

## History Writing Rules!

- Make sure all of your reasons/supports answer the prompt/support your thesis.
- Font = Times New Roman 12pt
- Double Space
- Read your paper aloud before you submit it.
- If you hear a pause, put a comma there.
- Have someone read your paper before you submit it.
- When you first mention someone in the paper, use their first and last name. After that, just use their last name.
  - Example: Herbie Brock is one of the greatest men who ever lived. Brock, a teacher at Rockcastle County High School, is probably made of birthday cake because he is so awesome.
- Spell numbers under 100
- Don't use contractions
- Don't use forms of "I". This includes I, you, me, us, we.
- Don't ask direct questions of the reader.
- Don't say "I think". I know this is what you think because your name is at the top of the paper. Rewriting this sentence by removing the "I think" part makes it sound better, right?
  - I think that dogs are great pets. <- written by third-grader
  - Dogs are great pets. <-written by high school student

## Due Dates:

Handwritten outlines – Start of class on Wednesday 10/5

Typed rough drafts (2 copies) – Start of class on Monday 10/10

Typed final draft – Start of class Wednesday 10/12

Prompt: in 2016, should Americans celebrate Columbus Day?  
Give specific reasons why or why not that are supported by the provided documents.

### 3.5 ESSAY Format

Name \_\_\_\_\_

#### 3 Ideas

#### 5 Paragraphs

##### I.

1. Attention grabber (statistic, quote, story etc) 1- 2 sentences
2. Background information – information on Columbus, the controversy/disagreements
3. Thesis statement-1 complete sentence
  - a. First reason
  - b. Second reason
  - c. Third reason
4. Clincher sentence/transition

##### II.

5. First reason (complete sentence restating reason #1)
6. Explanation of support for reason #1
7. Explanation of a 2nd support (or additional explanation of 1st support) for Reason #1
8. Clincher sentence/transition

##### III.

9. Second Reason (complete sentence restating Reason #2)
10. Explanation of support for Reason #2
11. Explanation of a 2nd support (or additional explanation of 1st support) for Reason #2
12. Clincher sentence/transition

##### IV.

13. Third Reason (complete sentence restating Reason #3)
14. Explanation of support for Reason #3
15. Explanation of a 2nd support (or additional explanation of 1st support) for Reason #3  
Don't need to transition to paragraph V

##### V.

16. Restate thesis
  - a. Restate Reason#1
  - b. Restate Reason#2
  - c. Restate Reason#3
17. Wrap up the essay. Bring it all together. Tie it back to your attention grabber or leave your reader with a good last impression. Check the Pizza Paper for an example.

**3.5 Paper Rubric**

Name \_\_\_\_\_ Pd. \_\_\_\_\_

	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Cat. Total</b>
<p><b>Sentences</b> ___/10 points</p>	<p>Varied sentence structure No incomplete sentences/run ons No awkward sentences Transition sentences between all paragraphs Transition sentences connect upcoming paragraph with the current paragraph</p> <p><b>10 points</b></p>	<p>Between 1 and 3 concerning sentences</p> <p><b>8 points</b></p>	<p>Between 4 and 7 mistakes concerning sentences</p> <p><b>5 points</b></p>	<p>8 or more mistakes concerning sentences</p> <p><b>3 points</b></p>	
<p><b>Spelling/ Grammar/ Punctuation</b> ___/10 points</p>	<p>No grammar, punctuation or spelling errors.</p> <p><b>10 points</b></p>	<p>Between 1 and 4 grammar, punctuation or spelling errors.</p> <p><b>8 points</b></p>	<p>Between 5 and 8 grammar, punctuation or spelling errors.</p> <p><b>5 points</b></p>	<p>9 or more grammar, punctuation or spelling errors.</p> <p><b>3 points</b></p>	
<p><b>History Writing Rules</b> ___/15 points</p>	<p>No forms of I used No references to "the essay" Numbers spelled under 100 No informal punctuation such as /, !, "" _ No contractions used</p> <p><b>15 points</b></p>	<p>Errors concerning between 1 and 4 instances of history writing rules.</p> <p><b>12 points</b></p>	<p>Errors concerning between 5 and 8 instances of history writing rules.</p> <p><b>8 points</b></p>	<p>Errors concerning more than 8 instances of history writing rules.</p> <p><b>4 points</b></p>	
<p><b>Tone</b> ___/15 points</p>	<p>Professional tone used throughout</p> <p><b>15 points</b></p>	<p>Professional tone used throughout most of the essay.</p> <p><b>12 points</b></p>	<p>Some tone problems.</p> <p><b>8 points</b></p>	<p>Fails to use professional tone in most of the essay.</p> <p><b>4 points</b></p>	
<p><b>Thesis/Supports</b> ___/30 points</p>	<p>Clear thesis in opening and closing paragraph. Each paragraph has a sorg that supports thesis. Each sorg has support from documents. The focus of each paragraph is to support the thesis.</p> <p><b>30 points</b></p>	<p>Missing between 1 and 4 elements from thesis, sorgs and supports.</p> <p><b>22 points</b></p>	<p>Missing between 5 and 8 elements from thesis, sorgs and supports.</p> <p><b>15 points</b></p>	<p>Missing more than 8 elements from thesis, sorgs and supports.</p> <p><b>8 points</b></p>	
<p><b>MLA Formatting</b> ___/20 points</p>	<p>12 pt. font/Times New Roman/Double Spaced Proper in-text citations Proper header and titling Proper Works Cited page No formatting abnormalities</p> <p><b>20 points</b></p>	<p>Between 1 and 4 errors in MLA formatting, in-text or works cited.</p> <p><b>15 points</b></p>	<p>Between 4 and 8 errors in MLA formatting, in-text or works cited.</p> <p><b>10 points</b></p>	<p>More than 8 MLA errors in formatting, in-text or works cited.</p> <p><b>5 points</b></p>	

**Notes:**

**Total out of 100 points**

### 3.5 Outline Sheet

Name \_\_\_\_\_

#### I. Introduction

1. Attention grabber = \_\_\_\_\_  
\_\_\_\_\_

2. Background information = \_\_\_\_\_  
\_\_\_\_\_

3. Thesis Statement = \_\_\_\_\_

#### Three reasons

REASON1 = \_\_\_\_\_

REASON2 = \_\_\_\_\_

REASON3 = \_\_\_\_\_

4. Transition to the next paragraph = \_\_\_\_\_

#### II. Body Paragraph 1

5. Topic Sentence (REASON) = \_\_\_\_\_

6. Supporting statement 1 (from docs) = \_\_\_\_\_

7. Supporting statement 2 (from docs) = \_\_\_\_\_

8. Transition to the next paragraph = \_\_\_\_\_

#### III. Body Paragraph 2

9. Topic Sentence (REASON) = \_\_\_\_\_

10. Supporting statement 1 (from docs) = \_\_\_\_\_

11. Supporting statement 2 (from docs) = \_\_\_\_\_

12. Transition to the next paragraph = \_\_\_\_\_

#### IV. Body Paragraph 3

13. Topic Sentence (REASON) = \_\_\_\_\_

14. Supporting statement 1 (from docs) = \_\_\_\_\_

15. Supporting statement 2 (from docs) = \_\_\_\_\_

#### III. Conclusion

16. Restatement of Thesis with reasons \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

17. "Go Beyond" a mere summary and wrap up the essay = \_\_\_\_\_  
\_\_\_\_\_

"Columbus not a hero, doesn't deserve national holiday" by Steve Covieo

**Steve Covieo is a Contributing Columnist at WMU [Herald](#). This article was published in the Herald on October 13, 1997.**

Christopher Columbus is often acknowledged as America's first hero. His heroic stature is due to the fact that he "discovered" America, and that is why in 1963 Rep. Roland Libonati proposed that the U.S. Congress declare Columbus Day a national holiday.

Today is the day we officially observe Columbus Day, a national holiday that celebrates the crimes of one of the greatest mass-murderers in the history of the planet. Decade after decade, school textbooks have taught millions of students the wonderful story of the brave, revolutionary explorer who set out from renaissance Europe to prove his contemporaries' beliefs wrong. According to these books, he was scorned for his idea that the world was round and going against the common belief that it was flat.

Accounts tell of his two-month journey across the Atlantic Ocean, facing threats of being thrown overboard by his mutinous crew, as well as mast-shattering storms. Somehow this courageous explorer assured his crew that their worries of falling off the edge of the world were inconceivable, and he continued onward to spot the New World.

Today, students are still subjected to these "facts" Defined by the American Heritage Dictionary, facts are "information presented as objectively real." This is where the problem begins. Most of these "facts" are gross exaggerations or simply untruths.

Take for example the simple notion that Columbus discovered America. Columbus wrote in his first letter to the king and queen of Spain that he "had taken some Indians by force from the first island that (he) came to," so he couldn't have discovered the land - the Indians did. Textbooks undermine the intelligence of Indians by indirect implication that they are not wise enough to have discovered the land themselves, or that their non-European ancestry makes them incapable of discovery.

It is true that Columbus did indeed believe the world to be round, but so did most intelligent Europeans of his time. Years earlier it was found that the world cast a circular shadow on the moon. It is even known now that the Greeks understood the world to be round about 2,000 years before Columbus' proclamation.

Ship logs show that although there was minor complaining aboard the ships, there was never any threat to cast Columbus overboard. From Columbus' own sailing log, it is known that the only major storm they sailed through occurred on the last day of the journey, so it is hard to believe the ships were tattered and torn.

Little is said about what happened when Columbus and his crew actually landed on this "New World" they discovered. Stories of befriending the Indians are plenty, as are the tales of Columbus' good-natured reasons for the exploration. Unfortunately, these accounts are false. The true desire behind the journey was Columbus' greed for wealth and power. He wanted the gold and general resources he could find in the New World.

The Native Americans Columbus encountered have generally been recorded as savages, but true accounts paint a somewhat different picture. For example, there are several narratives of the Spaniards stringing Indians up on wide gallows. Hans Koning, in "Columbus: His Enterprise," writes "These executions took place in lots of thirteen," in memory of the Spaniards' Christian Redeemer and his 12 apostles. Koning goes on to state "Men, women and children ... were hacked to pieces" and sold "to the Spaniards for feeding their dogs."

In "Lies My Teacher Told Me," James W. Loewen says "history must not judge Columbus by standards from our own time," but it is unreasonable to absolve Columbus of his actions simply because he lived in a less civilized time. What makes genocide more acceptable 500 years ago?

Loewen continues by saying that to "attack Columbus for doing what everyone else did would be unreasonable." He is referring to Columbus' part in enslaving the Indians. Although Columbus was not actually the first person to enslave others, he did bring slavery across the Atlantic Ocean for the first time.

What happened to the original residents of Haiti is just one example of the effects of Columbus' slavery. Loewen reports "estimates of pre-Columbian population range as high as eight million people. By 1555, they were all gone." He continues saying "Haiti under the Spanish is one of the primary instances of genocide in all human history." Yet, he still insists it would be unreasonable for us to attack Columbus, our "first American hero," for his role in this slaughter. How can it be reasonable to ignore the slave trading and murders that occurred by Christopher Columbus, our national hero.

The observance of Columbus Day will probably continue for many years, at least as long as the U.S. Capitol retains its paneled bronze doors, depicting eight scenarios of Columbus' life. The doors are located on the east side of the rotunda, where citizens who are entering the United States make their symbolic entrance.

The fact that the Italian-born explorer working under the Spanish flag never actually stepped foot upon U.S. soil must have successfully escaped American minds. If the fact that he did not discover the land that is now the United States shouldn't deny this holiday, the fact that he was a murderer who slaughtered nations of people should.

## Book

Excerpt from Lies My Teacher Told Me by James W. Loewen  
Simon and Schuster, Oct 16, 2007 New York

Christopher Columbus introduced two phenomena that revolutionized race relations and transformed the modern world: the taking of land, wealth, and labor from indigenous peoples, leading to their near extermination, and the transatlantic slave trade, which created a racial underclass.

Columbus's initial impression of the Arawaks, who inhabited most of the islands in the Caribbean, was quite favorable. He wrote in his journal on October 13, 1492: "At daybreak great multitudes of men came to the shore, all young and of fine shapes, and very handsome. Their hair was not curly but loose and coarse like horse-hair. All have foreheads much broader than any people I had hitherto seen. Their eyes are large and very beautiful. They are not black, but the color of the inhabitants of the Canaries." (This reference to the Canaries was ominous, for Spair was then in the process of exterminating the aboriginal people of those islands.) Columbus went on to describe the Arawaks' canoes, "some large enough to contain 40 or 45 men." Finally, he got down to business: "I was very attentive to them, and strove to learn if they had any gold. Seeing some of them with little bits of metal hanging at their noses, I gathered from them by signs that by going southward or steering round the island in that direction, there would be found a king who possessed great cups full of gold." At dawn the next day, Columbus sailed to the other side of the island, probably one of the Bahamas, and saw two or three villages. He ended his description of them with these menacing words: "I could conquer the whole of them with fifty men and govern them as I pleased."

On his first voyage, Columbus kidnapped some ten to twenty-five Indians and took them back with him to Spain. Only seven or eight of the Indians arrived alive, but along with the parrots, gold trinkets, and other exotica, they caused quite a stir in Seville. Ferdinand and Isabella provided Columbus with seventeen ships, 1,200 to 1,500 men, cannons, crossbows, guns, cavalry, and attack dogs for a second voyage.

When Columbus and his men returned to Haiti in 1493, they demanded food, gold, spun cotton-whatever the Indians had that they wanted, including sex with their women. To ensure cooperation, Columbus used punishment by example. When an Indian committed even a minor offense, the Spanish cut off his ears or nose. Disfigured, the person was sent back to his village as living evidence of the brutality the Spaniards were capable of.

After a while, the Indians had had enough. At first their resistance was mostly passive. They refused to plant food for the Spanish to take. They abandoned towns near the Spanish settlements. Finally, the Arawaks fought back. Their sticks and stones were not effective against the armed and clothed Spanish.

Having as yet found no fields of gold, Columbus had to return some kind of dividend to Spain. In 1495 the Spanish on Haiti initiated a great slave raid. They rounded up 1,500 Arawaks, then selected the 500 best specimens (of whom 200 would die en route to Spain). Another 500 were chosen as slaves for the Spaniards staying on the island.

In the words of Hans Koning, "There now began a reign of terror in Hispaniola." Spaniards hunted Indians for sport and murdered them for dog food.

he slave trade destroyed whole Indian nations. Enslaved Indians died. To replace the dying Haitians, the Spanish imported tens of thousands more Indians from the Bahamas, which "are now deserted," in the words of the Spanish historian Peter Martyr, reporting in 1516. Packed in below deck, with hatchways closed to prevent their escape, so many slaves died on the trip that "a ship without a compass, chart, or guide, but only following the trail of dead Indians who had been thrown from the ships could find its way from the Bahamas to Hispaniola." Puerto Rico and Cuba were next.

Because the Indians died, Indian slavery then led to the massive slave trade the other way across the Atlantic, from Africa. This trade also began on Haiti, initiated by Columbus's son in 1505.

"The Christopher Columbus Controversy" By Michael S. Berliner, The Nation. Posted on July 1<sup>st</sup>, 2010. Accessed on September 16<sup>th</sup>, 2016. [www.thenation.com/the.christopher.columbus.controversy](http://www.thenation.com/the.christopher.columbus.controversy)

Columbus Day approaches, but to the "politically correct" this is no cause for celebration. On the contrary, they view the arrival of Christopher Columbus in 1492 as an occasion to be mourned. They have mourned, they have attacked, and they have intimidated schools across the country into replacing Columbus Day celebrations with "ethnic diversity" days.

The politically correct view is that Columbus did not discover America, because people had lived here for thousands of years. Worse yet, it's claimed, the main legacy of Columbus is death and destruction. Columbus is routinely vilified as a symbol of slavery and genocide, and the celebration of his arrival likened to a celebration of Hitler and the Holocaust. The attacks on Columbus are ominous, because the actual target is Western civilization.

Did Columbus "discover" America? Yes--in every important respect. This does not mean that no human eye had been cast on America before Columbus arrived. It does mean that Columbus brought America to the attention of the civilized world, i.e., to the growing, scientific civilizations of Western Europe. The result, ultimately, was the United States of America. It was Columbus' discovery for Western Europe that led to the influx of ideas and people on which this nation was founded--and on which it still rests. The opening of America brought the ideas and achievements of Aristotle, Galileo, Newton, and the thousands of thinkers, writers, and inventors who followed.

Prior to 1492, what is now the United States was sparsely inhabited, unused, and undeveloped. The inhabitants were primarily hunter-gatherers, wandering across the land, living from hand-to-mouth and from day-to-day. There was virtually no change, no growth for thousands of years. With rare exception, life was nasty, brutish, and short: there was no wheel, no written language, no division of labor, little agriculture and scant permanent settlement; but there were endless, bloody wars. Whatever the problems it brought, the vilified Western culture also brought enormous, undreamed-of benefits, without which most of today's Indians would be infinitely poorer or not even alive.

Columbus should be honored, for in so doing, we honor Western civilization. But the critics do not want to bestow such honor, because their real goal is to denigrate the values of Western civilization and to glorify the primitivism, mysticism, and collectivism embodied in the tribal cultures of American Indians. They decry the glorification of the West as "Eurocentrism." We should, they claim, replace our reverence for Western civilization with multi-culturalism, which regards all cultures as morally equal. In fact, they aren't. Some cultures are better than others; a free society is better than slavery; reason is better than brute force as a way to deal with other men; productivity is better than stagnation. In fact, Western civilization stands for man at his best. It stands for the values that make human life possible: reason, science, self-reliance, individualism, ambition, productive achievement. The values of Western civilization are values for all men; they cut across gender, ethnicity, and geography. We should honor Western civilization not for the ethnocentric reason that some of us happen to have European ancestors but because it is the objectively superior culture.

Underlying the political collectivism of the anti-Columbus crowd is a racist view of human nature. They claim that one's identity is primarily ethnic: if one thinks his ancestors were good, he will supposedly feel good about himself; if he thinks his ancestors were bad, he will supposedly feel self-loathing. But it doesn't work; the achievements or failures of one's ancestors are monumentally irrelevant to one's actual worth as a person. Only the lack of a sense of self leads one to look to others to provide what passes for a sense of identity. Neither the deeds nor misdeeds of others are his own; he can take neither credit nor blame for what someone else chose to do. There are no racial achievements or racial failures, only individual achievements and individual failures. One cannot inherit moral worth or moral vice. "Self-esteem through others" is a self-contradiction.

Thus the sham of "preserving one's heritage" as a rational life goal. Thus the cruel hoax of "multicultural education" as an antidote to racism: it will continue to create more racism. Individualism is the only alternative to the racism of political correctness. We must recognize that everyone is a sovereign entity, with the power of choice and independent judgment. That is the ultimate value of Western civilization, and it should be proudly proclaimed.

“Christopher Columbus: Hero” by [Daniel J. Flynn](#), *Human Events* 10/11/2010

Upon returning to Spain, Christopher Columbus wrote of his discovery that “Christendom ought to feel delight and make feasts and give solemn thanks to the Holy Trinity.” Until fairly recently, all of Christendom agreed. Just as much of Christendom now recoils at the term “Christendom,” the “delight” and “thanks” for Columbus’ historic voyage hardly remains universal.

The feast day has been transformed into a day of mourning.

Since Berkeley, Calif., jettisoned Columbus Day in favor of Indigenous Peoples’ Day almost two decades ago, Brown University, Santa Cruz, Calif., and Venezuela have similarly ditched the holiday.

“Columbus makes Hitler look like a juvenile delinquent,” professional Indian Russell Means once remarked. Faux Indian Ward Churchill, who has been arrested with Means for blocking a Columbus Day parade in Denver, likens the discoverer to Heinrich Himmler and calls the day honoring him “a celebration of genocide”

Indeed, the explorer initially praised the Indians as “gentle,” “full of love,” “without greed,” and “free from wickedness.” He exclaimed, “I believe there is no better race.” Columbus also reported tribal warfare, cannibalism, castration, the exploitation of women, and slavery. The locals slaughtered the dozens of men he left behind in the New World. Put another way, in 1493 the natives conducted genocide on every European in the Americas.

This is not to whitewash Columbus’s crimes, which have not aged well. The explorer kidnapped natives for show in Spain (none of them made it alive) on his first voyage, enslaved several hundred bellicose Indians on his second visit, and after his third trip faced charges back home of governing as a tyrant. At sea, the admiral and his crew also ate a dolphin—another act that offends 21st-Century tastes.

But fixation upon his sins obscures his accomplishment: Columbus discovered the New World.

Any assessment of the admiral that doesn’t lead with this fact misses the forest for the trees. Enslavement and cultural conquest are common. Discovering two continents is unprecedented. Other than Christ, it is difficult to name a person who has changed the world as dramatically as Columbus has.

Unlike the adventurers of today, who climb tall mountains and balloon over oceans, Columbus did not trek across the Atlantic for the hell of it. His dangerous journey had been a mission to resolve a mid-life crisis, perhaps his modern detractors would understand it better. As it was, Columbus sailed to enrich his adopted country (he naturally got a cut) and spread Catholicism.

Columbus described the Indians as “a people to be delivered and converted to our holy faith rather by love than by force.” He planted a cross on each island he visited and taught the natives Christian prayer. Elsewhere, his journal obsesses over gold, spices, cotton, and other valuables that might uplift Spain. Given the boogeyman status on the Left of both capitalism and Christianity, it is no surprise that Columbus has himself become a boogeyman.

Had Columbus never discovered America, the Indians never would have discovered Europe. Columbus encountered naked natives with neither the iron nor the courage with which to effectively fight. The civilizations peopling the New World possessed no written language and didn’t use the wheel. All of history points to some kind of eventual conquest. Isn’t it worth celebrating that the pope’s mariner, rather than, say, the henchmen of sultans or khans, discovered the Americas?

No, say the critics of America and the West, who, not coincidentally, are also Columbus’s critics. Multiculturalists see Columbus as the symbol for all subsequent atrocities that befell Native Americans.

Couldn’t he be more plausibly viewed as the catalyst for ensuing greatness?

America first sending men into flight, over the Atlantic, and to the moon; thwarting tuberculosis, yellow fever, and polio; fighting Nazism, Communism, and al Qaeda; serving as a welcome mat to humanity’s “wretched refuse;” inventing the light bulb, the telephone, the computer, and the Internet; and standing as a beacon of freedom in an unfree world all happened in the wake of the Nina, the Pinta, and the Santa Maria

Columbus endured the skepticism of potential patrons, a near mutiny, and more than a month at sea to reach the Americas. His good name can probably withstand the assaults of Ward Churchill, Howard Zinn, and the Berkeley city council.