

The Freedmen's Impact on the Underground Railroad



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Kaufman, Theodor. *Effects of the Fugitive Slave Law*. 1850.
 Library of Congress, Washington, D.C.
<http://www.loc.gov/exhibits/treasures/trm146.html>

Students will examine the Freedmen's impact on the Underground Railroad by analyzing primary sources and writing a document based question essay.

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Overview		Back to Navigation Bar
Objectives	Students will: <ul style="list-style-type: none"> • Evaluate the Freedmen's impact on the Underground Railroad • Analyze primary sources • Write a document based question essay 	
Recommended time frame	15 minute pre-write followed by a 45 minute essay writing OR a 35 minute pre-write (day 1) and a 45 minute essay writing (day 2) Modify analysis and writing time according to student's needs.	
Grade level	10-12	
Curriculum fit	United States History	
Materials	Document User Guide for teacher's overview; Document Packet for student's analysis; Document Pre-Write for student's pre-essay brainstorming; Rubric for essay scoring; Writing utensils and lined paper	

Learning Standards

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Michigan High School Content Expectations

United States History and Geography

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing.

F2.1 Describe the major trends and transformations in American life prior to 1877.

Common Core State Standards Initiative

Reading Standards for Social Studies

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11 CCR text complexity band independently and proficiently.

Common Core State Standards Initiative

Writing Standards for Social Studies

1. Write arguments focused on discipline-specific content.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Advanced Placement Themes/Topics

Topic 9: Territorial Expansion and Manifest Destiny

Topic 10: The Crisis of the Union

Themes: American Diversity, Slavery and Its Legacies in North America

National United States History Content Standards

Grades 5-12

ERA 4: Expansion and Reform (1801-1861)

ERA 5: Civil War and Reconstruction (1850-1877) Students should have background in the events of the 1850-58 that are related to slavery and the extension of slavery into the territories.

Procedures

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Day One (or 15 minutes):

- Complete the pre-write by doing the following steps
1. Read the essay question on the first page of your document packet carefully. What does the question ask you to do? Underline key words, eras, names, issues, categories and dates used in the question. Consider: What do I have to prove? How will I prove it?
 2. Brainstorm and write down the facts—names, dates, events—you know about the *topic question* and *time period* (this is your **prior knowledge**).
 3. Write an initial **thesis** (an arguable statement and main idea of the essay you will prove) based on the *topic question and your prior knowledge*. You must include a thesis in your essay to score well.
 4. Read and analyze (i.e. categorize, compare & contrast, investigate, explain, examine) the documents. Write notes about each document. Consider the source (author, date, title), and key ideas of the document. You may write on the document packet!
 5. **Revise the thesis.** Does the thesis need to be more specific or general? Based on your prior knowledge and the information in the documents, **re-write your thesis to directly answer the question**. Remember, your thesis must be something you can argue and prove with factual support.
 6. Plan/Organize your response using the “T” Chart or another graphic organizer.
 - Identify the main subjects to be discussed in the body paragraphs.
 - Select the documents related to each topic.
 - Look for connections between the documents and how the information in the documents connects to your prior knowledge.
 - Organize important information from the **documents** and your **prior knowledge**.
 - In the “T” Chart list the documents and ideas that support your thesis in the first column. Then list the documents and ideas against your thesis in the second column. **Be sure to cite (list the author, title, or number) for each document.**
 7. Create an outline using the guide below. Choose **at least two documents** from the “**FOR**” column and **one document** from the “**AGAINST**” column.

Day Two (or 45 minutes):

- Students write an essay which includes the following:
1. Use your prewriting.
 2. Write a clear, well-organized essay proving your thesis. The essay should be logically presented and should include information from **at least three of the documents** and from **prior**

	<p>knowledge. Be certain to include an opposing viewpoint and refute (disprove) it.</p> <p>3. <u>Underline</u> the thesis statement in your essay.</p> <p>4. High scores will be earned only by essays that have a strong thesis statement, an opposing viewpoint, and both cite (reference) information from the documents and prior knowledge.</p>
<p>Evaluation Back to Navigation Bar</p>	
	<p>Score the essays on a five point scale based on the rubric provided.</p>
<p>Extension Back to Navigation Bar</p>	
	<p>Teachers may use the documents independently; for a “silent discussion” in which students write comments about a document pasted on a big sheet of paper in a carousel activity; for a debate; or for a Socratic Seminar.</p> <p>Teachers may also use the Reading Strategies Worksheet independently (the last page of Handouts)</p>

Historical Background

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African American Odyssey: Free Blacks in the Antebellum Period

<http://memory.loc.gov/ammem/aahtml/aopart2.html>

Free blacks in the antebellum period--those years from the formation of the Union until the Civil War--were quite outspoken about the injustice of slavery. Their ability to express themselves, however, was determined by whether they lived in the North or the South. Free Southern blacks continued to live under the shadow of slavery, unable to travel or assemble as freely as those in the North. It was also more difficult for them to organize and sustain churches, schools, or fraternal orders such as the Masons.

Free African American Christians founded their own churches which became the hub of the economic, social, and intellectual lives of blacks in many areas of the fledgling nation. Blacks were also outspoken in print. *Freedom's Journal*, the first black-owned newspaper, appeared in 1827. This paper and other early writings by blacks fueled the attack against slavery and racist conceptions about the intellectual inferiority of African Americans.

African Americans also engaged in achieving freedom for others, which was a complex and dangerous undertaking. Enslaved blacks and their white sympathizers planned secret flight strategies and escape routes for runaways to make their way to freedom. Although it was neither [underground nor an actual train], this network of routes and hiding places was known as the "underground railroad." Some free blacks were active "conductors" on the underground railroad while others simply harbored runaways in their homes. Free people of color like Richard Allen, Frederick Douglass, Sojourner Truth, David Walker, and Prince Hall earned national reputations for themselves by writing, speaking, organizing, and agitating on behalf of their enslaved compatriots.

Rubric

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Characteristics	5	4	3	2	1
Position	Includes a well-developed thesis statement that evaluates the Freedmen's impact on the Underground Railroad.	Includes a thesis statement that evaluates the Freedmen's impact on the Underground Railroad.	Includes a limited thesis statement.	May lack a thesis statement or thesis is very limited.	Shows a very limited understanding of the task, but addresses some aspects of the theme.
Complexity	Effectively incorporates substantial and historically accurate information from at least three documents which clearly support the thesis statement. Effectively incorporates substantial and historically accurate information from at least three relevant ideas from prior knowledge which clearly support the thesis statement. Includes an opposing viewpoint and refutes it demonstrating an understanding of the complexity of the topic. May include minor errors.	Incorporates historically accurate information from at least three documents which support the thesis statement but with more limited sophistication than a level 5 response. Incorporates historically accurate information from at least three relevant ideas from prior knowledge which support the thesis statement but with more limited sophistication than a level 5 response. Includes an opposing viewpoint and refutes it demonstrating some understanding of the topic. May include minor errors.	Incorporates mostly historically accurate information from at least two documents which support the thesis statement. Incorporates mostly historically accurate information from at least two relevant ideas from prior knowledge which support the thesis statement. Includes an opposing viewpoint and refutes showing more limited understanding of the topic than a level 4 or 5 response.	Makes limited use of the documents or may only restate the contents of the documents (which may not have a direct connection with the thesis statement). Includes an opposing viewpoint, but does not refute it. Presents little or no relevant prior knowledge.	Makes vague, unclear references to the documents or does not reference the documents. Presents little or no prior knowledge. Includes few or no accurate facts, examples, or details.
Organization	Is a well-developed, well-written essay, consistently demonstrating a logical and clear plan of organization. Includes a well-developed introduction and conclusion.	Is a well-developed essay, demonstrating a logical and clear plan of organization, but may have more limited analysis than in a Level 5 response. Includes an introduction and conclusion.	Is a satisfactorily developed essay, demonstrating a general plan of organization. Has a limited introduction. May lack a conclusion.	May demonstrate a major weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed.	Lacks organization.
Language and Conventions	Is more analytical (compares, contrasts, categorizes, investigates, explains, examines) than a summary.	Is a well-developed essay, demonstrating a logical and clear plan of organization, but may have more limited analysis than in a Level 5 response. Includes an introduction and conclusion.	Includes some facts, examples, and details; may be more descriptive than analytical. May include some minor inaccuracies.	May lack an introduction and/or conclusion or these elements may not refer to the theme.	May lack an introduction and conclusion or these elements may not refer to the theme.

Scoring Ranges: An Explanation

While using the characteristic scores, it is important to understand that while the points add up to 20, that does **NOT** directly translate to a percentage score. The range was developed for the scores that translate to the percentage grade that the teacher will put into the gradebook.

**--Please note that it is impossible for a student who attempts the essay, in English, and that is generally something on task, to earn anything less than 4 characteristic points, thus the jump from 0 to 4.*

The only way a student can earn less than 4 points (thus receiving a 0) is if the essay is off task or off topic, in a foreign language, or blank. If this is the case, please use the unrateable paper codes at the bottom of the rubric.

If your characteristic points equals:	The points you enter in the gradebook is:	For a grade of:
18-20	20	100% A (Advanced Proficiency)
14-17	18	90% A- (Advanced Proficiency)
11-13	17	85% B (Proficient)
8-10	15	75% C (Partially Proficient)
5-7	13	65% D (Partially Proficient)
0 or 4*	10	50% E (Not Proficient)

Handouts

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Freedmen's Impact on the Underground Railroad

DOCUMENT BASED QUESTION (DBQ) USER GUIDE

Document Based Question

STUDENT USE

This includes the essay question and the documents students need to analyze and use within their responses. Students need these documents in order to complete the pre-write and essay.

Document Based Question Pre-Write

STUDENT USE

This includes the directions and format for students to complete the pre-write. Students will complete this the first day and use it to write their essays the second day. Or, the students could complete the pre-write in 15 minutes, and write the essay in 45 minutes. The use of the pre-write may be modified to the teacher's and student's needs.

Document Based Question Rubric

TEACHER USE

This is a scoring guide for the teacher's use; however, students may review this with the teacher before and after the essay is scored. Bear in mind, students should have some practice with scoring rubrics throughout the year. Again, this rubric may be modified to the teacher's needs.

Freedmen's Impact on the Underground Railroad
DOCUMENT BASED QUESTION

Document Packet

Essay Question: Examine how Freedmen impacted the Underground Railroad. Focus your answer on the time period between 1800 and 1866 and use specific examples (from both the documents and your prior knowledge) to prove your argument.

Historical Context:

African American Odyssey: Free Blacks in the Antebellum Period
<http://memory.loc.gov/ammem/aahtml/aopart2.html>

Free blacks in the antebellum period--those years from the formation of the Union until the Civil War--were quite outspoken about the injustice of slavery. Their ability to express themselves, however, was determined by whether they lived in the North or the South. Free Southern blacks continued to live under the shadow of slavery, unable to travel or assemble as freely as those in the North. It was also more difficult for them to organize and sustain churches, schools, or fraternal orders such as the Masons.

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Directions: The following question is based on the accompanying documents. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

1. Use your prewriting.
2. Write a clear, well-organized essay proving your thesis. The essay should be logically presented and should include information from **at least three of the documents** and from **prior knowledge**. Be certain to include an **opposing viewpoint** and refute (disprove) it.
3. Underline the thesis statement in your essay.
4. High scores will be earned only by essays that have a **strong thesis statement**, an **opposing viewpoint**, and both cite (reference) information from the **documents** and **prior knowledge**.

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Document 1

Background: These editorial comments appeared in the premier issue of the first black-controlled newspaper in America on March 12, 1827. The founders of *Freedom's Journal*, John B. Russwurm and Samuel Cornish, stated in their masthead that the paper was "devoted to the improvement of the colored population." They noted that blacks had been "incorrectly represented by the press and the church. Their faults were always noted but their virtues remain unmentioned." There were 500,000 free persons of color in the U.S. and they anticipated that at least half of them would read the journal. The paper was published until 1830.

Freedom's Journal, 1827

"We wish to plead our own cause. Too long have others spoken for us. Too long has the public been deceived by misrepresentations, in things which concern us dearly . . ."

Source: Russwurm, John B., and Samul Cornish. *Freedom's Journal* 1.116 Mar. (1827): 1+, available online at <http://www.loc.gov/exhibits/odyssey/archive/02/0209001r.jpg>

Document 2

Background: In 1850, Congress passed the Fugitive Slave Act, which allowed slave-hunters to seize alleged fugitive slaves without due process of law and prohibited anyone from aiding escaped fugitives or obstructing their recovery.

Section 7

And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant, his agent or attorney, or any person or persons lawfully assisting him, her, or them, from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant, his or her agent or attorney, or other person or persons lawfully assisting as aforesaid, when so arrested, pursuant to the authority herein given and declared; or shall aid, abet, or assist such person so owing service or labor as aforesaid, directly or indirectly, to escape from such claimant, his agent or attorney, or other person or persons legally authorized as aforesaid; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months, by indictment and conviction before the District Court of the United States for the district in which such offence may have been committed, or before the proper court of criminal jurisdiction, if committed within any one of the organized Territories of the United States; and shall moreover forfeit and pay, by way of civil damages to the party injured by such illegal conduct, the sum of one thousand dollars for each fugitive so lost as aforesaid, to be recovered by action of debt, in any of the District or Territorial Courts aforesaid, within whose jurisdiction the said offence may have been committed.

Source: Fugitive Slave Act, Section 7 (September 18, 1850), available online at <http://www.yale.edu/lawweb/avalon/fugitive.htm>

CONTINUE TO NEXT PAGE

Document 3

Background: The 1850 Fugitive Slave Act threatened the safety of all blacks, slave and free, and forced many Northerners to become more defiant in their support of fugitives. The print presents objections to justify noncompliance with this law.



Source: Kaufman, Theodor. *Effects of the Fugitive Slave Law*. 1850. Library of Congress, Washington, D.C. available online at <http://www.loc.gov/exhibits/treasures/trm146.html>

Document 4

Background: William Parker was an escaped slave from Maryland who fled to the North. Parker settled in southern Lancaster County and became a leader in the local community. Parker led much of the resistance against slave-catchers and kidnappers whose activities threatened black residents in the region. After a resistance effort on September 1, 1851 led to the death of a Maryland slaveholder Edward Gorsuch, Parker moved to Canada.

...a number of us had formed an organization for mutual protection against slaveholders and kidnappers, and had resolved to prevent any of our brethren being taken back into slavery, at the risk of our own lives. We collected together that evening, and went down to the valley; but the kidnappers had gone. We watched for them several nights in succession, without result; for so much alarmed were the tavern-keepers by our demonstration, that they refused to let them stop over night with them. Kidnapping was so common, while I lived with the Doctor [Dengy], that we were kept in constant fear. We would hear of slaveholders or kidnappers every two or three weeks; sometimes a party of white men would break into a house and take a man away, no one knew where; and, again, a whole family would be carried off. There was no power to protect them, nor prevent it. So completely roused were my feelings, that I vowed to let no slaveholder take back a fugitive, if I could but get my eye on him.

Source: William Parker, "The Freedman's Story" In Two Parts, *Atlantic* (Feb. 1866), 52-66; (March 1866), 276-95; available online at <http://docsouth.unc.edu/neh/parker1/menu.html>

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Document 5

Background: The following excerpt consists of the prosecutor John W. Ashmead's comments on the Fugitive Slave Law during the 1851 federal Christiana Treason Trial for the accused leaders of the Christiana Riot. The event involved a resistance effort organized by fugitives and free blacks in southern Lancaster County, Pennsylvania that resulted in the death of a Maryland slaveholder named Edward Gorsuch.

If obnoxious acts of Congress are passed they can be changed or repealed. Hence this defendant, if he has perpetrated the offence charged in the indictment, has raised his hand without excuse or palliation against the freest government on the face of the earth. He has not only set its laws at defiance, by seeking to overturn them, and to render them inoperative and void; but the conspiracy into which he entered, assumed a deeper and more malignant dye, from the wanton manner, in which it was actually consummated. I allude to the murder in which it resulted. An honorable and worthy citizen of a neighboring State, who entered our Commonwealth, under the protection of the constitution and laws of the Union, for the purpose of claiming his property under due process of law, was mercilessly beaten and murdered, in consequence of the acts of the defendant and his associates.

Source: James J. Robbins, *Report of the trial of Castner Hanway for treason, in the resistance of the execution of the Fugitive slave law of September 1850. Before Judges Grier and Kane, in the Circuit Court of the United States for the eastern district of Pennsylvania. Held at Philadelphia in November and December, 1851*, (Philadelphia, King & Baird, 1852), available online at <http://hdl.loc.gov/loc.law/lst.003>

Document 6

Background: The following excerpt is from the Opening Argument for the Defense by Theodore Cuyler during the Christiana Treason Trial.

On the borders of Lancaster county there realties a band of miscreants, who are well known to the laws, and well known to the records of the Penitentiary in this State. They are professional kidnapers... These men by a series of a lawless and diabolical outrages, have invaded the peace of this valley—begetting dread in every household, and a general sense of insecurity in every home.

Treason shall consist only in levying war against the United States. Do the facts of the case sustain the charge?

Sir—Did you hear it? That three harmless, non-resisting Quakers, and eight-and-thirty wretched, miserable, penniless negroes, armed with corn-cutters, clubs, and a few muskets, and headed by a miller, in a felt hat, without a coat, without arms, and mounted on a sorrel nag, levied war against the United States.

Blessed by God that our Union has survived the shock.

Source: James J. Robbins, *Report of the trial of Castner Hanway for treason, in the resistance of the execution of the Fugitive slave law of September 1850. Before Judges Grier and Kane, in the Circuit Court of the United States for the eastern district of Pennsylvania. Held at Philadelphia in November and December, 1851*, (Philadelphia, King & Baird, 1852), available online at <http://hdl.loc.gov/loc.law/lst.003>

CONTINUE TO NEXT PAGE

Document 7

Background: Frederick Douglass, an escaped slave from Maryland who became a leading abolitionist, was a renowned writer, speaker, and advocate for equality. Douglass founded the abolitionist paper, *The North Star*, wrote several novels, served as an agent for the Underground Railroad, and later became a federal marshal and ambassador to Haiti.

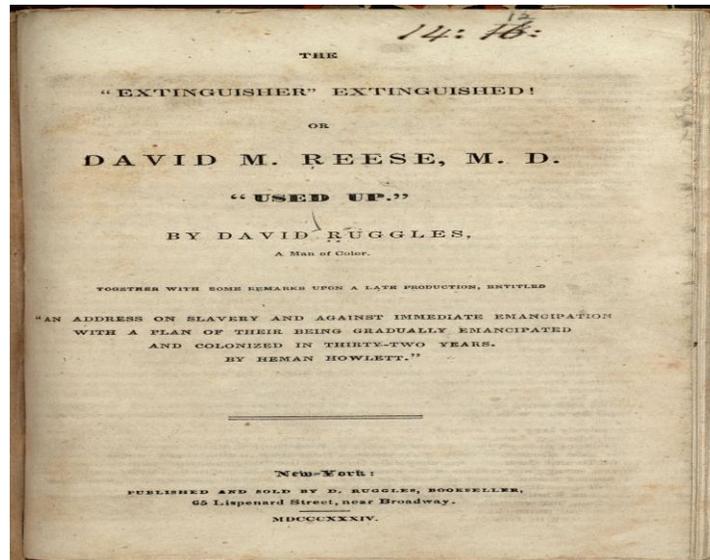
An excerpt from Frederick Douglass' *My Bondage My Freedom*

Present organizations may perish, but the cause will go on. That cause has a life, distinct and independent of the organizations patched up from time to time to carry it forward. Looked at, apart from the bones and sinews and body, it is a thing immortal. It is the very essence of justice, liberty, and love. The moral life of human society, it cannot die while conscience, honor, and humanity remain. If but one be filled with it, the cause lives.

Source: Douglass, Frederick. *My Bondage and My Freedom*. New York: Auburn, Miller, Orton & Co., 1857. 459-60. University of Michigan, Ann Arbor, available online at [http://memory.loc.gov/cgibin/query/r?ammem/ncpm:@field\(DOCID+@lit\(ULA17059082\)\)](http://memory.loc.gov/cgibin/query/r?ammem/ncpm:@field(DOCID+@lit(ULA17059082)))

Document 8

Background: David Ruggles, a free black abolitionist leader, was born in 1819. He was best known for his work with the Underground Railroad and the New York Vigilance Committee, organized to protect fugitive slaves and prevent kidnapping of free blacks to sell them into slavery. He worked as a bookseller, publisher, and as an activist in the African American convention movement. During the 1830s Ruggles published numerous pamphlets and newspaper articles persuasively arguing against slavery and colonization.



Source: Ruggles, David. *The "Extinguisher" Extinguished! or David M. Reese, M.D., "Used Up."*. New York: D. Ruggles, Bookseller, 1834, available online at <http://memory.loc.gov/ammem/aahtml/exhibit/aopart2b.html>

END OF DOCUMENTS

Freedmen's Impact on the Underground Railroad
DOCUMENT BASED QUESTION (DBQ) PRE-WRITE

8. Read the essay question on the first page of your document packet carefully. What does the question ask you to do? Underline key words, eras, names, issues, categories and dates used in the question. Consider: What do I have to prove? How will I prove it?
9. Brainstorm and write down the facts—names, dates, events—you know about the *topic question* and *time period* in the box below (this is your **prior knowledge**).

10. Write an initial **thesis** (an arguable statement and main idea of the essay you will prove) based on the *topic question* and *your prior knowledge*. You must include a thesis in your essay to score well.
11. Read and analyze (i.e. categorize, compare & contrast, investigate, explain, examine) the documents. Write notes about each document. Consider the source (author, date, title), and key ideas of the document. You may write on the document packet!
12. **Revise the thesis.** Does the thesis need to be more specific or general? Based on ***your prior knowledge and the information in the documents***, ***re-write your thesis to directly answer the question***. Remember, your thesis must be something you can argue and prove with factual support.

13. Plan/Organize your response using the “T” Chart below or another graphic organizer.
- Identify the main subjects to be discussed in the body paragraphs.
 - Select the documents related to each topic.
 - Look for connections between the documents and how the information in the documents connects to your prior knowledge.
 - Organize important information from the **documents** and your **prior knowledge**.

In the “T” Chart below list the documents and ideas that support your thesis in the first column. Then list the documents and ideas against your thesis in the second column. **Be sure to cite (list the author, title, or number) for each document.**

FOR (ideas supporting your thesis)	AGAINST (ideas opposing your thesis)

14. Create an outline using the guide below. Choose **at least two documents** from the “**FOR**” column and **one document** from the “**AGAINST**” column.

Outline

- I. Introduction paragraph
The Thesis is the last sentence in the introduction.
- II. First body paragraph—write a topic sentence (main idea of the paragraph)
 - A. Write at least one example using concrete details (e.g., quotation, statistic, fact, etc.)
 - i. Cite the document source and explain what the document means.
 - ii. Explain why this example supports your thesis.
 - B. Write at least one example using concrete details (e.g., quotation, statistic, fact, etc.)
 - i. Use one example from your prior knowledge.
 - ii. Explain how this example supports your thesis.
- III. Second body paragraph—write a topic sentence (main idea of the paragraph)
 - A. Write at least one example using concrete details (e.g., quotation, statistic, fact, etc.)
 - i. Cite the document source and explain what the document means.
 - ii. Explain why this example supports your thesis.
 - B. Write at least one example using concrete details (e.g., quotation, statistic, fact, etc.)
 - i. Use one example from your prior knowledge.
 - ii. Explain how this example supports your thesis.
- IV. Third body paragraph—write a topic sentence (main idea of the paragraph)
 - A. Write and explain an OPPOSING argument.
 - i. Cite the document source if you use one.
 - ii. Cite **at least** one document and one example from prior knowledge.
 - B. Refute (disprove) the opposing argument.
 - i. Cite the document source if you use one.
 - ii. Cite **at least** one document and one example from prior knowledge.
- V. Conclusion

REMEMBER, YOU MUST USE AT LEAST THREE (3) DOCUMENTS and THREE (3) IDEAS FROM PRIOR KNOWLEDGE IN YOUR ESSAY!

ACTIVE READING STRATEGIES WORKSHEET

PREDICT

- **In history: Cause-effect reasoning**
 - I predict:

VISUALIZE

- **In history: historical person's profile, relationships and communication exchanges**
 - I visualize:

CONNECT

- **In history: Prior knowledge, past units**
 - I connect:

QUESTION

- **In history: What is this? Vocabulary, document, person, event? Why would they think that?**
 - I question:

CLARIFY

- **In history: What is the relevance of this? What role does this play?**
 - I clarify:
 - WHY?

EVALUATE

- **In history: 20/20 hindsight for you to judge another's past actions**
 - I evaluate, judge, give my opinion:
 - I am thinking...
 - I try to be objective...
 - I judge...

SUMMARIZE

- **In history: What is the point? What can I conclude?**
 - I summarize

INFER

- **In history: What can I assume?**
 - I infer