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| Name: |  | Date: |  |

## Purpose

* [Download the WHP Writing Rubric](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Writing-Rubric)

## Purpose

In this activity, you’ll look at organization and language and style in a student essay to really drive home these essentials of good writing. You’ll identify and improve upon these aspects in the essay to help improve your historical writing skills.

## Process

In this activity, you’ll take another look at the Organization and Language and Style rows of the WHP Writing Rubric and will analyze a student essay using the criteria included in the rubric. The essay is in response to the prompt, ”Develop an argument that evaluates the extent to which responses to colonial rule were effective c. 1850 to 1900 CE.”

Take out a copy of the WHP Writing Rubric and as needed, review the Language and Style and Organization rows of the rubric.

|  | Advanced | Proficient | Developing | Emerging |
| --- | --- | --- | --- | --- |
| **Organization**  Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear. | The essay incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis. | The essay employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis. | The essay uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/ or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis. | An organizational structure is not evident, and relationships between ideas are not consistently clear. The essay may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/ or conclusion is missing from the essay. |
| **Language and Style**  Use specific, interesting language and clear sentence structure to communicate ideas. | The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning. | The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning. | The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The essay contains some errors that may interfere with meaning. | The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific.  The essay contains errors that interfere with meaning. |

Once you’ve reviewed these criteria, follow the steps on the Writing – Organization and Language and Style Part 2 worksheet. Be prepared to share your answers with your class.

**Directions:** Follow the steps below to annotate, correct, and grade the organization and language and style elements of the essay.

1. Circle the major claim in the paper.
2. Look for any issues with language and style and underline the areas that could be improved.
3. Pick two of the issues you underlined and write your suggested corrections in the margin of the essay. Only one of these can be a spelling error.
4. Look for any issues with organization in the essay and highlight areas that could be improved.
5. Pick two of the issues you highlighted and write your suggested corrections in the margin of the essay.
6. Provide a grade (advanced, proficient, developing, or emerging) and comment for both organization and language and style. Make sure the comment justifies and explains the grade you assigned for each section of the rubric.

Essay Prompt: *Develop an argument that evaluates the extent to which responses to colonial rule were effective c. 1850 to 1900 CE.*

After the success of the revolutions of the long 19th century, more colonies around the world fought for cultural and political liberty. Colonies in countries like India, Vietnam, and the Asante Empire (modern-day Ghana), utilizing their own methods of rebellion that led to varying degrees of success, were only some of the countries that set their sights on independence during the mid to late 19th century. While peaceful and aggressive resistance and the involvement of respected political leaders were at times ineffective in rallying all indigenous people and producing immediate success, these responses had a strong enough affect to attract the attention of the world and force their colonial rulers to take their resistance seriously.

The heir to the Mughal throne pleads with Indians to join the freedom fighters, promising to pay foot soldiers twice the amount of the British and threatening those who remain loyal to the British to have their estates confiscated and their entire families imprisoned and put to death (Doc. 1) and this heir, an important political figure whose words would have carried a significant amount of weight, used the rhetorical tactic of reminding Indians about all the British had taken away and all that they had to regain. But despite these efforts, many Indians remained in their British ranks, gaining the title of “martial races”—a title that supposedly gave them more power and autonomy despite their race. Therefore, while efforts like these were able to unite enough Indians to start an uprising, they were not effective enough in getting all Indians to give up what the British offered them. Similarly, the people of Vietnam have also been pulled apart between their country and French colonial rule. In the 1890s two Vietnamese scholars, one fighting for the French and the other for the resistance (Doc. 7). Responses to colonial rule were not holey effective in terms of uniting all indigenous people against their foreign rulers.

However, the resistors were effective enough to cause severe backlash from they’re colonial rulers. Document 3 shows a photo from 1879 in which British artillerymen stand with the first modern-day machine guns, ready to “threaten or massacre peaceful protestors” or to be used against resistance fighters. Had the efforts of these protestors and resistance fighters completely fallen short, then the British army wouldn’t have had to take there tactics to such a violent degree. Throughout history, colonial powers have often underestimated indigenous retaliation. But the British clearly understood this type of resistance to be a threat to their colonies and worried them enough for them to take this threat seriously with strong weapons that would not have been widely available back then in the past around that time. Additionally, the resistors were also effective enough to grab the attention of the world.

As political leaders like Yaa Asantewaa, the queen mother of the Asante Empire (modern-day Ghana) spoke out against colonialism and called it “womanly” for the men of the Asante Empire not to fight back in Document 4, the rest of the world took notice of these types of resistance movements. For example, Karl Marx and Jabez Sunderland wrote articles about colonialism. Not only did the resistors catch the attention of countries around the world, but they also managed to cultivate supporters like Sunderland.

Although the resistors may not have been successful in rallying all indigenous people and finding immediate success, they did manage to attract the attention of the world and force their colonial powers to see them as a threat. Throughout history, progress has not always come easily, and it has not always arrived all at once. Society often takes small steps forward and even backward before its efforts are reworded.

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| **Language and Style Score:** |
|  |
| **Comment:** |
|  |
| **Organization Score:** |
|  |
| **Comment:** |
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