

Author's Name _____ Editor's Name: _____

20th Century Peer Edit Sheet for the Civil Rights Movement Essay (100 points)

Directions: Please read the essay twice. The first time, actively highlight, paying attention to misspellings, grammatical errors and/or factual errors. The second time, please fill out this sheet. Remember to refer back to the assignment question as necessary.

A. Introduction:

- Provides Historical Context
- Presents summary of evidence/examples to be discussed in the paper
- Contains a clear thesis that fits the assignment. **The thesis is the last sentence in the opening paragraph.**
- Should be NO LONGER than ½ a page.

Comments on Introduction:

B. NAACP Civil Rights efforts (legal-based approach/1950s-1960s):

- Analytical topic sentences that support thesis
- Evidence from the **documents** (quotes/specific paraphrase)/**Boyer** article. Events that relate to the documents are fully described/analyzed in essay in **chronological order**.
- Analysis in your own words of the evidence that is historically accurate.

Comments on NAACP section:

C. SCLC/SNCC Civil Rights efforts (Civil Disobedience/1950s-1960s)

- Analytical topic sentences that support thesis
- Evidence from the **documents** (quotes/specific paraphrase)/**Boyer** article. Events that relate to the documents are fully described/analyzed in essay in **chronological order**.
- Analysis in your own words of the evidence that is historically accurate.

Comments on SCLC/SNCC section:

D. Analysis: Which group/strategy was more effective in achieving Civil Rights for African Americans during the period? Explain (based on B-C above) (*You may incorporate this analysis into sections B and C above*).

Comments on the Analysis section:

E. Conclusion:

- Restatement of thesis
- Brief summary of evidence presented
- A unique insight into the material presented

Writing Mechanics/Process:

- Essay uses 5 documents specified from document packet.
- Events are presented in chronological order
- Paragraphs are reasonable length* (no longer than 2/3 of a page)
- Flawless spelling and grammar; active voice/past tense; correct heading
- Page numbers appear on pages 2-5
- Historical figures are not referred to by first name (i.e. Marshall, not Thurgood)
- No electronic collaboration/electronic sharing of notes or drafts of this essay with any member of either class section (see course syllabus)***
- Paragraphs indented 5 spaces; no spaces between paragraphs
- Write: "According to the SNCC Statement of Purpose ..." not "Document 1"
- No contractions or informal (colloquial) language in the essay.
- Quotes longer than four lines should be single spaced and indented 5 spaces
- Essay is stapled when turned in, no title page necessary
- No hanging quotes/quote dumping (see usage notes from previous assignments).
- Correct parenthetical citations