

HIST 152:

United States Since 1877

“We need to overcome that modern condescension for the past (and for other cultures) ...Clearly, by the light of our current knowledge, most of what people in the past thought they knew was false. It is worth remembering, though, that by the same pessimistic induction, most of what we think we know now will turn out to be wrong by the future’s standards.”—Iwan Rhys Morus

COURSE DESCRIPTION & OBJECTIVES

This course covers the history of the United States from 1877 to 2001, including Reconstruction, the Gilded Age, the Progressive Era, the First World War, the interwar years, the Second World War, the Cold War, the affluence and prosperity of the fifties, the Civil Rights Movement of the sixties, Reaganomics, globalization, and the terrorist attacks of 2001. We will look at domestic culture, society, and policies while also integrating, where appropriate, America’s role in the international arena and foreign relations.

From 1877 to present day, the peoples of America have debated the meanings of freedom and equality, defining these ostensibly straightforward ideals according to the perspectives of various races, ethnicities, and political groups. Indeed, opposing groups both used (and continue to use) the language of freedom to describe their very different platforms. For example, was freedom limited to the end of slavery or did it mean equality with white men? Was freedom in economics a free market or was it government regulations? Should a free labor workforce have restricted hours to avoid overwork or the choice to work as many hours as possible? These questions extended to morality, religion, gender relations, and more.

Definitions of freedom continued to evolve as America became an international power and used the language of freedom to define itself against other nations. President Woodrow Wilson entered WWI to “make the world safe for democracy.” President F. Roosevelt referenced the “Four Freedoms” as the U.S. entered the Second World War. President Truman stated that America must support “freedom-loving peoples” as the leader of the “free world.” But even as freedom, equality, and democracy became the rallying cry of the U.S., the reality was inequality and division at home. We will unpack the inconsistency that existed between the language of freedom and reality, particularly as the U.S. became an international and imperial power.

Fall 2019, Oct. 16-Dec. 7

Instructor: Dr. Alison Shimko

Email: brown923@purdue.edu

Office Hours: Via Email or Skype

Online, Distance-Learning Course

Required Text

Eric Foner, *Give Me Liberty! An American History*. Volume 2, Seagull 5th Edition.

Primary source readings and additional reading material will be posted on Blackboard.

Helpful Textbook Information:

- There is a large glossary defining key concepts, documents, etc. from A-47 to A-80 in the back of the textbook
- The Declaration of Independence, Constitution, and Constitutional Amendments are in the back of the textbook, pages A-23 to A-45
- There are two maps in the beginning of the textbook

What if you don’t fulfill the requirements for the Initial Course Participation in time?

It could lead to the revocation of your financial aid.

Disclaimer

The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email.

Students with Disabilities

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@urdue.edu or phone: 765-494-1247.

Learning Outcomes:

- Students will be critical readers, taking in many details while simultaneously identifying overarching themes.
- Students will work as historians to analyze primary sources as they ascertain their importance within the context of American History.
- Students will leave the class with a greater appreciation for language and how its usage has shaped history.
- Students will identify the complexity of significant events and ideas, as the motivation behind them was not black and white.

COURSE STRUCTURE

- Weekly reading from the textbook—I have gone through the textbook and, using my discretion, reduced the amount of reading per chapter *with the exception of* the last two weeks. Although all events have directly impacted us, the latter half of the twentieth century is especially relevant, and I found it too difficult to cut the chapters down. The Weekly Reading Guides should help.
- Weekly Reading Guides: I have written a reading guide for each week. It is helpful to read before you read the textbook. It contains a synthesis of the information covered as well as key people, events, acts of government, and concepts. There are two purposes to these reading guides: one, due to the large amount of reading in this short 8-week class, it will help students to identify where they should concentrate and where they may skim. Two, it will help students home in on significant identifications for the week.
- Quizzes
- Discussion Posts and Responses
- Primary Source Analysis
- There is NO midterm or final!
- **ALL ASSIGNMENTS MUST BE TURNED IN BY 11:59 PM EST THE DAY ON WHICH THEY ARE DUE (see late/missing assignment policies below).**

GRADING DISTRIBUTION

- Average of (5) discussion posts & responses (30%)
 - Average of (5) quizzes (30%)
 - Primary Source Analysis #1 due week 2 (11%)
 - Primary Source Analysis #2 due week 6 (13%)
 - Primary Source Analysis #3 due week 8 (16%)
- } (40%)
- **NO MIDTERM OR FINAL!**

Total: 100%

Civility Statement:

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. → See Purdue’s Nondiscrimination Policy Statement at www.purdue.edu/purdue/ea_eou_statement.php

Grading Scale

- A+ = 98-100
- A = 93-97
- A- = 90-92
- B+ = 88-89
- B = 83-87
- B- = 80-82
- C+ = 78-79
- C = 73-77
- C- = 70-72
- D+ = 68-69
- D = 63-67
- D- = 60-62
- F = 0 -59

LATE ASSIGNMENT POLICIES AND EXTENSIONS*

- Late discussion posts will NOT be accepted. You will not receive points for a peer comment if you did not turn in the initial discussion post on time.
- Late quizzes will NOT be accepted.
- Late response papers will receive a **10% DEDUCTION FOR EACH DAY it is late.**

* Barring extenuating circumstances and discussion with the instructor PRIOR to the assignments' due dates. Extensions, if they are granted, may be given only if there is communication with the instructor before the assignment is due. After it is due, the student has “missed class,” and therefore the opportunity.

MISSING ASSIGNMENTS

Failure to submit assignments in time and in accordance to the instructions WILL result in a failing grade for the missing assignment. After the assignment is due, students are not entitled to a make-up unless they have a **valid and documented reason** (illness, death in the family, etc). If this is the case, you must contact your instructor within one week of the absence to provide the documentation and set up a make-up assignment.

DETAILS ABOUT...

QUIZZES

Quizzes are open-book. There will be between 15 and 20 questions, and students will have 35 minutes to complete the quiz once they start. Although this is open-book, the expectation is that you have read the material in advance, and therefore can quickly find the answers in the allotted time. You must complete each quiz in one sitting. Readings that I have noted may be *skimmed* will not be part of the quizzes but are important nonetheless and may be part of the Weekly Reading Guides. The format of the quizzes is for the most part multiple choice, but there are occasional matching questions and questions which ask the student to put events in chronological order. You will receive your score immediately, but the correct answers will be released the following Tuesday.

TEXT-BASED DISCUSSION POSTS AND RESPONSES

On Tuesdays during weeks in which a Primary Source Analysis is not due, students will write a response to a question based on the assigned primary source reading available on Blackboard. They will be required to cite the reading and provide a clear and coherent response to the question on the

Preferred Names and Pronouns:

If you have a preferred name and/or preferred pronouns that you would like me to use, please let me know. Preferred names should appear in the database I receive from the Registrar and I will use those. If your preferred name does not appear in the database or if you have questions, please email me.

I am SafeZone certified.



Mental Health Statement

Purdue University is committed to advancing the mental health and well-being of its students.

→ If you find yourself beginning to feel some stress, anxiety, and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/> Sign in and find information and tools at your fingertips, available to you at any time.

→ If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

→ If you're struggling and need mental health services: If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

discussion board (250-300 words). **I highly recommend typing these in Word first in case the discussion post does not save, and you need to resubmit it.**

By Thursday, they will respond to another student's post (respond to anyone you want. Maybe a post really sparked your interest or maybe you disagreed). This response will provide constructive criticism and acknowledge the positives of their peer's post. **A detailed rubric for discussion sections is provided at the end of the syllabus (page 11) and on Blackboard.**

PRIMARY SOURCE ANALYSES

Three Primary Source Analyses (corresponding with the sections of the course) will be due throughout the semester, each one worth a greater percentage of your final grade with the expectation that the student will improve along the way. Students will choose one primary source out of many options provided by the instructor. The objective is to work like a historian by 1) critically analyzing a primary source; 2) integrating the primary source into secondary source reading (textbook); 3) practicing thoughtful—yet *concise*—writing through page restriction. This is a total of ~three 1.5-spaced pages of writing for the semester.

Students should choose one of the primary sources and analyze it. Their papers should be composed of three paragraphs of roughly the same length. The first paragraph should be a brief summary of the primary source (who wrote it, what it is about, etc.). The second paragraph should be placing the document in its historical context using specific references to the textbook (with page numbers). For example: Why is the document important? Why was it important at that specific time? What was happening at the time? The final paragraph should be your impression of the document and whether it accurately represents the time period (in other words, did it seem true to what was happening). For example: Was it what you expected? Did it enhance your understanding of the time period? Did the author seem to have ulterior motives? What questions did the document leave you with? **A VERY detailed rubric is provided at the end of the syllabus (page 12-13) and on Blackboard (therefore, there will often not be a need for additional comments). There is also a formatting example on Blackboard and successful student paper example.**

Format: 12-pt Font; Times New Roman; 1.5 spacing; 1-1.5 pages

EMAIL AND DISCUSSION GUIDELINES

- Use a professional tone in all emails; this will be necessary in your future careers. Always begin with “**Dear Dr./Professor Shimko,**” write in complete sentences, and end with Sincerely/Best/Regards and your full name.
- Be respectful to your peers in discussion posts and responses. Failure to do so may result in a zero and/or dismissal from the course.
- Unless there are extenuating circumstances (severe illness, death in the family, etc.) late work will not be accepted. If you need an extension on a paper, this must be worked out with the instructor well in advance.
- You are reading the syllabus carefully, and that deserves a head start to the course. Email me at brown923@purdue.edu with the subject line “I love extra credit!” and attach a picture of your favorite historical figure to receive 5 extra points on the first discussion post (only valid through Saturday, October 19, 2019).

ACADEMIC DISHONESTY

According to Purdue’s Guide for Academic Integrity, “Plagiarism is a special kind of academic dishonesty in which one person steals another person’s ideas or words and falsely presents them as the plagiarist’s own product. This is most likely to occur in the following ways:

- using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one’s own words, without giving appropriate acknowledgment
- submitting a document written by someone else but representing it as one’s own.”

Plagiarism of any sort will result in a failing grade for the assignment (and possibly the course) and will be referred to the Office of the Dean of Students.

If you have *any* questions about plagiarism and/or what constitutes plagiarism, do not hesitate to ask. All assignments will be run through SafeAssign so that plagiarism will be easily detected. **I am aware of sites like CourseHero and Quizlet that are designed for cheating/plagiarism.**

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds.

Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

<http://www.purdue.edu/odos/osrr/academic-integrity/index.html>

→ **Is it plagiarism?**

<https://owl.english.purdue.edu/owl/resource/589/02/>

→ **Any questions?**

Email me, or abide by the rule “when in doubt, cite it.”

SCHEDULE:

Section 1: Reconstructing America & Meanings of Freedom {1877-1900}

Section 1 explores the meaning of freedom following the Civil War. The main question during Reconstruction was what did freedom mean for freed slaves? Republicans, Democrats, Radical Republicans, and Liberal Democrats all had different ideas about racial freedom and equality. During the last quarter of the century, these questions of freedom seeped into the arenas of politics and economics as inequality grew despite the American ideals of freedom.

■ Week 1: Reconstruction: Success or Failure? {1865-1877}

Reading: Weekly Reading Guide #1 (on Blackboard); Chapter 15 of Eric Foner’s *Give me Liberty!* (hereafter referred to as the textbook) pages 564-575, 579-587, 590-601; Jenkins’s *Re-Thinking History* (on Blackboard)

Discussion: By Friday (10/18/19) Read primary source document #97 The Mississippi Black Codes (1865)¹ and incorporate it into the following prompt [see rubric below]: Reconstruction (in terms of equality) ultimately failed, but it put liberty and freedom on the national agenda. Describe some of the positive advances of Reconstruction utilizing the textbook (with page numbers) *and* how this week’s primary source reflected how “the death of slavery did not automatically mean the birth of freedom” (580).

➤ Note: A peer response is not required this week!

Assignments: **Read ENTIRE Syllabus & Important Guidelines and Policies for the Course**; Quiz due Friday (10/18/19)

■ Week 2: The Question of Equality in Economics, Politics, and Race: The Gilded Age, Labor, and the Segregated South {1870-1900}

Reading: Weekly Reading Guide #2 (on Blackboard); Textbook Chapter 16 (pages 603-614, 619-637, 639-641, *skim* 641-644, 644 “The Haymarket Affair”-647) and Chapter 17 (pages 649-677)

Assignments: 1-page Response Paper due Friday 10/25/19. [See rubric below and examples on Blackboard]. Choose one of the primary sources below:

CHOOSE ONE of the following documents and connect it to Section 1’s theme:

- #100 Frederick Douglass, “The Composite Nation” (1869)
- #101 Robert B. Elliott on Civil Rights (1874)
- #103 Andrew Carnegie, *The Gospel of Wealth* (1889)
- #104 William Graham Sumner on Social Darwinism (ca. 1880)
- #110 Booker T. Washington, Address at the Atlanta Cotton Exposition (1895)
- #111 W.E.B. DuBois *A Critique of Booker T. Washington* (1903)

¹ This and all other primary sources taken from Eric Foner, *Voices of Freedom: A Documentary History*, Vol. 2, 5th ed. (New York: W.W. Norton & Company, 2017) unless otherwise noted.

Section 2: Expansion & Intervention: America at Home and Abroad

Section 2 focuses on the first half of the twentieth century. For the most part, this was a period of expansion and intervention, both at home and abroad. At home, the role of government expanded under the Progressive presidents and the New Deals. World Wars brought about the growth of manufacturing and industry. Abroad, America's imperialism in Latin America and the Philippines expanded, as well as America's culture in efforts to contain communism. At home, the government intervened in daily lives through Progressive legislation, accusations of communism (McCarthyism), and the suspension of civil liberties. In international relations, the U.S. intervened in two World Wars, China, and Korea in order to preserve "freedom" for the West. This would lead to America becoming an international power. As we explore this section, keep in mind how these interventions and expansions benefited some people while hurting and hindering others.

■ Week 3: The Progressive Era and the First World War {1900-1918}

Reading: Weekly Reading Guide #3 (on Blackboard); Textbook Chapter 18 (691-703, 715-732), Chapter 17 (pages 677-689), Chapter 19 (734-758, *skim* 759-767, 767-777). Recommended: Excerpts from Frederick Jackson Turner's "The Significance of the Frontier in American History" (1893).

Discussion: By Tuesday (10/29/19): Read primary source document #118 John A. Ryan, *A Living Wage* (1912) and incorporate it into the following questions [see rubric below]:
What problems did Progressives identify in society, and how did they propose to solve them? Find specific examples (with page numbers) in the textbook. How did John Ryan's call for "a living wage" reflect some of these problems?

By Thursday (10/31/19): Respond to one of your peer's discussion posts

Assignments: Discussion post & response; quiz due Friday 11/1/19

■ Week 4: The Interwar Period {1919-1940}

Reading: Weekly Reading Guide #4 (on Blackboard); Textbook Chapter 20 (*skim* 779-788, 788-816), Chapter 21 (818-830, 835-839, 844-851, *skim* 852-857, 857-859)

Discussion: By Tuesday (11/5/19): Watch the movie clip (https://youtu.be/S_DQUAuNUvw) and incorporate it into the following question [see rubric below]:
The above movie clip is from the famous movie *Inherit the Wind* (1960). It is based on the Scopes Trial of 1925. Actor Spencer Tracy plays Henry Drummond (based on the real-life Clarence Darrow who defended Scopes). How does the movie clip highlight the culture wars of the 1920s, particularly Fundamentalism vs. Modernity? What did Fundamentalists believe and why did they feel traditional values were threatened? Be sure to reference the textbook (with page numbers) and the clip.

By Thursday (11/7/19): Respond to one of your peer's discussion posts

Assignments: Discussion post & response; quiz due Friday 11/8/19

■ Week 5: The Second World War {American involved 1941-1945}

Reading: Weekly Reading Guide #5 (on Blackboard); Textbook Chapter 22

Discussion: By Tuesday (11/12/19): Read primary source documents #147 Franklin D. Roosevelt on the Four Freedoms (1941) and #153 African-Americans and the Four Freedoms (1944) and incorporate them into the following question [see rubric below]:
Despite FDR and Americans' language of freedom, equality, and democracy through the "Four Freedoms" abroad and at home, some groups of people were left out of this equation. Read the two primary sources and compare and contrast them. Use the textbook (with page numbers) to provide context for how black veterans were treated after the war and how African Americans reacted to the inequality they experienced during and after the war.

By Thursday (11/14/19): Respond to one of your peer's discussion posts

Assignments: Discussion post & response; quiz due Friday 11/15/19

■ Week 6: The Beginning of the Cold War {1945-1953}

Reading: Weekly Reading Guide #6 (on Blackboard); Textbook Chapter 23

Assignments: 1-page Response Paper due Friday 11/22/19. [See rubric below and examples on Blackboard]
CHOOSE ONE of the following documents and connect it to Section 2's theme:

- #121 Mary Church Terrell, "What It Means to Be Colored in the Capital of the United States" (1906)
- #129 Rubie Bond, *The Great Migration* (1917)
- #120 Margaret Sanger on "Free Motherhood," from *Woman and the New Race* (1920)
- #142 Franklin D. Roosevelt, Speech to the Democratic National Convention (1936)
- #152 WWII and Mexican-Americans (1945)
- #159 The Universal Declaration of Human Rights (1948)

Section 3: Cold War Era and Beyond

Section 3 covers the latter half of the twentieth century. We see the initial affluence and consumerism following the Second World War followed by resistance in the form of the Civil Rights Movement and Counterculture. The final week, up to and including September 11, covers the Conservative backlash under Reagan as well as the cultural and military conflicts of the 1990s. As historian Susan Curtis writes, “while at the beginning of the period Americans saw themselves as an ‘exceptional’ nation, the reality was that the U.S. was becoming deeply immersed in a global system. Moreover, the determination to support ‘freedom fighters’ around the world made many Americans take stock of the limits of ‘freedom’ at home—especially for minority groups.”² This latter statement is one we have also encountered after the First and Second World Wars.

■ Week 7: The Fifties and Sixties: Consensus and Rebellion {1953-1968}

Reading: Weekly Reading Guide #7 (on Blackboard); Textbook Chapters 24 and 25

Discussion: By Tuesday (11/26/19): Read primary source documents #170 Martin Luther King Jr. and the Montgomery Bus Boycott (1955) and #172 Malcolm X, *The Ballot or the Bullet* (1964) and incorporate them into the following question [see rubric below]:
The Civil Rights Movement had two phases—the first (p. 968-979, 985-989) with a “clear set of objectives” and “far-reaching accomplishments,” the second (999-1002) with political fragmentation and some victories. Compare and contrast the writing of Martin Luther King Jr. and Malcolm X, who represented the two phases respectively. To help you answer, consider these questions: What did they have in common? How were their approaches (nonviolence vs. violence) different AND how were their legal, political, and/or economic goals different? How did the time period in which they lived impact their approach to the Civil Rights movement?

By Saturday (11/30/19): Respond to one of your peer’s discussion posts for **extra credit** because it is Thanksgiving week!

Assignments: Discussion post & response; quiz due Friday 11/29/19

■ Week 8: Conservatism, Globalization, and Human Rights {1969-2001}

Reading: Weekly Reading Guide #8 (on Blackboard); Textbook Chapters 26 and 27

Assignments: 1-page Response Paper due Friday 12/6/19. [See rubric below and example on Blackboard] **CHOOSE ONE** of the following documents and connect it to Section 3’s theme:

- #166 The Southern Manifesto (1956)
- #171 John F. Kennedy, Speech on Civil Rights (1963)
- #176 Paul Rotter on the Antiwar Movement (1965)
- #184 Jerry Falwell, *Listen, America!* (1980)
- #192 Puwat Charukamnoetkanok, “Triple Identity: My Experience as an Immigrant in America” (1990)
- #193 The National Security Strategy of the United States (2002)

² Susan Curtis, “History 152: U.S. History Since 1877,” 2012.

DISCUSSION RUBRIC

Remember: You will not be able to see anyone else's submission until you have submitted yours!

	5 Points-Excellent	3 Points- Average	1 Point-Poor	0 Points- Unacceptable
Content	Answered all parts of question. Demonstrated critical and/or abstract thinking.	Partially answered question with basic analysis.	Very little thought put into response.	No response
Primary Sources	Referenced the relevant reading at least twice. Included a <u>relevant quote from the primary source (not from the abstract directly before the source)</u> . Also connected answer to the textbook if applicable.	Referenced relevant reading once <u>beyond the historian's abstract about the source</u> . Attempted to connect answer to textbook if applicable.	<u>Referenced or quoted the historian's abstract about the source rather than the primary source itself.</u>	Did not reference primary source.
Peer Comment (Thursdays)	Constructive criticism provided to assigned peer. Positive acknowledgement of what peer did well. Meets word count (100 words).	Constructive criticism to assigned peer and positive acknowledgment of what peer did well but <u>does not meet word count</u> .	Peer comment does not relate to student's post but rather is a general commentary on the week's question.	Did not provide peer comment/peer comment late.
Citations	Cited references to the reading with parentheses (author, page #)	Partial citation (e.g. no page number or did not cite all references to the texts).	-----	No citations
Spelling/Grammar & Word Count	250-300 words AND ≤ 1 spelling or grammar error	200-250 words AND/OR 2-3 spelling/grammar errors	150-200 words AND/OR more than 3 spelling/grammar errors	Less than 150 words AND/OR M\multiple errors

Total points possible: 25

1-PAGE RESPONSE PAPER RUBRIC

	20 points	17 points	15 points	13 points	0 points
Paragraph One	The first paragraph is a thorough description of the primary source, including a description of the author and a summary of the text. <u>The main points of the text should be covered, avoiding a summary of the historian’s introduction to the source</u> (paragraph found before the primary source begins).	The first paragraph covers some of the major points of the primary source, but not all. <u>The student avoids merely summarizing the background introduction to the source</u> (found before the primary source begins).	The first paragraph provides a cursory summary of the primary source document and/or an incorrect summary.	The first paragraph is very general and seems to repeat the historian’s abstract about the source rather than the primary source, which suggests the student did not read it.	There is no first paragraph describing the primary source.
Paragraph Two	The second paragraph provides historical context relating to the document (what was happening at the time). It is clear that the student has thoroughly read the textbook in order to provide historical context and has explained the <i>significance</i> of the document within history.	The second paragraph provides <i>some</i> historical context relating to the document (what was happening at the time). It is clear that the student has read the textbook in order to provide historical context and has partially explained the <i>significance</i> of the document within history.	The second paragraph provides broad historical context (a description of the time period) that <i>does not</i> directly relate to the document. Nevertheless, it is clear that the student has read the textbook in order to provide historical context.	It is clear that the student used either 1) the historian’s abstract about the source or 2) outside sources* or *Without citation, this would be plagiarism and would result in a failing grade.	The student used his/her own opinion rather than the textbook to ascertain historical context —OR—there is no second paragraph providing historical context for the document.
Paragraph Three	The student provides thoughtful commentary on the document, explaining, for example, how he or she has better understood the time period as a result, how the document represents <i>or</i> does not represent the historical period accurately (in other words, did it seem true to what was happening), and any questions about the document.	The student provides commentary on the document, explaining, for example, how he or she has better understood the time period as a result, how the document represents <i>or</i> does not represent the historical period accurately (in other words, did it seem true to what was happening).	The student provides commentary on the document, explaining how he or she has better understood the time period as a result.	The student provides basic and/or shallow commentary on the document. The paragraph is vague and lacks critical thought about the primary source.	There is no third paragraph for this designated purpose.
Spelling, Grammar, & Page Count	Very few grammar or spelling errors; paper is no shorter than one page and no longer than one and a half pages	A few grammar or spelling errors; paper is no shorter than one page and no longer than one and a half pages	Some spelling and grammar errors; paper is no shorter than one page and no longer than one and a half pages	Many spelling and grammar errors; paper is less than one full page or longer than a page and a half.	Excessive spelling and grammar errors; paper is less than one full page or longer than a page and a half.

Citations

Proper citations for references to primary and secondary sources.	Citations for all references to primary and secondary sources but not correctly formatted.	1-2 citations missing/improper formatting.	3-4 citations missing; major mistakes in citations	Very few or no citations.
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Total points possible: 100