someone is a racist or not. He had the presidential power to propose the freeing of all the slaves earlier than the 13th Amendment or even the Emancipation Proclamation, but he did not. In his earliest emancipation act, the Emancipation Proclamation, he only freed the slaves in seceded states to preserve the Union, whereas Lincoln

could have ended slavery everywhere it existed. Although he kept the country together, he was not a selfless, unbiased man. Sometimes, the best presidents or political leaders are not very good people. They do achieve political feats, such as keeping the country together in Lincoln's case, but this does not always mean that they would do something good for their country just for a moral reason. Another occasion that shows Lincoln's views toward morals was one of the first attempts to abolish slavery. John C. Frémont, who was running for presidency against Lincoln, had issued an emancipation of the slaves in Missouri whose owners had taken arms against the United States. Lincoln approved of Frémont's measures against rebellion, but thought it was too soon for emancipation. Thus, Lincoln issued a public order to annul the act. If Lincoln genuinely cared about the lives of each of these slaves, he would have allowed the emancipation. Better yet, if he truly cared a great deal, he would've freed them because he wanted to—not as a punishment for someone else.

As a result, there are reasons to either believe or not believe that Abraham Lincoln was a racist. Everyone sees Lincoln through their point of view of 2015. One must now consider a whole other question. Was Abraham Lincoln a racist or a mere product of his time?

Name: Adam Pascual
Class:

Woodlands Middle School
Common Core Argumentative Essay Rubric

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/Claim CCSS -W: > 1a > 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces reasonable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organization/Structure CCSS -W: > 1a > 1c > 1e > 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of transition/linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through transition/linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic transition/linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate transition/linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no transition/linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/Support CCSS -W: > 1b > 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Effectively integrates and cites credible sources and/or text evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or text evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates or cites adequate sources and/or text evidence Minimally refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or text evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or text evidence Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS -W: > 1b > 9	<ul style="list-style-type: none"> Shows insightful understanding of topic or text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic or text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic or text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited and/or flawed understanding of topic or text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no and/or inaccurate understanding of topic or text Reasoning is missing or does not connect evidence with claim(s)
Language CCSS -L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose

2/25 Wonderful job. Your focus/claim is clear.
Level 4.5



Adam Pascual
Mrs. Browne


October 18, 2015
U.S. History 8 Honors

Was Lincoln a Racist?

Apparently, Lincoln may not be as innocent as he seems. Historical documents from his time suggest that he was not entirely all about freeing the slaves. Lincoln, from these documents, is actually shown to be not fully content about changing the country from slavery to free before the war ended. His main goal during the Civil War was actually to preserve the Union, not to free the slaves. In fact, he most likely thought that keeping slavery to preserve the Union was for the greater good. There is also evidence to prove that he did infact favor his own race. This leads me to believe that Lincoln was really a racist at one point. (thesis)

Abraham Lincoln did not originally support the emancipation of slaves. In other words, Lincoln was not at all interested in free slaves. For example, Lincoln directly stated that he "had no purpose, either directly or indirectly, to interfere with the institution of slavery in the States where it exists," during a debate against Stephen A. Douglas which shows that he never intended to abolish slavery. Lincoln also stated in the same debate that "I believe I have no lawful right to do so," as in freeing the slaves. He believed that it was unconstitutional to free the slaves. As a matter of fact, Lincoln not only dislike the idea of emancipation, but he may have also disagreed with perfect equality. ✓

Lincoln believed that whites and blacks could not live together, even before presidency, when he argued for slavery to keep the support of the border states. He clearly stated that "There is a physical difference between the two, which in my judgement, will probably forever forbid their living together upon the footing of perfect equality." He says it himself. Whites could not "supposedly" live together with blacks. Another important quote is that he was "in favor of the the race to which [he belonged] having the superior position." He actually did believe that the white race was superior. This obviously shows that Lincoln can be considered a racist, but there are pieces of evidence against this. ✓



Name: Jared Trupp
Class:

Woodlands Middle School
Common Core Argumentative Essay Rubric

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2/25
(level 4)
Jared, while you had a clear thesis it seems like you struggled with proving what you wanted to argue. Your 1st body paragraph was stronger than the body paragraphs where you tried to prove

Jared Trupp
Mrs. Browne
Social Studies 8 Honors
October 19, 2015

Abraham Lincoln

Was he a racist?

Abraham Lincoln is considered one of the greatest presidents even to this day. He is widely credited, after all, for winning the Civil War, and thereby is ending slavery. Nevertheless, Lincoln, the author of the Emancipation Proclamation that lead to the total abolition of slavery, was considered racist. Few people today would have ever considered this fact a remote possibility. A few of my classmates have decided to argue that this fine president was, and I agreed, Abraham Lincoln was a racist individual. (this is)

→ the 13th Amendment did this

try not to use "I" in historical writing

Of course, the other side of this debate has its arguments. They state that Lincoln was not a racist in any meaningful way. Even in his debate with Stephen A. Douglas in 1858, his opponent said, "If you desire negro citizenship, if you desire to allow them to come into the state and settle with the white man, if you desire them to vote on an equality with yourselves, and to make the eligible to office, to serve on juries and to adjudge your right, then support Mr. Lincoln and the Black Republican party." This extensive sentence makes it sound like Lincoln was the opposite of racist. In his opposing paragraph, he stated, "...there is no reason in the world why the negro is not entitled to all the natural rights enumerated in the Declaration of Independence, the right to life, liberty, and the pursuit of happiness." He created the Emancipation Proclamation which later led to the total abolition of slavery in The Thirteenth Amendment. The man I claim is racist does not seem to be racist at all.

Nevertheless, one could submit that Abraham Lincoln could have been trying to get popularity from abolitionists. His nickname may have been "Honest Abe," but he is first and foremost a politician; stretching the truth to go in favor with the regular commoner and abolitionists alike. He did say a couple of things that is considered racist during his debates, especially by today's standards. For example, he stated, "which, in my [Lincoln's] judgment, will probably forever forbid their [blacks] living together on the footing of perfect equality." He also said, "I agree with Judge Douglas that [a black] is not my equal in many respects, certainly not in color..." These were things he said to get support from as many types of Southern citizens as possible.

→ but the debate was in Illinois

This is strong

Another thing is that Lincoln also freed the slaves solely to help his main agenda, which was the preservation of the Union. His first reason was to solely preserve the Union. He wanted to expand support for the Civil War by giving soldiers a more specific purpose. He did this for his personal agenda, and thus helped pave the road to the North winning the war. The total emancipation of all slaves was a necessary inclusion to serve the entire Union.

My personal beliefs are that Abraham Lincoln was neither a racist nor an abolitionist. He was just a man of his time, and the things he said weren't considered racist like they are today. I did, though, have to choose whether he was racist or not, and for purposes of this assignment, I chose the latter.