**Integrated First Semester Essay**

**Learning Targets:**

1. I can use evidence and analysis to support a thesis.
2. I can use historical documents and literature to create a thesis.
3. I can use all components of the writing structure in my essay (thesis, intro, BTS, evidence, analysis, citations, conclusion, works cited).

**Requirements:**

* Using evidence from history and English, write a fully developed essay that proves a thesis statement.
* Word count: 1200-1500
* Sources: must use three sources (at least one primary source and one print source)

**Prompts:**

1. Evaluate how rhetoric was used to control African Americans during slavery and Reconstruction.
2. Determine how Transcendentalist ideals were used in the abolition movement.
3. Examine how the Fall of Reconstruction helped to solidify racism in post-Civil War America (or how the fall of Reconstruction led to the rise of Jim Crow Society OR Examine the causes of the rise of Jim Crow Society post-Reconstruction).

**Due Dates and In-Class Work Time:**

* Essay brainstorming sessions 10/29 and 10/30 during FLEX Time
* Initial research in library 10/31
* Outline work time 11/1
* **Outline due 11/4 at 10pm on turntin.com**
* Rough draft work time 11/7
* **Rough draft due 11/12 at 10pm on turnitin.com, plus printed copy to class 11/13**
* Peer editing 11/14
* **Essay due 11/18 (turnitin.com and printed copy to class)**

**Grading:**

* Outline, rough draft will be going in the Process category of the gradebook.
* Peer editing will be going in the Participation category of the gradebook.
* Final essay, scored using the Humanities rubric, will go in the Culminating category of both gradebooks (weighted equally)
* Worth 100 points in the Culminating Category