**FACT Institute Assignment Submission**

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**ASSIGNMENT 1:**

**Primary Source Analysis:**

The primary source analysis consists of the following steps:

**Step 1:** Choose one of the primary sources assigned for Module 1, 2, or 3 to analyze.

**Step 2:** Read the source carefully and answer the following questions in an original discussion board post:

1. What is the source (a letter, government document, newspaper article, etc.)?
2. What are the explicit and implicit meanings of the source?
3. Who created the source and when?
4. Who was the intended audience of the source?
5. What was the context in which it was written?
6. What can we determine about the author’s perspective and potential biases?
7. What was the author’s motivation for writing the source?
8. Given the above information, is the source reliable? If not, can we still learn something from it?
9. How does the source relate to one or more of our course themes of citizenship, mobilization, and global power?
10. How could you use this source to address one of the take-home essay questions for the midterm exam? Here are those questions:
* What were the similarities and differences between the immigrant and African American experiences in the late nineteenth and early twentieth centuries? What obstacles to full citizenship did each group encounter and how did they respond?
* How did late nineteenth-century economic changes affect working-class and middle-class Americans? In what ways did workers and reformers mobilize to redress the ills of a rapidly industrializing society? To what degree were they successful?
* Compare and contrast post-Civil War westward expansion and late nineteenth-century American imperialism. What were the goals of these endeavors? Who emerged as the “winners” and “losers” of U.S. policies as the country expanded its borders and increased its global power?

**Step 3:** Once you have created your own post, your classmates’ posts will become visible. Choose the post of the person who submitted their primary source analysis directly before you (if you made the very first post, you can choose anyone’s post to respond to). Offer constructive criticism of your classmate’s analysis. Is the information accurate? Is it possible to make a different interpretation of the source? What are some other ways that the source could be used as evidence to address one of the exam essay questions? Your response should be at least two-to-three sentences in length (50 words).

**Step 4:** Congratulations! You’re on your way to gathering some great evidence for your exam essay! Make sure to review your classmate’s comments on your own post and browse through the posts of others as you start thinking about how you will construct your essay.

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**Rubric for Primary Source Analysis:**

**Fail (0):** No primary source analysis submitted.

**Low Pass (1):** Assignment submitted, but no real effort to engage with the source. Missing or incomplete answers to questions posed. No effort to connect source to course themes and/or essay prompts.

**Pass (2):** All questions answered, but answers may be weak, generalized, or incomplete. Some effort to connect source to course themes and/or essay prompts.

**High Pass (3):** All questions thoroughly answered. Connections clearly drawn between source and one or more course themes. Clearly demonstrates how source could serve as evidence in exam essay.

**ASSIGNMENT 2:**

**Thesis Statement Workshop and Peer-Review:**

The thesis statement workshop and peer-review consists of the following steps:

**Step 1:** Carefully read through both the essay question for the first paper and the thesis statement writing guide. Consider how you will address the question and what evidence you will use from Ernest Freeberg’s *The Age of Edison* to support your position. Here’s the essay question:

* **In what ways did the harnessing of electrical power transform American society in the late nineteenth and early twentieth centuries? What were the costs and what were the benefits?**

**Step 2:** In an original post, paste a draft of the **thesis statement** you intend to use for the first paper assignment (around 1-4 sentences in length). In addition, identify **three pieces of evidence** (i.e. quotes from the book) that you plan to use to support this thesis. Make sure to cite your sources by putting the appropriate page number in parentheses after the quote (in the paper itself, you will use Chicago-style footnotes to cite evidence. This isn’t possible in the discussion board, so you’ll just use page numbers in parentheses for now). These original posts will be “blind,” which means that you won’t be able to see anyone else’s thesis statement and evidence before you post your own.

**Step 3:** Once you’ve posted your thesis statement and evidence, your classmates’ posts will become visible. Choose the post of the person who submitted their statement directly before you (if you made the very first post, you can choose anyone’s post to respond to). After reading your classmate’s draft thesis statement, post **2-4 suggestions** that would help make that thesis statement stronger.

**Step 4:** Make sure to go back and view the comments on your own thesis statement to make the paper you turn in next week as strong as possible.

Tips:

* Make sure that you have finished reading Ernest Freeberg’s *The Age of Edison* since your paper will be based on this book.
* Keep in mind the question for the paper assignment since your thesis should answer this question: **In what ways did the harnessing of electrical power transform American society in the late nineteenth and early twentieth centuries? What were the costs and what were the benefits?**
* The paper prompt asks you to analyze at least three different examples from the book, so consider breaking down your thesis statement into three parts to reflect that analysis.
* Read “Writing Tips: Thesis Statements” from the University of Illinois at Urbana-Champaign for ideas on how to write a strong thesis statement.
* Make your thesis statement as clear and specific as possible. It doesn’t have to be a single sentence, so if necessary break it down into several sentences that clearly explain what you will argue in the paper and what examples you will analyze to support that argument.
* Think of your thesis statement as a roadmap for your paper. Let your reader know where you will go in the paper and how you intend to get there.
* Keep in mind that your final thesis statement may look different from your draft thesis statement—and this is fine! As you write your paper next week, incorporate helpful suggestions and tweak your thesis to match the evidence and analysis you provide in the body of the paper.

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**Rubric for Thesis Statement Workshop and Peer-Review:**

**Fail (0):** No draft thesis submitted.

**Low Pass (1):** Draft thesis is weak or unclear. May contain inaccuracies. May simply restate the essay question without original insight.

**Pass (2):** Draft thesis statement goes beyond a simple restatement of the essay question, but is overly generalized, weak, or incomplete. Lacks specific detail or clear insight.

**High Pass (3):** Draft thesis statement is strong, clear, and specific. Makes a clear argument and points to specific topics that will be further analyzed in the body of the paper.