Fitzgerald

Document-Based Questions

for Slavery and Abolition Primary Source Documents –

5/1 - 5/9

Due Monday – Answer one of the two questions below in a well written paragraph.

**Slavery** –

* Using both your understanding of the policies and practices that built the institution of slavery from the slave narratives in the documentary *Unchained Memories*, discuss policies and practices of slavery that relate to the excerpt from Narrative *of the Life of Frederick Douglass, An American Slave*.

**Abolition** –

* Using both your understanding of the abolition movement from the documentary *The Abolitionists*, discuss the ideas about the abolition movement related in the description of the mob’s attack on Pennsylvania Hall and Angelina Grimké Weld's speech.

Support on the website

* notes on both documentaries
* a list of key ideas from the class discussions of each document
* the blank document analysis planning sheet
* the documents

Grading

* Topic Sentence –
  + Responds to prompt using prompt’s wording
  + Introduces main idea
* Supporting Ideas –
  + Idea(s) from peripherals included in answer
    - Idea(s) used to support main idea
  + Idea(s) from our studies included in answer
    - Idea(s) used to support main idea
  + Idea(s) from the document included in answer
    - Idea(s) used to support main idea
* Ideas on topic
* Ideas accurate
* Ideas clear
* Strong attempt to maintain conventions (See back for list of conventions.)

**Conventions**

* **Few if any spelling errors -** underlined and marked "sp." in paper
* **Capitalization –** three lines below letter that should be capitalized
  + Capitalize all key words in a title.
  + Capitalize all proper nouns. Capitalize all the words in the name.
    - Do not capitalize general nouns – line striking through letter that should not be capitalized
* **Full Sentences**
  + Express a complete thought, begin with a capital letter, end with a period
  + No fragments – marked “Frag” at beginning or end of line in which appears
    - To fix a fragment, join the fragment to the idea it is part of.
  + No run-ons - marked “RO” at beginning or end of line in which appears
    - To fix a run-on,
      * Add a period to separate the sentences.
      * Add a comma and a conjunction to show the relationship.
      * Add a semicolon to show the two ideas are very closely related.
* **Use past tense to discuss historical events**
* **Stay in third person –** marked 3P at beginning or end of line in which appears
* **No unclear pronouns –** pronoun questioned at beginning or end of line in which appears
* **Possession is formed with an apostrophe "s.” Plurals do not use an apostrophe. – “ ’s”** at beginning or end of line in which appears
* **Heading** 
  + In upper right corner
    - Name
    - Class
    - Teacher, Hour
* **Paragraph indented with one inch margins**