Homework Standards and Requirements for Identifications

Grading Rubric for Written Homework Assignments

A – Excellent; Demonstrates Mastery of Subject. The student has met or exceeded all requirements of the assignment. The work is neat, organized, well written, and demonstrates mastery of the subject matter. There are no errors of fact and only the most relevant information is included. The work contains many specific examples from readings and lectures that reinforce key concepts and clearly demonstrate that the student understands the subject. Moreover, the work tends to be analytical…not just descriptive.

B – Good; Demonstrates Understanding of the Subject. The student has met the stated requirements of the assignment. The work is neat, organized properly, and suggests understanding of the subject matter. There are no significant errors of fact and the choice of information included suggests that the student grasped the assignment. There are specific examples given, (Translates to a “B”)

C – Average; Minimal Competence. The student has met the minimum stated requirements of the assignment. Organization may be problematic, but the central ideas are in place. The work suggests the minimum level of student competence with regard to the subject matter. There are no significant errors of fact, but some key information is missing, suggesting that the student failed to understand the deeper aspects of the assignment. Papers may have a tendency to be primarily descriptive, as well as to use sweeping generalizations without specific evidence.

D – Poor; Fails to Demonstrate Understanding. The student met some of the minimum requirements, but failed to complete others. The lack of organization indicates that little synthesis of the central ideas took place. The work suggests that the student failed to understand the subject matter, and is marked by some significant errors of fact and/or incomplete responses. Few if any specific examples are given, or incorrect examples are given.

F (0%) – No credit awarded. The student failed to meet any of the minimum requirements of the assignment. The assignment is jumbled and disorganized, and contains significant errors of fact and incomplete responses. The work suggests that no understanding of the subject manner took place.

Identifications (ID’s)

What is an ID?
Identifications are short (3-5 sentence) paragraphs, which describe—in detail—key terms relating to the time period being studied. ID’s tend to not be broad sweeping terms (as these couldn’t be readily addressed in a single paragraph)

ID’s must be written in narrative (not note or bullet) form, and must contain the following information (although not necessarily in the order presented here):

<table>
<thead>
<tr>
<th>If the ID is a…</th>
<th>Who?</th>
<th>When?</th>
<th>What?</th>
<th>Where?</th>
<th>Significance?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>Who is this person? In what historically significant roles are they found?</td>
<td>What date(s) are associated with this person?</td>
<td>What historical events or activities are associated with this individual?</td>
<td>What locations or historical settings are associated with this individual?</td>
<td>What makes this term significant to the time period being studied? To American history?</td>
</tr>
<tr>
<td>Place</td>
<td>What is this place?</td>
<td>What date(s) are associated with this location?</td>
<td>What historical events are connected to this location?</td>
<td>Where is it located?</td>
<td>Why was this place significant to the time period being studied?</td>
</tr>
<tr>
<td>Event</td>
<td>What was this event?</td>
<td>When did it occur?</td>
<td>What caused this event?</td>
<td>Where did this event occur? (May be more than one location!)</td>
<td>What was this event’s short term and long term consequences?</td>
</tr>
<tr>
<td>Thing</td>
<td>What is it?</td>
<td>When did it happen?</td>
<td>What are the characteristics of this thing?</td>
<td>What location or historical setting is associated with this event?</td>
<td>What was the short-term and long-term significance of this term?</td>
</tr>
</tbody>
</table>
Examples:

1) Person:

   **Daniel Shays** – Captain Daniel Shays', a veteran of the Revolutionary War, was the leader of Shays' Rebellion, a revolt of backcountry farmers in western Massachusetts in 1786. Upset by mortgage foreclosures, tax delinquencies, and confiscation of private property by debt collectors, hundreds of agitators under Shays' leadership forcibly closed courts and demanded cheap paper money, lighter taxes, and suspension of foreclosures. The rebellion was put down with little loss of life, and Shays was later pardoned for his role in it, but the "horrible specter of anarchy" and the fear of mob rule encouraged advocates of a stronger federal government to call for a revision of the Articles of Confederation.

2) Place:

   **District of Columbia** – The federal constitution ratified in 1788, called for the creation of a "federal district" to serve as the seat of the federal government. During Washington's first administration, the District of Columbia was placed in Virginia along the Potomac River. The decision to place the District there was a compromise with Virginia, whose votes were needed to secure Secretary of the Treasury Alexander Hamilton's plan for assuming state debts. The compromise reached in 1790 not only helped to establish a sound financial structure for the national government, but created a new capital, Washington D.C., which from 1800 on would become the seat of national government.

3) Event:

   **Annapolis Convention** – Virginia called the Annapolis Convention in 1786 to deal with the growing problem of the lack of regulation of interstate commerce under the Articles of Confederation. When only 5 states were represented at the Annapolis, Maryland meeting, the convention called for another convention to meet in Philadelphia the following year, with the larger purpose of strengthening the Articles. In the end, the Philadelphia convention of 1787 would go far beyond merely revising the articles, but would instead frame a new federal government under the Constitution.

4) Thing:

   **Treaty of Ghent** – More of an armistice than a peace treaty, the Treaty of Ghent (December 1814) was an agreement signed in Ghent, Belgium which effectively ended fighting between the British and Americans in the War of 1812. The Treaty was a stalemate that ceded no territory to either the British or American sides, and addressed none of the grievances for which the Americans had gone to war. Ironically, the news of the Treaty did not reach America until two weeks after the Battle of New Orleans.

How will ID’s help me learn?
Writing ID’s requires you to sort through key terminology from each chapter, which reinforces important points and enhances your ability to recall central concepts and information. The process of sifting through information and selecting only the most important bits to include in your ID is itself an exercise in historical analysis. Furthermore, when studying for cumulative exams, the ID’s will represent an excellent starting point for beginning your review. Finally, the short paragraph format used in ID’s mirrors a common testing technique used in college history courses.