

HIST 1301 Three Page Essay Assignment – Due Tuesday, Nov. 29th

HOW TO START: Choose one of the topic questions listed below as the basis for your essay, and read the included source. Refer to the textbook and suggested web sites to learn more about the topic assigned to that source.

Then choose a second document from the assigned readings listed in the syllabus. Read that document and consider how it also relates to your assigned topic. You will use these readings to write and defend an argument that answers the question.

- **Topic A - How did participation in the Civil War influence the Cherokee Nation's progress since the Trail of Tears?** The primary source is a [set of resolutions](#) that the Cherokee National Council wrote to Colonel James A. Garrett and his Union Army between June and August of 1865. Read the transcripts of both resolutions for this assignment. You may also click "View Document" to view the original resolutions if you choose. <http://www.okcivilwar.org/history/colonel-james-garrett-resolutions>
 - For more information about relations between the US government, the military, and the Cherokee Nation, see Ch. 10 of *America: A Narrative History*.
 - For your second document, choose [Samuel Cloud on the Trail of Tears](#).
 - Answer this question: "In Ch. 14 of *Bound*, how does Alice Cole's participation in the anti-British boycott influence attitudes about her own relative independence?"
- **Topic B – How did the Second Great Awakening Inspire Protests for Liberty?** The primary source is an excerpt from *The Confessions of Nat Turner* available at: <http://historymatters.gmu.edu/d/6533>.
 - For more information about Nat Turner, enslaved people, rebellions, and religion, see Ch. 11 of *America: A Narrative History* and the "Frontier Revivals" section in Ch. 12.
 - For your second document, choose one of the "[Slave Memories](#)" related to religion or choose the [Declaration of Sentiments](#) from the Seneca Falls Convention.
 - Answer this question: "Based on Ch. 26 of *Bound*, what role do you think religion played in shaping attitudes about a servant's rights?"
- **Topic C – How Could Women Benefit from the Right to Control their own Money and Property?** The primary source is an attached price list based on the typical expenses of an 1840s mill girl. Subtract the weekly rent from her pay and consider what necessary items she may have sacrificed to send fifty cents a week home to her family. Don't forget the paper and postage.
 - For general information about the women's rights movement, see Ch. 12 of the textbook. For general information about women in the workplace, see Ch. 8.
 - For your second document, choose either "[Loom and Spindle](#)" by Harriet

- Robinson or the [Letter from Frederick Douglass to William Lloyd Garrison](#).
- Answer this question: “Relate your argument about this budget to Alice Cole’s feelings about having money in Ch. 34 of *Bound*.”
 - **Topic D – How did supporters of American Manifest Destiny expect to provide more liberty to people of Mexican descent?** The primary source is an excerpt from chapter seven of an 1847 book called [Campaign Sketches of the War with Mexico](#) by a former soldier named William Seaton Henry. The exact excerpt is included below.
 - For more information about the Mexican-American War and Manifest Destiny, see Ch. 13 of *America: A Narrative History*.
 - For your second document, choose “A Trip to Texas” by Jose Maria Sanchez.
 - Answer this question: “These two documents express opposite views of liberty in Texas. In what ways does Ch. 36 of *Bound* depict liberty as both positive and threatening?”
 - **Topic E – Why did criticism of Irish immigrants to America increase during the Age of Reform?** The primary source is an 1865 folk song called “No Irish Need Apply.” <https://www.uml.edu/Tsongas/Music-of-the-Mills.aspx>. Click the title to hear the song. Though the original author is not known, it first became popular in New York.
 - For more information about immigration and nativism, see Ch. 8 of *America: A Narrative History*.
 - For your second document, choose the [Letter from Frederick Douglass to William Lloyd Garrison](#).
 - Answer this question: “According to Ch. 10 of *Bound*, what did Americans in Satucket, MA gain by accepting English influence?”

Writing Instructions:

- In the first page, present your argument by answering the topic question. Identify the argument of the primary source document for the topic you chose. Also describe the time period and original audience.
- Use the next half page to describe the overall historical topic listed under the title of this primary source. Using information from the textbook and lessons, explain why the topic is significant in early American history.
- Use the next half page to analyze the first document. Which three details within the source help you understand this historical topic? How does each detail influence your perspective on this topic?
- Use half of the last page to compare and contrast the second suggested document with your previous analysis. For example, how does the author, thesis, audience, or time period of each source influence the way it communicates the assigned historical topic?
- Conclude by answering the related question about the novel *Bound* in 2-3 sentences.

Formatting requirements:

- The first page of the paper should list your name.
- The paper must be no shorter than two and a half pages and no longer than three pages.
- The paper must be double spaced.
- The paper must have normal one inch margins and 11 or 12 point font.
- No block quotes are allowed. Try to paraphrase all quotations.
- All quotes or paraphrases should be followed by a citation in this format (Author or Title, page #). Online sources without a page number should be cited as (Author, p.1). Examples: (*America*, 1) (Gunning, 20) (Expenses List, 1)
- The essay must include correct citations for information drawn from class readings to receive full credit. Essays that use online sources that were not suggested in class will lose credit unless they also include correct references to class readings.
- You can submit the essay on E-Learning. If you submit it on paper, staple your essay pages together for full credit.

Topic C: Typical Wages and Expenses for Lowell Mills Employees

	<u>1840s prices</u>
Lowell Mills Wages:	\$3.25 (per week)
Rent (per week):	\$1.25
Shawl:	\$2.25
Bonnet:	\$1.50
Mittens:	.25
Shoes:	\$1.50
Comb or Brush:	.20
One sheet of paper:	.01
Pencil:	.01
Postage for a letter:	.01
Library fee:	.25
Pocket knife:	.20
Nashua to Lowell train fare:	.50
One pound of beef:	.13
One bushel of potatoes (about 40 lbs.):	.75

Topic D: Excerpt from William Seaton Henry. [Campaign sketches of the War with Mexico, Chapter VII.](http://www.cclibraries.com/local_history/MexicanWar/campaignsketches.htm) New York: Harper & Brothers, 1847. Courtesy of Corpus Christi Public Libraries. http://www.cclibraries.com/local_history/MexicanWar/campaignsketches.htm

One can hardly realize that the Corpus Christi before us now is the settlement of scattering houses we saw upon our landing. At the end of November its population was computed at one thousand. The majority of them are grocery keepers and gamblers, who have come here to feed upon the army. Houses appear to have grown in a night. There are all sorts, from a frame covered (from the want of lumber or cash, or both) with common domestic, to a tolerably respectable one, clapboarded and shingled. A theater, of no inconsiderable dimensions, is about being erected, and a company of actors are anxiously awaiting its completion...

During the latter part of January and February, 1846, reports were daily coming in from the Rio Grande of the concentration of troops upon that river, and that a forward movement would certainly meet with resistance. That was of little consequence to us, *professionally*; our orders were out, and all that was required of us was prompt obedience. Various rumors reached us regarding the state of affairs in Mexico, more especially of the northern states. It was generally believed there was another revolution on foot. General Arista, suspected of good-will to this country, was rendered hostile by being superseded in command of the "Army of the North." It was thought the people of the northern states would rise, throw off the military yoke of Paredes, declare themselves independent, form for themselves a separate and independent government, and elect Arista their governor. The friends of this move dispatched Colonel Carabahal to General Taylor, to prevent, if possible, the advance of our army, fearing it would check the outbreak, and cause the people to be united against us, and thus, for a time, retard their political regeneration. It would be sad to think such would be the effect, of no lover of freedom can refrain from shedding tears to witness the deplorable, degraded state into which the poor Mexican is cast. Ground down by oppressive taxation, subject to the caprices of every military upstart, deprived of all their freedom of thought and action, it is to be feared that, unless the taper of freedom (which is still burning in their bosoms, and occasionally gives us some proofs of its existence by its feeble attempts to kindle the hearts of the people) is carefully nursed, it will be extinguished forever. It is in the natural course of things that, sooner or later, the northern states will declare themselves independent. Not many years hence there may be another state still further west, begging to be *annexed*; and who shall say the cry will not be responded to, and another star added to the bright ones of Liberty? It is by "annexation" the whole American Continent is bound to be peopled by us; and fate, no doubt, has decreed that, ere long, the anthem of Liberty shall be sung along its length and breadth.

The press of the country estimates our force at four thousand. It is questionable whether we will advance with more than two thousand five hundred bayonets. Colonel Churchill, inspector general, reviewed and inspected the troops just prior to our departure for the Rio Grande.

Owing to the submerged state of the country during December, 1845, and January, 1846, it was thought the march across the country would be impracticable. Fortunately, in February we had delightfully warm weather, and the ground was rapidly dried. The report of two reconnoitering parties, one for some forth miles into the interior, and the other along the shores of Padre Island, as far as Point Isabel, enabled the general to decide upon crossing the country.

During the winter months the most active means were used by the quartermaster's department to collect transportation. We were miserably deficient; wild mules were purchased and broken; and everything, you may say, had to be created out of nothing. To the exertions of Captain Crosman, but more particularly to the energy and untiring zeal of Colonel T. Cross, were we indebted for the meager supply with which the army effected its march. Every preparation was made by the general to break up all his depots at Corpus Christi, and remove them to St. Joseph's Island. At that point the general hospital was established.

Prior to the departure of the army, General Taylor issued a proclamation, which was translated into Spanish, and sent to the Rio Grande for distribution. Its pacific tendency could not fail to produce a good effect. It showed the people we were coming there with the most amicable intentions, determined to respect the civil and religious rights of the inhabitants, and maintain, as far as in us lay, the most friendly relations; politely telling them if they would bring in marketing, they would be paid the best of prices, and saying everything, in fact, that could possibly conduce to perfect confidence.

We are delighted at the prospects of the march, having become restless and anxious for a change; anticipate no little fun, and all sorts of adventure, upon the route.

Three-Page Essay Grading Rubric

CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	NEEDS IMPROVEMENT	NO EFFORT
Follows Formatting Instructions	Fits the assigned formatting requirements on the assignment including page length and staple. (4 points)	Fits the assigned formatting requirements on the assignment including page length and staple. (4 points)	Inconsistent use of assigned formatting requirements. (1 point)	No obvious use of formatting requirements. (0 points)
Thesis of the Assigned Source	States the thesis in one or two well written sentences. Also includes analysis of the time period and the original audience. (15 points)	States the thesis in one or two clearly written sentences. Also includes analysis of the time period or audience. (12 points)	States the thesis or main idea in one or two sentences. (8 points)	No obvious statement of the thesis; summary of the source or no description of the source. (0 points)
Historical Significance of the Topic	Uses textbook and class information to discuss the topic. Relates the assigned topic to one or more broader historical themes, explains the connection, and uses citations correctly. (30 points)	Uses textbook or class information to discuss the topic. Relates the assigned topic to one or more broader historical themes, names the theme, and explains the connection. May use inconsistent citations. (25 points)	Answers the chosen topic question without referring to a specific historical theme. May have incorrect citations or no citations to assigned readings. (15 points)	Mentions the assigned topic without discussing its historical significance or related information from class. No citations. (5 points)

Unique Aspects of a Source	Explains how evidence from a source influenced the student's understanding of historical information from class. (10 points)	Discusses at least one specific point as surprising or different compared to historical information from class. (7 points)	Indicates the source is unique without explaining why. (4 points)	No mention of unique aspects of either of the sources. (0 points)
Comparison/ Contrast of the Two Sources in Historical Perspective	Uses comparison and contrast to analyze two specific parts of each source to support the argument about the chosen topic. (35 points)	Uses comparison and contrast to analyze one specific part of each source to support the argument about the chosen topic. (32 points)	Compares or contrasts a specific part of only one source to the chosen topic. (16 points)	Compares one specific part of one source to a specific historic topic other than the chosen topic. (8 points)
Use of Details from the Novel	Answers the question using more than one accurate detail from the novel and a correct citation. (6 points)	Answers the question using one accurate detail from the novel and a correct citation. (4 points)	Answers the question without including a detail from the novel or a citation. (2 points)	Mentions the novel without answering the question; answer includes an incorrect citation. (1 point)