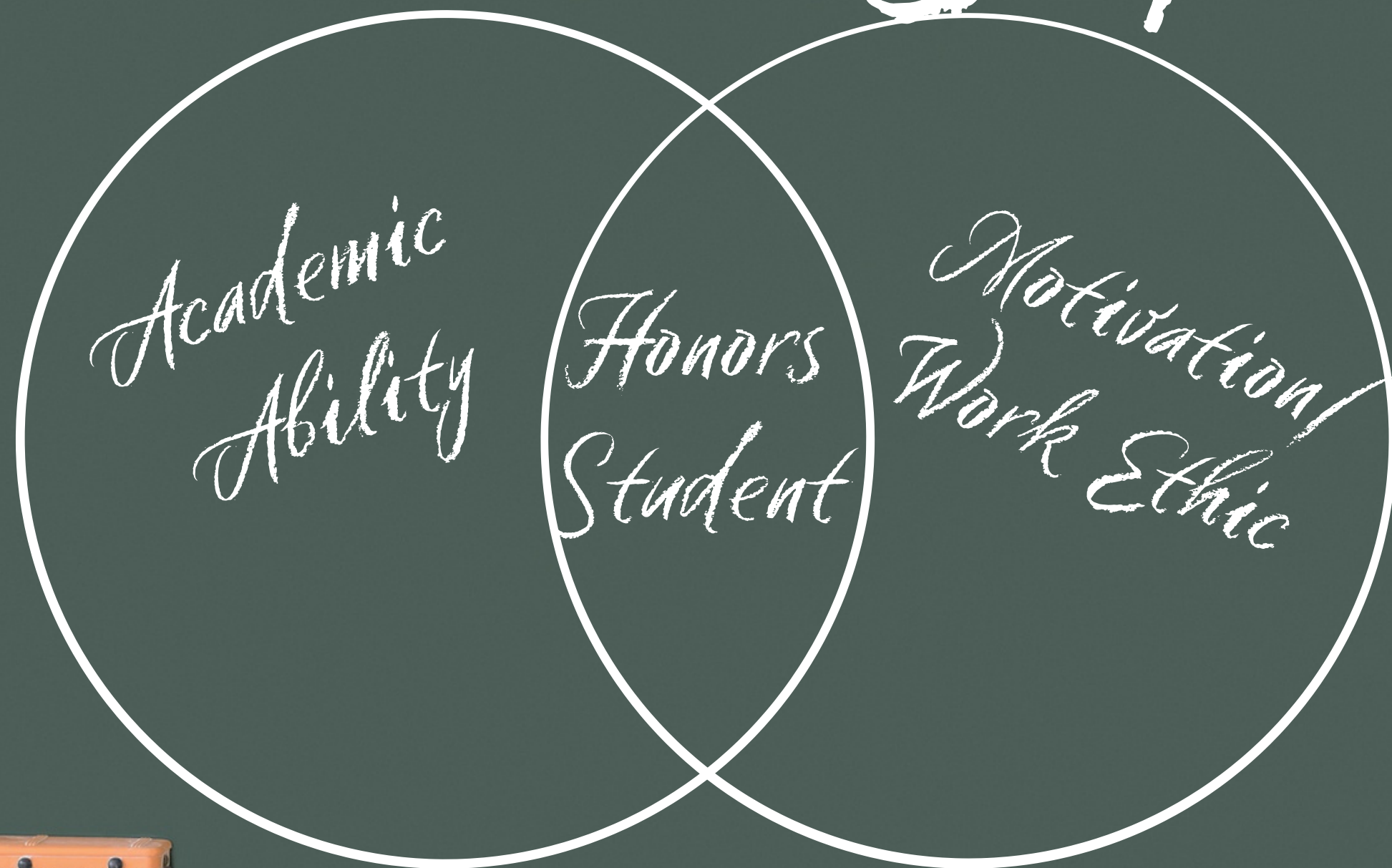


Honors What to Expect



Reading & Writing

It's not just in English!

- * Atlas Score of 3 or 4
- * Often occurs outside of class
- * Analyzing text

Homework

- * 2 or 3 nights/week
- * Penalization if late
- * Should be independently motivated

Other Requirements

- * Mature behavior
- * Able to balance school & activities
- * Good attendance
- * Finish within time allotted

Examples of Work

HIPP: DOCUMENT ANALYSIS

DIRECTIONS: ANALYZE THE DOCUMENT ASSIGNED TO YOU AND COMPLETE THE CHART BELOW

Name of Document: _____

Date Written (if known): _____

Author (if known): _____

Historical Context:	"The historical context of this document is..."
When and where was this source created? What important events were happening at the time? How might that affect its meaning?	
Intended Audience:	"The author's intended audience was...and is shown by..."
Who was this source originally created for and how might that affect its meaning?	
Purpose:	"The author's purpose in writing was to...and is shown by..."
For what purpose was this source created? What was the author trying to accomplish?	
Point of View:	"The author's point of view in this document was...and is shown by..."
Who created the source? What opinions do they have that should be considered? Is it credible?	

- Analyzing historical text
- Open response/thesis statements
- Tests (multiple choice, matching, listing, short answer - 50 questions)
- Creative projects
- Reading Quizzes
- Document Based Questions (DBQ's)

... History does not furnish an example of emancipation under conditions less friendly to the emancipated class than this American example. Liberty came to the freedmen of the United States not in mercy, but in wrath [anger], not by moral choice but by military necessity, not by the generous action of the people among whom they were to live, and whose good-will was essential to the success of the measure, but by strangers, foreigners, invaders, trespassers, aliens, and enemies. The very manner of their emancipation invited to the heads of the freedmen the bitterest hostility of race and class. They were hated because they had been slaves, hated because they were now free, and hated because of those who had freed them. Nothing was to have been expected other than what has happened, and he is a poor student of the human heart who does not see that the old master class would naturally employ every power and means in their reach to make the great measure of emancipation unsuccessful and utterly odious [hateful]. It was born in the tempest and whirlwind [turmoil] of war, and has lived in a storm of violence and blood...

...When the Hebrews were emancipated, they were told to take spoil [goods or property] from the Egyptians. When the serfs of Russia were emancipated [in 1861], they were given three acres of ground upon which they could live and make a living. But not so when our slaves were emancipated. They were sent away empty-handed, without money, without friends, and without a foot of land to stand upon. Old and young, sick and well, were turned loose to the open sky, naked to their enemies. The old slave quarter that had before sheltered them and the fields that had yielded them corn were now denied them. The old master class, in its wrath, said, "Clear out! The Yankees have freed you, now let them feed and shelter you!..."

Source: Frederick Douglass, *Life and Times of Frederick Douglass*, (Park Publishing Co.) 1881

2a) According to document 2, what did Frederick Douglass identify as a problem with the way the US government emancipated the slaves?

2) According to document 2, what was one major change that occurred in American society as a result of the end of the Civil War?
