CIVIL RIGHTS MOVEMENT

HOMEWORK SHEET

You will have 20 homework assignments over the course of the semester. 15 of them will be one page typed written response papers. Response papers are a way for you to summarize and comment/critique/question topics and sources we discuss in class. For the first marking period, the quotes will be given to you. After marking period 1, you will be able to choose quotes discussed in class or research outside sources and respond t those comments. For the other five assignments, three will be study sheet due before each exam and more information will be given on the rest. Below you will find more details about how to do a response paper. On the back, you will find the first set of quotes/discussion questions.

HW 1: “Time for Justice” Video

1. What stood out to you?
2. What shocked you?
3. Wht confused you?
4. What questions do you have about the Civil Rights movement?

HW 2-4, 6-10, 12-16, 18, 19: Response Papers

HW 5, 11, 17

Study Sheets that include all concepts, events, and people learned from the beginning of the semester to that point.

HW 20: Curse Reflection

Due dates for all assignments can be found on my teacher page, tsinclair.weebly.com.

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Writing A Response Paper

A critical response essay has two missions: to summarize a source’s main idea and to respond to the source’s main ideas with reactions based on your synthesis. Reaction or response papers are usually requested by teachers so that you'll consider carefully what you think or feel about something you've read. The following guidelines are intended to be used for reacting to a reading although they could easily be used for reactions to films too. Read whatever you've been asked to respond to, and while reading, think about the following questions.

* How do you feel about what you are reading?
* What do you agree or disagree with?
* Can you identify with the situation?
* What would be the best way to evaluate the story?
* Have you read or heard anything that applies to this what the writer said in the article or book?
* Does the evidence in the article support the statements the writer made?
* Think about the context in which you were given this assignment. It might concern your current unit or the topic you discussed in class.
* Decide whether you agree or disagree with the phrase, and what associations it brings up.
* Always try to figure out why you were suggested this particular fragment and what you are expected to explain.
* Analyze why the author said what they did, what side they took, or what pushed them to say so. Then decide whether you support them or completely disapprove of their words.

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| **My Reaction to What I Just Read Is That . . .**I think that A good quote isI see that In addition,I feel that For example,It seems that However,In my opinion, Finally,Because In conclusion, |

**Organizing Your Reaction Paper**

A reaction/response paper has an introduction, a body, and a conclusion.

* The introduction should contain all the basic information in one or two paragraphs.

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| **Sentence 1**: | This sentence should give the **title, author,** and **publication** you read. |
| **Sentence 2, 3, and sometimes 4**: | These sentences give a brief **summary** of what you read **(nutshell)** |
| **Sentence 5**: | This sentence is your **thesis statement.** You **agree, disagree, identify,** or **evaluate.** |

* Your introduction should include a concise, one sentence, focused thesis. This is the focused statement of your reaction/response.
* The body should contain paragraphs that provide support for your thesis. Each paragraph should contain one idea. Topic sentences should support the thesis, and the final sentence of each paragraph should lead into the next paragraph.

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| **Topic Sentence** |
| detail -- example --quotation --detail -- example -- quotation -- detail -- example -- quotation -- detail -- example --quotation |
| **Summary Sentence** |

* You can structure your paragraphs in two ways:
1. Discuss th author’s ideas in gull and then critique. **OR**
2. Discuss one of the author’s ideas thencritique it. Discuss another idea, then critique it.
* The conclusion can be a restatement of what you said in your paper. It also be a comment which focuses your overall reaction. Finally, it can be a prediction of the effects of what you're reacting to. **Note:** your conclusion should include no new information.

**Response 1**

Ambrose , Stephen E. "Founding Fathers and Slaveholders." *Smithsonian Magazine* (November 2002): n. pag. Web. 08 Feb. 2017.

To what degree do the attitudes of Washington and Jefferson toward slavery diminish their achievements?

“Let’s begin with Thomas Jefferson, because it is he who wrote the words that inspired subsequent generations to make the heroic sacrifices that transformed the words "All men are created equal" into reality. . . . Jefferson was as remarkable a man as America has produced. "Spent the evening with Mr. Jefferson," John Quincy Adams wrote in his diary in 1785, "whom I love to be with....You can never be an hour in the man’s company without something of the marvelous." And even Abigail Adams wrote of him, "He is one of the choice ones of the earth." He was the author of the Declaration of Independence. The second paragraph begins with a perfect sentence: "We hold these truths to be self-evident, that all men are created equal."

Jefferson owned slaves. He did not believe that all were created equal. He was a racist, incapable of rising above the thought of his time and place, and willing to profit from slave labor. Few of us entirely escape our times and places. Thomas Jefferson did not achieve greatness in his personal life. He had a slave as mistress. He lied about it. He once tried to bribe a hostile reporter. His war record was not good. He spent much of his life in intellectual pursuits in which he excelled and not enough in leading his fellow Americans toward great goals by example. Jefferson surely knew slavery was wrong, but he didn’t have the courage to lead the way to emancipation.”