

*Somebody* follows Shapearl Wells' search for the truth behind the tragic murder of her son, Courtney Copeland, "a young black man with a fancy car", and explores the entrenched racial tension between law enforcement and citizens in Chicago. A defeated and frustrated Shapearl laments that "the doors are being slammed in our face". Shapearl's frustration isn't entirely targeted towards the morally bankrupt Chicago police so much as it is towards the anti-black ethos that has pervaded politics, class, religion and income. This problem isn't isolated to Courtney or Chicago citizens - this problem ~~has been endemic~~ ~~endemic~~ in America since before its inception.

America has had different opinions towards the extent of black citizenship over her history. Early America had such uncompromising and fundamental differences between free and slave states that the nation was plunged into the Civil War, one of the largest and most destructive conflicts in the Western world. His Gettysburg Address, a historic call for equal rights, became a pivotal moment for America, allowing the 13th amendment to abolish slavery to become entrenched in the American Constitution. Despite his relatively progressive views on slavery, Lincoln was not in favour of black citizenship - he was more interested in sending them back to Africa once they had been freed.

Martin Luther King Jr. led a movement that would define the extent of black citizenship and the rights that come with that supposedly prestigious citizenship. However, his untimely death at the hands of a gunman consequently ended a "spiritual movement" that could have spawned a revolution to combat "de facto as opposed to de jure racism." For King, getting the Voting Rights Act was just the first step to redefining black identity and cementing a place among America as equals. However, many white moderates who were initially galvanized by "images of [black] children sprayed by hoses and attacked by dogs," later felt that they made the "last concession" with the Voting Rights Act. As the resistance braved on, Martin Luther King Jr.

found resistance in the form of “government sabotage and obstruction” with unfair housing laws, large slandering campaigns, and a substantial (financial) lack of campaign mobility. King’s campaign wasn’t as encumbered by the political systems of the time or imbalanced socio-economic classes as it was by the “faith of [white people’s] fathers which placed Sambo in chains” that black people were inferior. This corrosive unquestioned faith burgeoned into what we see today.

Sins that I was trying to avoid:

Use of “to be” verbs / passive phrasing

Flatness

Sources that I used...

<https://www.theatlantic.com/magazine/archive/2018/02/how-to-kill-a-revolution/552518/>

<https://www.theatlantic.com/politics/archive/2018/02/former-slaves-stories-abraham-lincoln/552917/>

<https://www.nytimes.com/2017/06/23/books/review/lincoln-and-the-abolitionists-fred-kaplan.html>

## Evaluation Rubric

Writing Mark: /50

Criteria	Level One	Level Two	Level Three	Level Four
<b>Content</b> Accurately understands the topic. Response has clear purpose to inform the audience and to explain something to them.	Inaccurate understanding of the topic. Response has unclear purpose and is unable to inform the audience and to explain something to them.	Inaccurate understanding of the topic. Response has a somewhat clear purpose to inform the audience and to explain something to them.	Considerable understanding of the topic. Response has a clear purpose and is solidly able to inform the audience and to explain something to them.	Accurately & insightfully understands the topic. Response has clear purpose to inform the audience and to explain something to them.

A clear idea (thesis) is presented with effective organization. (10 marks)	Limited idea (thesis) is presented with ineffective organization	Somewhat clear idea (thesis) is presented with somewhat effective organization	A well-formed idea (thesis) is presented with effective organization	A clear, thoughtful idea (thesis) is presented with effective organization
<b>Conventions</b> Evidence of inform/explain craft moves and acknowledgment of Newkirk's 7 sins. (15 marks)	Little to no evidence of inform/explain craft moves and acknowledgment of Newkirk's 7 sins.	Some evidence of inform/explain craft moves and acknowledgment of Newkirk's 7 sins.	Clear evidence of inform/explain craft moves and clear acknowledgment of Newkirk's 7 sins.	Extensive evidence of inform/explain craft moves and clear acknowledgment of Newkirk's 7 sins.
<b>Evidence</b> The response provides thorough and convincing support/evidence for the main idea that includes the effective use of sources, facts, and details. (20 marks)	Little to no examples (quotes) present. There is a little to no relationship to the main idea.	Some examples (quotes) are chosen. There is a somewhat clear relationship to the main idea.	Examples (quotes) are well chosen. There is a clear relationship to the main idea.	The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details.
<b>Language and Vocabulary</b> The response clearly and effectively expresses ideas, using precise language. (5 marks)	Many errors are present in usage and sentence formation.	Some errors are present in usage and sentence formation.	Very few, if any, errors are present in usage and sentence formation.	Few, if any, errors are present in usage and sentence formation.