

## Educator Outline

<b>Grade Level(s)</b>	High School
<b>Time Allotment</b>	3 to 4 periods
<b>Standards Alignment</b>	Ohio's Learning Standards: High School American History 2, 3, 16
<b>Student Learning Outcomes</b>	Students will learn how to search the Chronicling America website to find evidence of the past, detect bias in newspaper articles, and place current immigration issues in a historical context.
<b>Vocabulary</b>	<b>database:</b> organized collection of information in digital form; <b>keyword:</b> a term used as to retrieve documents in a database or search engine; <b>limit:</b> to search only part of the database; <b>newspaper:</b> a publication reporting information and current events; <b>news:</b> information about recent events, a presentation of such information in a newspaper or on television; <b>headline:</b> display type placed over a story summarizing the story for the reader; <b>bias:</b> a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question

### Resource Introduction: Chronicling America

- Introduce Chronicling America, the free digital newspaper database of the Library of Congress and National Endowment for the Humanities.
- Have students watch the following videos:
  - What is Chronicling America?: <http://youtu.be/Bvg73KAyTDA>
  - How Do I Perform a Basic Search?: [https://youtu.be/cIB\\_Eso44B0](https://youtu.be/cIB_Eso44B0)
  - How Do I Perform an Advanced Search?: <http://youtu.be/rEs4YgtpqB8>
- Review the information provided on the Resource Introduction worksheet.
- Once students are on their computers or devices, make sure to model how to use Chronicling America and allow students time to get familiar with the website.

### Bell Ringer

- Provide students about three minutes to write down their responses in their notebooks. After students are finished, choose four random students to share what they think.
- Following this, state something along the lines of: "Most of us have personally experienced a time when someone made an assumption about us based on the way we look or a group we associate with. Most of us have also applied stereotypes to others. Whether intentional or not, these judgments can be damaging to effective communication and relationship building with people, especially those we don't know that we consider to be 'outsiders.' In this lesson, we'll use historical newspapers to examine how stereotypes contributed to racial intolerance and anti-immigrant attitudes in the early 20<sup>th</sup> century."

### Activity 1: Analyze and Wonder: Reaction to President McKinley's Assassination

- For this activity, split the students into groups, and assign them one question to analyze and discuss for about ten minutes. Have them report their conclusions back to the entire class.
- You can provide the links to the students in a digital format instead of having them type each link individually. If you are unable to link them digitally, shorten the URLs using a service like TinyURL, Bitly or Google URL Shortener.

**Activity 2: Locating Newspaper Stories about Leon Czolgosz**

- After giving students time to work independently, have each student share the most interesting article they found with the rest of class. Also ask students to talk about their experience selecting search terms and limits, as well as finding relevant articles in English and Polish.
- You may consider assigning part of this as homework.

**Activity 3: Statement of Condemnation**

- Explain what a statement of condemnation is and what purpose it serves. You may say something such as "This allows people who identify with a particular category of people to separate themselves from bad actions/statements made by one or a small group of individuals, and show those who do not identify as that group that the majority of them are good people."
- To connect this activity with current events, you may discuss how the larger Muslim community reacted after the 9/11 or other terror attacks perpetrated by those of the Islamic faith. If possible, share a statement of condemnation produced by that community.
- Give students time to brainstorm groups to identify with, as well as positive qualities about that group. You may want to have an example already prepared for them to model.
- This activity may last two days or be assigned as homework.

## Resource Introduction: Chronicling America

Chronicling America is a resource for conducting historical research that is maintained by the Library of Congress and the National Endowment for the Humanities. It provides access to millions of historic newspapers and it's FREE! We will be working with this later in class.

Link to Chronicling America: <http://chroniclingamerica.loc.gov>

LIBRARY OF CONGRESS

ASK A LIBRARIAN DIGITAL COLLECTIONS LIBRARY CATALOGS

Search Search Loc.gov GO

The Library of Congress > Chronicling America

NATIONAL ENDOWMENT FOR THE HUMANITIES

CHRONICLING AMERICA  
Historic American Newspapers

Search America's historic newspaper pages from 1789-1924 or use the U.S. Newspaper Directory to find information about American newspapers published between 1690-present. Chronicling America is sponsored jointly by the National Endowment for the Humanities and the Library of Congress. [Learn more](#)

Search Pages Advanced Search All Digitized Newspapers 1789-1924 US Newspaper Directory, 1690-Present

All states + from 1789 to 1924 + enter one or more search words GO

Pages Available: 12,252,412 Print Subscribe Share/Save Give Feedback

100 Years Ago Today: 8/25/1917 (107 Issues)

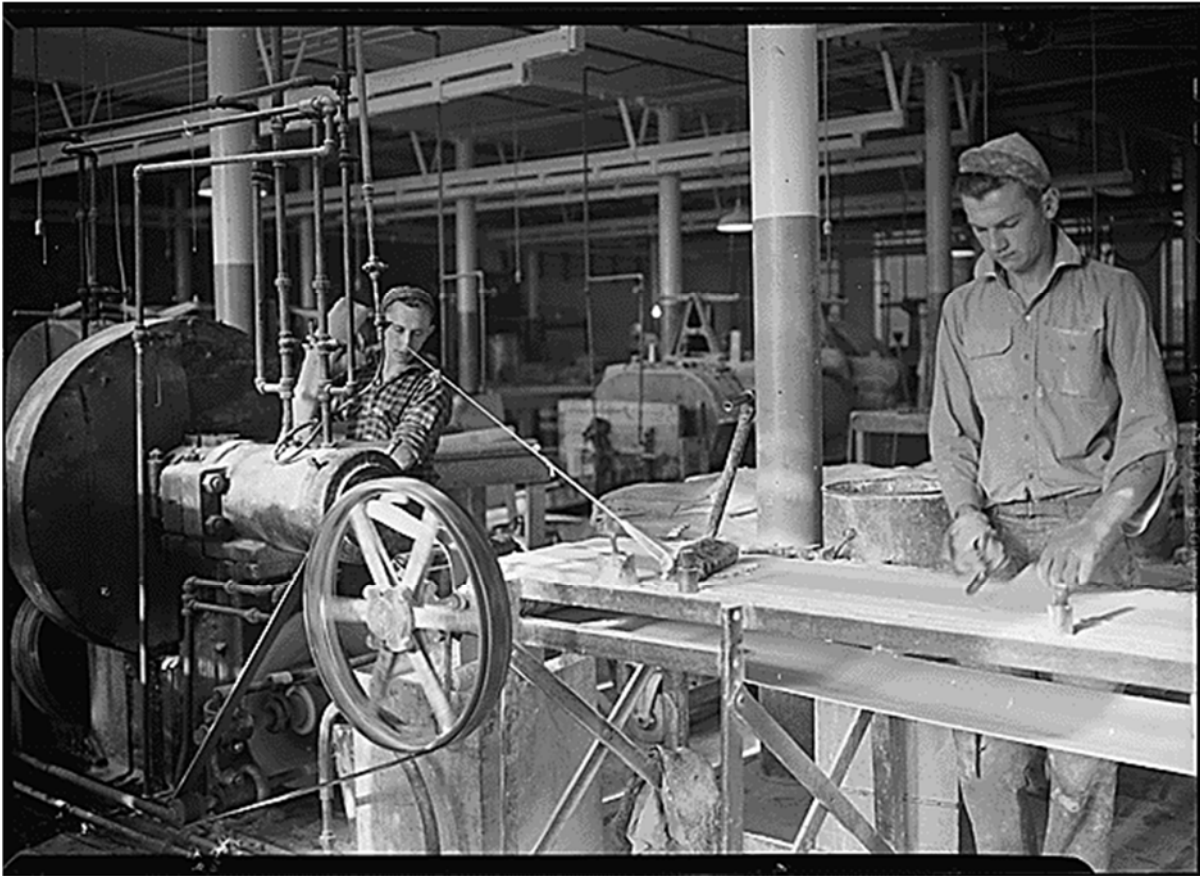
**The Pioneer Press.**  
Pioneer press. volume (4pp.)  
Martinsburg, W. Va.

**The St. Tammany Farmer**  
St. Tammany farmer. (6pp.)  
Covington, La.

**HICKORY DAILY RECORD**  
Hickory daily record. volume (4pp.)  
Hickory, N. C.

1. Decide how you want to limit your search. For instance, do you want to only research a certain state's newspapers or all of the newspapers throughout the United States? Also, what years are you researching?
2. Decide what search terms will be most helpful in finding articles that pertain to your research topic. Think of terms that would have been in use during the time period you're researching.
3. For more help on how to search Chronicling America, watch the following videos:
  - What is Chronicling America?: <http://youtu.be/Bvg73KAyTDA>
  - How Do I Perform a Basic Search?: [https://youtu.be/cIB\\_Eso44B0](https://youtu.be/cIB_Eso44B0)
  - How Do I Perform an Advanced Search?: <http://youtu.be/rEs4YgtpqB8>

## Bell Ringer



*Paragon Rubber Co. and American Character Doll. Tubing – cutting rubber and feeding (Polish) – unskilled; Holyoke, MA; 1936-1937*

*Image: National Archives and Records Administration  
<https://catalog.archives.gov/id/518340>*

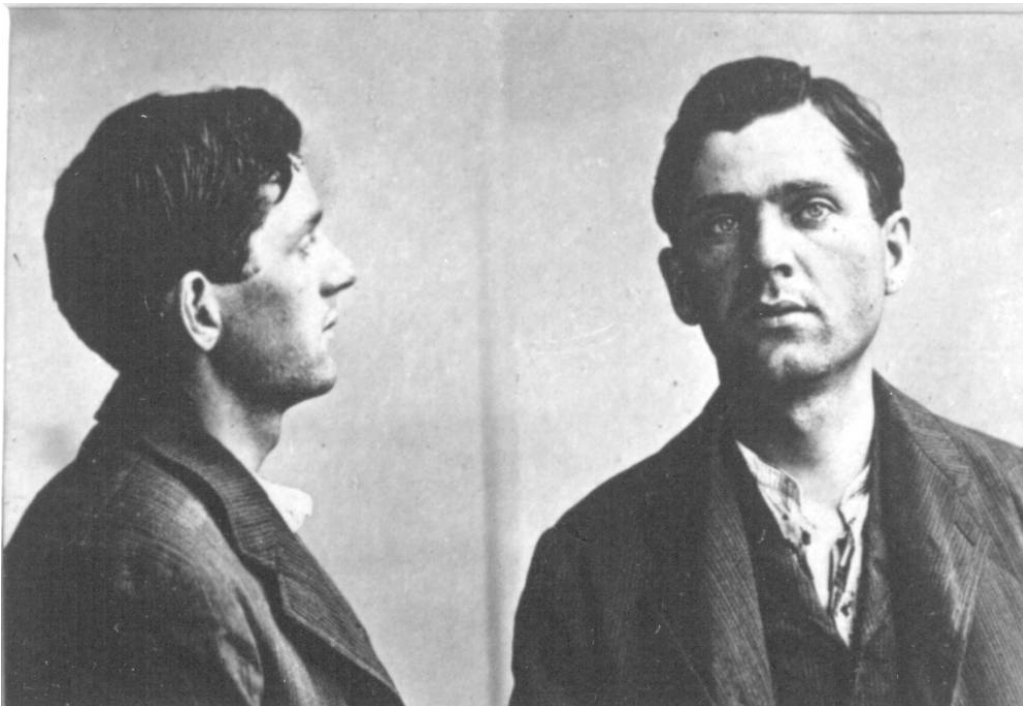
**Question:** What stereotypes have you heard applied to different ethnic/immigrant, religious or other groups? How are these damaging, and why do you think they persist? Explain your answer in three complete sentences.

## Activity 1: Analyze and Wonder: Reaction to President McKinley's Assassination

On September 6, 1901, Ohioan and United States President William McKinley was shot by Leon F. Czolgosz, a Polish-American who lived in Cleveland, Ohio, while at the Pan-American Exposition in Buffalo, New York. McKinley died of his wounds on September 14, 1901. This was the fourth assassination internationally by an anarchist since 1894.

Think about the following questions as you read the articles provided:

- Do any of the articles express unique opinions regarding President McKinley, his assassination or his assassin?
- Are any of these articles biased in their reporting, and if so, how?
- Do any of the articles express sympathy toward McKinley's assassin, Leon Czolgosz? If so, what reasons are provided?
- Do any articles discuss Polish-Americans or anarchists in general and/or their reactions to the assassination? Are they portrayed positively, negatively or neither?
- What words are used to provoke a specific response from the reader either for or against the assassin?

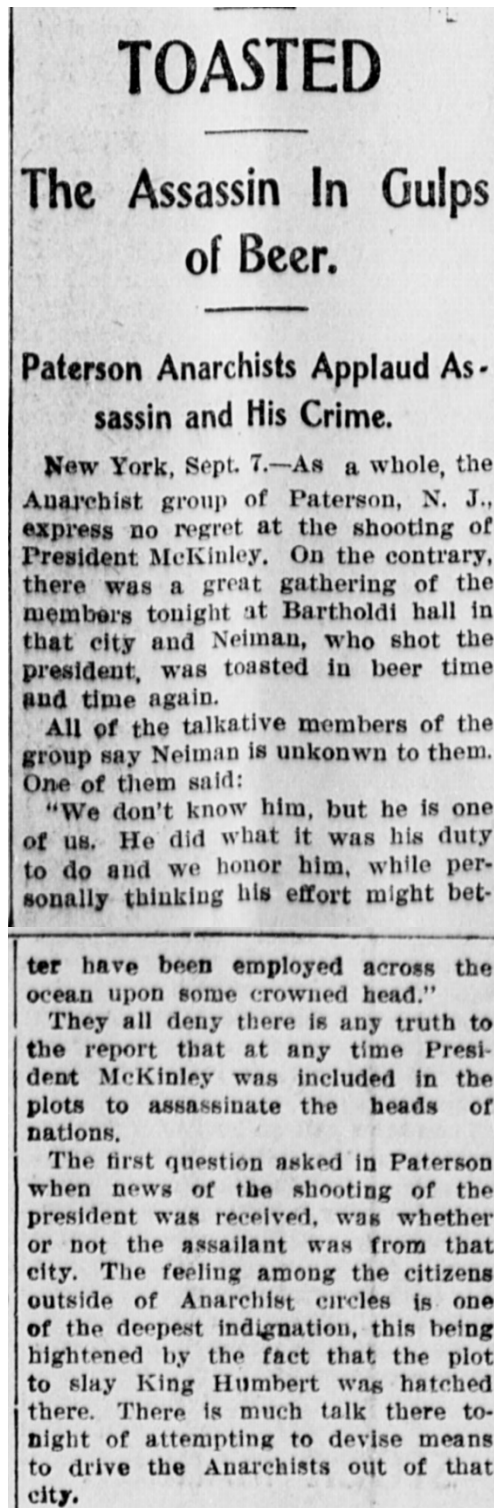


*Leon F. Czolgosz (alias Fred Nieman) police photograph; Buffalo, NY; September 6, 1901*

*Image: McKinley Memorial Library via Ohio Memory*

<http://www.ohiomemory.org/cdm/ref/collection/p267401coll36/id/12742>





*Akron Daily Democrat (Akron, Ohio), Sept. 7, 1901, Image 1, col. 4-5.*

*Image: Chronicling America: Historic American Newspapers, Library of Congress*


<https://chroniclingamerica.loc.gov/lccn/sn84028140/1901-09-07/ed-1/seq-1/>

**"I AM AN ANARCHIST!"**

**And Only Did My Duty,"**  
**Was the Assassin's**  
**Defense.**

**Mr. McKinley Removed to the**  
**Home of Exposition Presi-**  
**dent Milburn.**

**Home of Nieman Is In Cleveland, Not Detroit--**  
**Bullet Perforated Walls of Stomach and**  
**Has Not Been Removed.**



**READY**  
For the Inquiry  
Court.  
Nearly All Preliminaries  
Over.  
Schley Will Challenge  
Howison's Right.

**PRESIDENT MCKINLEY.**  
and the second shot to the groin. Both wounds are serious.

**HOW IT HAPPENED.**  
BUFFALO, 4:30 p. m.—THE ASSASSIN WENT UP AND BROOK HANDS WITH PRESIDENT MCKINLEY AND WITH THE OTHER HAND HE SHOT HIM. THE GUNNERS CLOSED IN AND ONE ACCOUNT SAYS THE CLANK WAS HEARD. ANOTHER SAYS HE ESCAPED WITH A SEVERE BEATING. THE PRESIDENT'S CONDITION IS SERIOUS, BUT NOT NECESSARILY FATAL.

**PRESIDENT MCKINLEY.**  
and the second shot to the groin. Both wounds are serious.

**WASHINGTON, Sept. 6.—(Hull.)**—The Navy department has announced the witnesses desired by Admiral Schley and Howison, and the latter will, within a few days have the desired opportunity of examining them in advance of the session of the court. With the exception of the preliminary hearing, Schley's counsel have practically completed all the work which may be done beforehand and today's conference will be practically the last before the trial.

**Buffalo, Sept. 6.—(Hull.)**—The Navy department has announced the witnesses desired by Admiral Schley and Howison, and the latter will, within a few days have the desired opportunity of examining them in advance of the session of the court. With the exception of the preliminary hearing, Schley's counsel have practically completed all the work which may be done beforehand and today's conference will be practically the last before the trial.

Buffalo, 10 p.m.—Police Commissioner Cooper has just given out that Nieman, the assassin, lives in Cleveland, not Detroit.

Nieman said to S. R. Ireland, in charge of United States Secret Service:

**"I SHOT HIM BECAUSE I AM AN ANARCHIST AND ONLY DID MY DUTY."**

Buffalo.—Nieman was taken to Central police station and lodged in the "Black Pit" without difficulty. He was caught right after the shooting by Secret Service Detective Foster.

Cleveland.—Senator Hanna has gone to Buffalo and will reach the President's side by 10 o'clock. He went in his private car attached to the limited Lake Shore train by special order.

**Nieman's History.**

Buffalo, Sept. 6.—(Spl.)—Nieman came to Buffalo from Cleveland last Saturday for the sole purpose of killing President McKinley, he says. He is a blacksmith by trade, and admits he is an anarchist. He has light, golden, fluffy hair, is of medium height, and build, and is 28 years old.

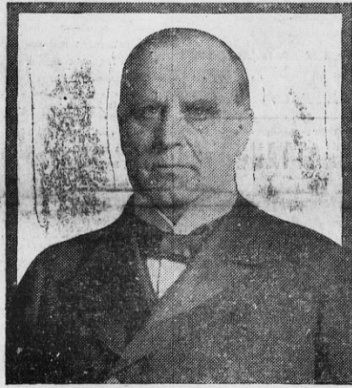
He looks poverty-stricken, and had not a cent of money when searched. He has been hanging around the Published Route for the President's party for days. He lodged at a Polish saloon, 1025 Broadway. He is a Polisher himself.

Akron Daily Democrat (Akron, Ohio), Sept. 7, 1901, 10 O'Clock Ed., Image 1, col. 1.  
Image: *Chronicling America: Historic American Newspapers*, Library of Congress  
<https://chroniclingamerica.loc.gov/lccn/sn84028140/1901-09-07/ed-4/seq-1/>

**COLD BLOODED .**

**Anarchist Shoots President McKinley at the Pan-American Exposition.**

**The Life of the Nation's Chief Executive Now Hangs on a Slender Thread, While Millions Hope for His Recovery.**



**PRESIDENT MCKINLEY.**

**The Deed of a Demon.**

By Associated Press.

**BUFFALO, September 6.**—Just a brief 24 hours ago the newspapers of the city blazoned forth in all the pomp of headline type "The Proudest Day in Buffalo's History."

To-night, in sackcloth and ashes, in sombre type, surrounded by gruesome borders of black, the same newspapers are telling in funeral tones to the horrified people the deplorable details of "The Blackest Day in the History of Buffalo."

President McKinley, the Nation's Chief Executive and the city's honored guest, lies prostrate, suffering pangs inflicted by the bullet of a cowardly assassin, while his life hangs in the balance. Out on Delaware Avenue, at the home of John G. Milburn, President of the Pan-American Exposition, with tearful face and heart torn by conflicting hopes and fears, sits his faithful wife, whose devotion is known to all the Nation.

It was a few minutes after 4 p. m., while President McKinley was holding a public reception in the great Temple of Music on the Pan American grounds, that the cowardly attack was made, with what success time alone can tell.

Mrs. McKinley received the news of the attempted assassination with the utmost courage.

(BULLETIN.)

Buffalo, 3 a. m.—The following bulletin has just been issued: The President continues to rest well. Temperature 101 .6, pulse 110, respiration 24.

(Signed)

**R. M. RIXEY, M. D.,**  
**GEO. B. CORTELYOU,**  
**Secretary to the President.**

**ASSASSIN'S NAME**

By Associated Press.

**BUFFALO, SEPT. 7.**—1 A. M. POLICE HAVE JUST LEARNED THAT THE REAL NAME OF THE WOULD BE ASSASSIN IS LEON CZOLGOSZ. HE WAS BORN IN DETROIT AND CAME HERE FROM CLEVELAND.

**THE AWFUL CRIME.**

By Associated Press.

**Buffalo, N. Y., Sept. 6.**—President McKinley was shot and seriously wounded by a would-be assassin while holding a reception in the Temple of Music at the Pan American Exposition a few minutes after 4 o'clock this afternoon. One shot took effect in the right breast and the other in the abdomen. The first was of no serious nature and the bullet was extracted. The latter pierced the abdominal wall and has not been located.

At 10:50 the following bulletin by the attending physicians is the only indication of the condition of the President's wounds:

"The President is rallying and resting comfortably at 10:50 p. m. His temperature is 100 .4 degrees, pulse 123, respiration 24."

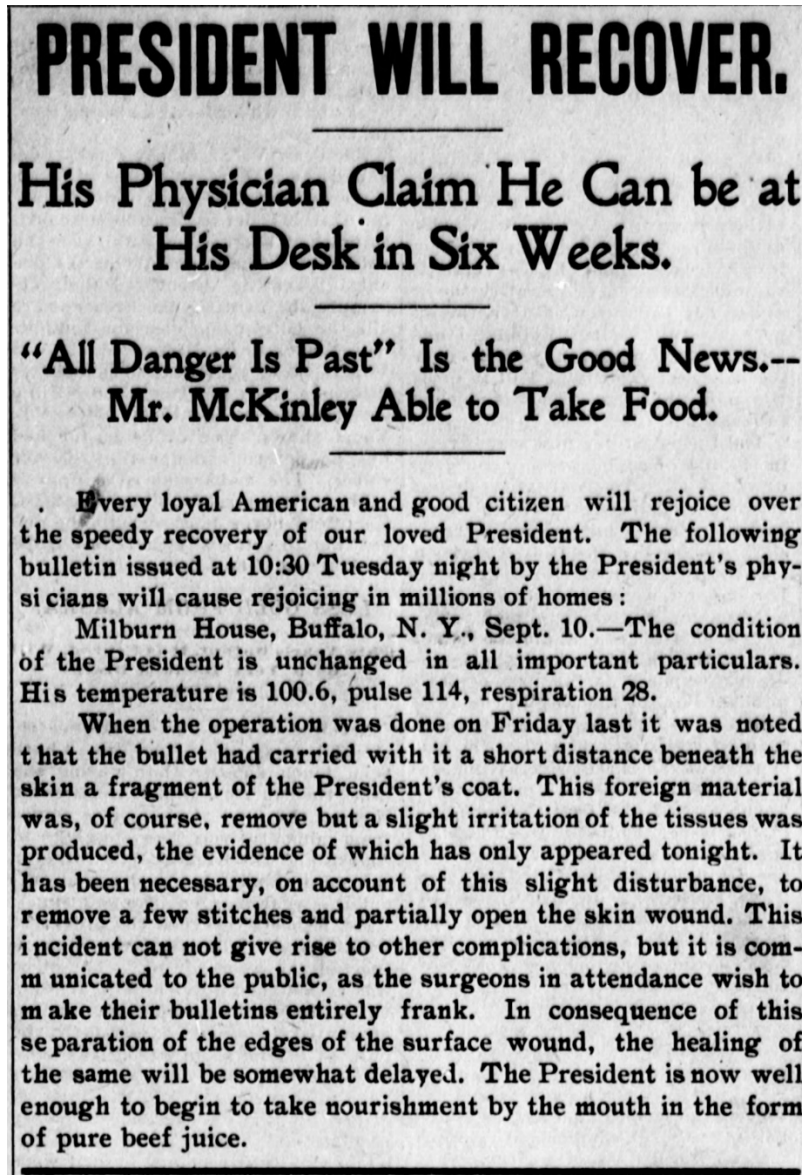
Standing in the midst of crowds numbering thousands, surrounded by every evidence of good will, pressed by a motley throng of people, showered with expressions of love and loyalty besieged by multitudes, all eager to clasp his hand, amid these surroundings and with ever recurring plaudits of an array of sightseers ringing in his ears, the blow of the assassin fell, and in an instant pleasure gave way to pain, admiration to agony, folly turned to fury, and pandemonium followed.

Tonight a surging, awaying, eager multitude throngs the city's main thoroughfares, choking the streets in front of the principal newspapers, scanning bulletins with anxious eyes, and groaning cheering in turn at each succeeding announcement as the true nature of the message sinks or buoya their hopes.

Down at police headquarters, surrounded by the stern-faced inquisitors of the law, is a medium-sized man of commonplace appearance, with a fixed

Marietta Daily Leader (Marietta, Ohio), Sept. 7, 1901, Image 1, col. 1-2.  
Image: *Chronicling America: Historic American Newspapers*, Library of Congress  
<https://chroniclingamerica.loc.gov/lccn/sn87075213/1901-09-07/ed-1/seq-1/>





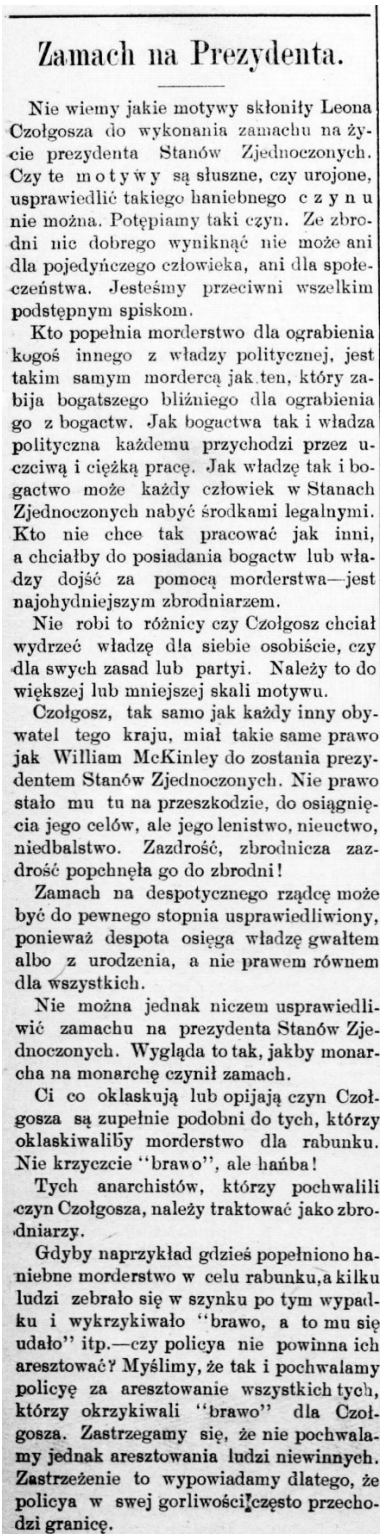
*News-Herald (Hillsboro, Ohio), Sept. 12, 1901, Image 1, col. 2-3.*

*Image: Chronicling America: Historic American Newspapers, Library of Congress*

<https://chroniclingamerica.loc.gov/lccn/sn85038161/1901-09-12/ed-1/seq-1/>

## External and Internal Perceptions of United States Immigrants

### Lesson 1: Polish-Americans React to President William McKinley's Assassination



*Approximate translation:*

#### Assassination Attempt on the President

We do not know what motives prompted Leon Czolgosz to perform the assassination attempt on President of the United States. Whether these motives right or imaginary, they cannot justify such a shameful act. We condemn such an act. From crime nothing good can arise for neither an individual nor a society. We are against all kinds of tricky conspiracies.

Whoever murders someone for political power is the same as the one who kills the richer neighbor to steal riches from him. Wealth and political power come to everyone through honest and hard work. Every person in the United States can acquire these by legal means. Whoever does not want to work like the others and would rather have riches or power through murder is the most hideous criminal.

It does not make a difference if Czolgosz wanted to seize power for himself, or for their rules or parties. It does not make a difference if Czolgosz wanted to seize power for himself or because of his principles or party. This is just a question of the scale of the motive, whether major or minor.

Czolgosz, just like any other citizen of this country, had the same right as William McKinley to become President of the United States. It was not his right to stop him here, to achieve his goals, but his laziness, his negligence. Jealousy, criminal jealousy pushed him to crime!

An attack on a despotic ruler can be justified to a certain extent because the despot attains power by sheer force or by birth, not by law equal for everyone.

However, you cannot justify the assassination of the President of the United States. It looks as if a monarch made an attempt on a monarch.

Those who applaud or drink to Czolgosz's act are quite similar to those who applaud the murder of a robbery. Do not shout "bravo", but disgrace!

Those anarchists who praised Czolgosz's deed should be treated as criminals.

If, for example, a shameful murder had been committed during a robbery, and several people gathered in the bar after this accident and shouted "Bravo, he did it", etc., shouldn't the police arrest them? We think that yes and we approve of the police for the arrest of all those who shouted "applause" for Czolgosz. We reserve that we do not approve, however, arrests of innocent people. We say this disclaimer because the police often cross the line in their zeal.

*Ameryka (Toledo, Ohio), Sept. 14, 1901, Image 1, col. 1.*

*Image: Chronicling America: Historic American Newspapers, Library of Congress*

<https://chroniclingamerica.loc.gov/lccn/sn93054145/1901-09-14/ed-1/seq-1/>



External and Internal Perceptions of United States Immigrants  
Lesson 1: Polish-Americans React to President William McKinley's Assassination

President McKinley died at 2:15 o'clock Saturday morning. His last breath passed calmly and almost imperceptibly. He had been unconscious for several hours before the end and his death was free from pain. The members of the family, with the exception of the bereaved wife, were at the deathbed. Mrs. McKinley was in an adjoining room. Dr. Rixey was the only physician present.

The immediate cause of the President's death was at the time undetermined, but it was said to be heart weakness, as a result of complications in the stomach and digestive organs. The President suffered a serious and unexpected relapse early Friday morning, from which there was only a slight rally. At noon he was perfectly conscious and seemed to fully realize his condition. "I refuse to surrender," said he, with great emotion. "I will not give up hope while life remains. I shall hope on and pray on to the end."

All night the President battled with death. At 10 o'clock he was alone in

the combat. Science, skill, infinite tenderness were beaten and hopeless. Surgeons and physicians measured his brief span by moments. They had no hope and offered none. Mystified, baffled and defeated, they stood aside and left the President alone to face the inevitable.

Meanwhile the nation—the world—stood watching for the final word. Buffalo, where the President was assassinated, stood agape with horror and rage. Doctors of known and heralded cunning were summoned from all available quarters. They came by special trains and were rushed into the presence of death and its unyielding victim.

The wires were hot with summonses for the Vice President, for the cabinet, for the friends nearest the dying man, and they came. From all quarters men who have known the dying man as a man first and then as a leader of his people came rushing, pale, sad-eyed and hopeless.

It was 5 o'clock in the afternoon when the first wild rumor that the President was dead spread through Buffalo. Heart failure, the first ominous sinking of a mighty physique, had given the doctors warning, and their fears spoke from the white faces as they came and went in the Milbourn house.

There was no hope then, and in five minutes the waiting world knew it. But the victim of the assassin's bullet did not know it. Conscious of impending danger and fearless of it, he asked for his wife. She came to him, and, holding his hand in speechless grief, gave to him the new courage which drugs and physic could not give. The clocks spun round and round, and the doctors, waiting in gloomy groups, wondered that he lived so long.

His symptoms grew worse. He rallied and failed by turns. Oxygen and digitalis had but slight effect upon his pulse and respiration. He did not live, but would not die, and his people and the world wondered.

As unconfirmed stories of the President's death flew from mouth to mouth in Buffalo, an enraged and sorrowing multitude gathered and swept toward the prison where his assassin

lay. Barriers were hastily thrown across the streets, mounted policemen, State troops and marines were hurried to the scene, and for hours after night fell the jail was like a threatened fortress.

In the streets, cafes and public places men met and talked with bated breaths. All day they talked of the President's struggle, of his patience, his cheerfulness. But when they knew that these were all in vain they raged silently and forgot everything but revenge.

The President was practically without nourishment all day. His serious relapse of Thursday night, said to have been caused by food administered during the day, had warned his doctors against solid food. In despairing anxiety they resorted to stimulants, and all morning Friday they fought off the impending collapse.

It was shortly after daylight that he opened his eyes, and, looking out of the window opposite his bed, said:

"It is not as bright as yesterday."

His heart rallied a little in the morning hours, and from then on until noon he held his own, and the anxious doctors told the world in guarded words that there was yet hope.

It was past midday Friday when he entered upon his final struggle. The thousands gathered at the Pan-American Exposition, the nation and the outside world were not prepared even then for a realization that the worst was at hand.

A furious rainstorm was sweeping Buffalo when the first ominous announcement came from the Milbourn House:

"President McKinley is dying. He can live but a few moments."

Then signal service operators took possession of the telegraph wires leading to the house of death. Cabinet officers and members of the President's family began to arrive, and the beginning of the end had come.

*Hocking Sentinel (Logan, Ohio), Sept. 19, 1901, Image 2, col. 2-3.*  
Image: *Chronicling America: Historic American Newspapers, Library of Congress*  
<https://chroniclingamerica.loc.gov/lccn/sn85038119/1901-09-19/ed-1/seq-2/>

## Activity 2: Locating Newspaper Stories about Leon Czolgosz

**Instructions:** Go to Chronicling America (<http://chroniclingamerica.loc.gov>) and locate three newspaper sources about Leon Czolgosz and his assassination of President McKinley. Include at least one Polish-language newspaper article. Try to find differing viewpoints. Complete the chart below to document your findings. For tips on using Chronicling America, refer to the Resource Introduction worksheet and Using Chronicling America videos. For tips on translating foreign language newspapers, watch the following Using Online Translation Tools video: <https://youtu.be/Jy21vJeHdM4>

**Suggested Search Terms (or come up with your own!):**

English: (Leon) Czolgosz, (Frederick or Fred) Nieman, McKinley, assassination, assassin, anarchist, Polish  
Polish: (Leona) Czolgosza, McKinleya, zamach, zmarły, śmierć, anarchistka, Polskie, Polaków

**Name:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Newspaper, date, search terms & limits used	Title of the article	Write down specific textual evidence from the article that expresses an opinion on Leon Czolgosz, anarchists and/or Polish-Americans.	In your own words, how does this article attempt to vilify or defend a particular person or group against a negative description or a stereotype?



## Activity 2: Locating Newspaper Stories about Leon Czolgosz – Example



Article describes the arrest of well-known anarchist Emma Goldman, who was believed to be a conspirator in the murder. The article reports her opinions on Leon Czolgosz and his actions.

*Marietta Daily Leader (Marietta, OH), Sept. 11, 1901, Image 1, col. 5-6.*

*Image: Chronicling America: Historic American Newspapers, Library of Congress*

<https://chroniclingamerica.loc.gov/lccn/sn87075213/1901-09-11/ed-1/seq-1/>

Newspaper, date, search terms & limits used	Title of the article	Write down specific textual evidence from the article that expresses an opinion on Leon Czolgosz, anarchists and/or Polish-Americans.	In your own words, how does this article attempt to vilify or defend a particular person or group against a negative description or a stereotype?
<p><i>Marietta Daily Leader</i>            September 11, 1901</p> <p>“Leon Czolgosz”</p> <p>limited to Ohio newspapers published in 1901</p>	<p>“Emma Goldman is Now Under Arrest.”</p>	<p>“Czolgosz act was foolish, yet, she declared, it probably had its inspiration in the misery which the Pole had seen about him. Violence, she said, is not a tenet in the faith of the anarchists, and she had not advocated it in Cleveland where Czolgosz said he heard her, nor elsewhere.”</p>	<p>Goldman states that anarchists are not violent, despite Czolgosz’s claim that his actions were inspired by a speech she gave. She also seems more sympathetic toward Czolgosz, calling him foolish and blames his actions on the misery he experienced; other articles portray him as insane and cruel.</p>

### Activity 3: Statement of Condemnation

Imagine someone from a group you identify with has cheated on a test or plagiarized an assignment. This group could be an ethnicity/nationality, religion, academic organization, sports team, music/arts club or community group. Write a statement that condemns the person's actions but also defends your group against negative perceptions from those outside the community. Use the following outline to help create a well-written statement of condemnation.

#### Statement of Condemnation Outline

1. For your introductory paragraph, start by referencing the person and his/her wrong action that motivated you to write, as well as how you are connected to this person. Next, clearly state your position on that same action and how it does not accurately reflect the beliefs and behavior of your group overall. The paragraph should be at least four sentences.
2. For your body paragraph, use relevant personal stories, evidence or rationales to support the position you stated in your introductory paragraph. Include positive attributes of and contributions made by the larger group to society, your local community or your school. This paragraph should be at least five sentences.
3. For your conclusion paragraph, clearly re-state your position first. Then propose a solution that would help outsiders from applying negative stereotypes to members of your group, and encourage readers to act in accordance with this solution. This paragraph should be at least three sentences.

For an example of a statement of condemnation, see the "Assassination Attempt on the President" ("Zamach na Prezydenta") article from the *Ameryka* newspaper provided earlier.

## Statement of Condemnation – Assessment Rubric

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Excellent 3	Average 2	Below Average 1	Not Completed 0
References a fictional person from an identifiable group of people and his/her act of academic dishonesty that serves as the motivation for writing.				
Clearly states purpose of letter and overall position in the introductory paragraph. (X2)				
Body paragraph includes reasonable rationales, pertinent personal stories and/or quality evidence to support your opinions/arguments. (X2)				
Conclusion paragraph should re-state your position, include a proposed solution to the problem and finish with a sentence that also encourages action. (X2)				
Thoroughly completes letter in at least twelve grammatically correct sentences. (X2)				
<b>Rough Draft</b> _____/6 pts.  <b>Total Points</b> _____/30 pts.	<b>Overall Comments:</b>			