

Document Writing Assignment

This assignment is due on **Thursday, November 19**. There will be a 5 point penalty for each day that it is late. In an emergency only you may send it to me via email BUT you must send the paper as an attachment. That is the only way I am able to print it. If I can't print it, I will consider that I have not received it. Therefore, it is to your advantage to turn it in during class.

DIRECTIONS: Please reread the section on your syllabus on the writing assignments. Those directions apply as do the following. The documents for this writing assignment are assigned below and are located in *A More Perfect Union*, Seventh Edition. Use 11 point font and double space between lines, including the start of a new paragraph.

Do the following with the document you are assigned:

- A. Identify the document and its author or the agency/group that created it; explain the purpose for which the document was created.
- B. Write a 250 - 500 word summary of the entire document. Summarizing the document requires the reader to synthesize information and to identify the most important ideas and points in the document. If you want a compete definition of the word "summarize", look it up in the *Oxford English Dictionary* or a dictionary of similar quality.
- C. In 250 - 500 words explain how the document relates to the time period covered by this class.
- D. Your opinion of the document: Do you think it serves its purpose for this class? Explain why. If NO, explain why and suggest an alternative document, explaining why it is a better choice.

CHOOSE OPTION E or F BELOW

- E. In 500 – 700 words, discuss ONE of the following options:
 1. Discuss something in the document that "surprised" you and explain why.
 2. Discuss a misperception of yours that reading this particular document corrected;
 3. Explain how this document relates to your own or a family member's experience (only if applicable);
 4. Describe and explain the connection between this document and another that we dealt with in class – if there is such a connection. Or perhaps there is a similarity between the situation that led to the document you are dealing with and a present day situation.

F . In 500-700 words, discuss how you would use the document in a semester long class at either the primary, middle or secondary class level. You should discuss the following issues:

1. Define / explain your teaching objectives, that is what knowledge or understanding, and skills you expect the students to acquire;
2. Design experiential, written and oral, activities for the students that relate to the document's topic and your teaching objectives.
3. Explain how you will measure your students' achievements;

ASSIGNMENTS

Document #13 "The Paxton Massacre", Benjamin Franklin;

E. Andrews, S. Darwick, S. Diaz, C. Ellis, D. Ford, A. Fowlkes

Document # 26 "Address to the New York Legislature (1819)", Emma Willard;

E. Franklin, T. Furr, S. Gain, D. Hardiman, S. Howe, J. Ivester;

Document # 27 "The Remedy for Intemperance (1828)", Lyman Beecher;

R. Lambert, A. Lefebvre, K. Lister, J. Lumpkin, L. Mauldin, J. Mullen;

Document # 28 "Address to the General Trades' Union(1833)", Ely Moore and

"Resolutions of the Journeymen Carpenters of Boston (1845)";

K. Pavlicek, K. Phillips, H. Ritchie, J. Roper, R. Shelton, J. Southwell;

Document #29 "Report on the Public Schools (1840):", Horace Mann;

W. Tinley, J. Vance, C. Versher, N. White, H. Wolf