

Connecticut Explored Curriculum Lesson Plan

Topic: Connecticut Connections: A Glimpse into 19th Century Sino-American Relations

Article: “Chinese Exchange Students in 1880s Connecticut,” *Hog River Journal* Vol. 5, No. 4, Summer 2007

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Lesson Overview

Description:

The Chinese Educational Mission, which sent Chinese exchange students to the United States during the 1870s and early 1880s, was reflective of the efforts by the ruling Ching (hereafter, Qing) government to deal with the drastic changes wrought by Western imperialism. A number of Chinese exchange students spent some time in Connecticut, and their experiences, particularly those of Yung Wing, who graduated from Yale University in New Haven, serve to shed light on the broader historical context of Chinese history and Sino-American relations. Educators who teach a China unit as part of a World History course, especially with a section concerning the impact of European and American imperialism on various societies, will find that the article and the associated lesson plan activities provide an excellent backdrop for discussion about current events. The local connection to national and global events, as explicated in the article, combined with the many features of the lesson plan, will facilitate students’ understanding of this intriguing look at past relations between the United States and China.

Accordingly, this lesson is designed to encourage students to develop a better understanding of local history as it relates to a broader national and global historical context, as well as the influence of cultural influences on individual lives. Students will use the article to answer associated questions about the main points of the text, which will act as the foundation for further examination into the various aspects of the Chinese Educational Mission, the Qing Dynasty, and Sino-American relations during the time period. Students will be responsible for creating a fictional first person account to demonstrate their understanding of the topic. Additionally, as alternative activities, students may use available resources to produce a timeline of significant events, and person account and a guidebook intended for exchange students.

State Standards Addressed:

Standard I – Content Knowledge

- **Strand: 1.1** – demonstrate an understanding of significant events and themes in United States History.

Grade Level Expectations:

- describe the influence of nationalism on American society.
- describe the significance of the evolving heterogeneity of American society.

- **Strand: 1.2** – describe the importance of significant events in local and Connecticut history and their connections to United States history.

Grade Level Expectations:

- use local and state examples to describe how events in Connecticut both reflect and have contributed to developments in United States history.

- **Strand: 1.3** – demonstrate an understanding of significant events and themes in world history.

Grade Level Expectations:

- explain the causes and impact of imperialism.
- analyze the impact of technological and scientific change on world civilizations.
- analyze the impact of nationalism on world events.
- analyze the causes and results of political/social revolution.

- **Strand: 1.13** – understand the characteristics of and interactions among culture, social systems and institutions.

Grade Level Expectations:

- analyze the importance of viewing a culture through a variety of perspectives.
- analyze examples of the impact of cultural diversity in different nations.

Standard 2 – History/Social Studies Literacy

- **Strand 2.1** – access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

Grade Level Expectations:

- find relevant information to answer a history/social studies question.

- **Strand 2.2** – interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

Grade Level Expectations:

- use relevant evidence to justify using a source to answer a history/social studies question.

Standard 3 – Application

- **Strand 3.1** – Use evidence to identify, analyze and evaluate historical interpretations.

Grade Level Expectations:

- use evidence to form an interpretation of a historical event.
- evaluate primary and secondary interpretations of a historical event.
- use evidence to assess the role of tradition and custom on an individual's or group's choices/decisions.

- **Strand 3.2** – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

Grade Level Expectations:

- use a variety of writing formats to portray attitudes in a historical time period.

Essential Questions

- How do global and national events shape local history and people's lives?
- How can local events influence global and national history?

Objectives

Student will be able to:

- evaluate the political, economic, and social challenges faced by China during the 19th century.
- understand the effects of global and national events on individual lives.
- assess the impact of xenophobia on American attitudes toward China and vice versa.

Historical Background:

The recent reemergence of China as a global political and economic power stands in rather stark contrast to China's position vis-à-vis the Western powers during the 18th and 19th centuries. As China's ports were forced open by European, American, and eventually Japanese trading, political, and military interests, the ruling Qing dynasty had little choice but to adapt. Consequently, external pressures and internal discontent, coupled with the proverbial dilemma between the traditional and modern, erupted into widespread social malaise, and occasionally, outright insurrection. In many ways, the Chinese Educational Mission characterizes this turbulent time period in Chinese history. Spearheaded by Yung Wing, a recent Yale graduate, the Chinese Educational Mission was one of the efforts by the Qing to embrace Western technology and ideas. Chinese leaders, as part of a "self-strengthening movement," decided that adopting Western ways through the medium of education would better allow China under the Qing to confront the challenges of modernization. Nevertheless, the pull of tradition exerted pressure on attitudes not only in China, but also on participants in the Chinese Educational Mission. Furthermore, nativist reaction to the Chinese exchange students, their own reactions to American culture, Chinese sentiment toward Westerners in general, growing anti-Chinese attitudes, and a host of other issues, couched in the context of the imperialism of the period, conspired to end the experiment.

In the midst of this growing turmoil, the exchange students participating in the Chinese Educational Mission, particularly those in Connecticut, were confronted with several problems of their own even as their educational experience in the United States proved worthwhile in spite of the difficult social transition. Despite the initial Qing emphasis on welcoming Western ways, the students were expected to maintain their Chinese identity. This set them apart and precluded assimilation. Perhaps unavoidably, the adoption of Western ways on the part of many of those participating in the experiment, particularly Christianity, was troublesome for the Qing. Consequently, coupled with the general anti-Chinese sentiment that arose in the early 1880s, best evidenced by the Chinese Exclusion Act of 1882, the Chinese Educational Mission came to an abrupt end. Upon returning to China, given the anti-Western nationalism that had since emerged, many exchange students felt ostracized in their home country. Their technological, scientific, and educational contributions were nevertheless important to the modernization of China, even as the country was about to enter a new period of tremendous tumult. The Chinese Educational Mission, however short-lived, had a far-reaching impact on China, and Connecticut's connection with the growth of modern China serves as an outstanding example of local events and people influencing global affairs.

Strategies:

This lesson can be utilized as part of a larger curriculum unit on the era of immigration to United States, particularly the often overlooked aspect of Asian immigration. Also, this lesson can be incorporated into a curriculum unit about Western imperialism in China, particularly the causes and effects on Chinese society and history. The lesson is designed for an extended time block, but can easily be divided into shorter segments. Teachers should consider reviewing the rubric and modify it if necessary to reflect their own course requirements. The article from *Hog River Journal* will be assigned for homework to establish prior knowledge before commencing the lessons; however, if the teacher so desires, this can be used as part of an opening activity. In the case of any class discussion, particularly regarding cross-cultural issues, care should be given to avoid the use of stereotypes and misinformation; the educator should take all instances as an opportunity to correct any erroneous perceptions (by pressing the student to further elucidate his or her stance and/or provide source material, explaining the origins of such stereotypes and why they are inaccurate and harmful, and other such measures). The writing assessment can be assigned as a follow-up homework assignment in the interest of preserving class time. The features of the lesson can be utilized for peer-review, group-work, and/or assessment

purposes, and the teacher should consider the extension activities which most appropriately and effectively fulfill the objectives of the lesson.

Authentic Assessment Activities:

- A. As a pre-lesson exercise, use the article, “Chinese Exchange Students in 1880s Connecticut,” by Michelle Wong in *Hog River Journal*, to analyze the impact of the Chinese Educational Mission’s activities on Sino-American relations, and the significance of the endeavor on participants’ lives. Vocabulary will be frontloaded and/or other reading strategies will be used to foster student understanding (please see “Article Vocabulary” at the end of this lesson). Student responses to the questions (please refer to “Article Questions”) will serve as the basis for the lesson as a whole.
- B. Project or otherwise display the anti-Chinese political cartoons found in the Primary Sources section of this lesson plan. For the purposes of discussion, encourage students to analyze the message, caption, symbolism, style, and other aspects of the cartoon to discern attitudes toward the Chinese in the United States during the 1870s and 1880s. Students should examine how such sentiment may have influenced Sino-American relations and the prospects of the Chinese Educational Mission.
- C. Examine other resources, including photographs, newspaper articles, and other primary sources to ascertain the local reaction to the Chinese Educational Mission and the attitudes of the exchange students (some of these sources can be found in the Primary Sources section of this lesson plan, and links are provided to several online sources). Using evidence and ideas from the websites and sources, students will write a fictional first person narrative reflecting the challenges, hopes, concerns, and attitudes of the participants to understand the many issues faced by exchange students, immigrants, and foreign travelers to a new society and culture. Students can write from the perspective of a student of the Chinese Educational Mission; a local student, teacher, or community member; or perhaps even a Qing administrator. *The teacher should use discretion when selecting the number and type of resources from websites and those attached to this lesson plan; also, the teacher should consider how students may present their work: in small groups to other students? To the class as a whole? Will other students listen to the details of the writing and attempt to determine the perspective from which it is written?*

Suggested Extension Activities:

- Divide the students into three groups. Using information from the Internet, the course’s textbook, or other supplementary materials, one group will construct a timeline of major historical events that took place during the 19th century in China. Websites such as <http://www.chinavoc.com/history/qing.htm>, <http://online.sfsu.edu/~ericmar/catimeline.html>, and <http://afe.easia.columbia.edu/tps/1750.htm> are particularly useful for gathering information for timeline construction. Another group will be responsible for generating a timeline of important occurrences in Sino-American relations during the 1800s. A third group will create a parallel timeline of significant events in the lives of 19th century Chinese exchange students in Connecticut in order to better determine the influence of political and social forces at work. Each group can present or otherwise share its timeline with other students.
- In groups or individually, students will produce a guidebook of American ideals, customs, mannerisms, etiquette, and other important social norms in order to gain a greater appreciation of the challenges many newcomers face in a new culture. See websites such as <http://www.edupass.org/culture/>, <http://www.metrolingua.com/tips.htm>, <http://www.yale.edu/oiss/living/culture/americans/values.html>, <http://www.americangraduateeducation.com/folder2/subfolder2/americanculture.htm> for ideas. The results of this activity can be discussed, presented, or otherwise shared.

- Interview exchange students or, if possible and appropriate, create a dialogue with students who are enrolled in ESL classes. Students can use this activity to get a sense of some of the social and cultural challenges faced by newcomers to American culture. This activity can have the added benefit of facilitating relationships between students and act as a way to encourage cross-cultural understanding.
- Compare and contrast political cartoons that have a focus on ethnic stereotypes, particularly during war eras and anti-immigration eras. Have students examine current sentiments toward immigration. Using Google to customize the search can be rather useful, but sites such as <http://immigrants.harpweek.com/>, <http://editorialcartoonists.com/>, <http://www.loc.gov/teachers/classroommaterials/themes/>, and <http://www.teacheroz.com/WWIIpropaganda.htm> may prove a worthwhile starting point. Also, although it is a noticeably biased source, Immivasion (<http://www.immivasion.us/cartoons/cartoons.html>) does contain a good collection of more political cartoons.

Materials:

Hog River Journal / Connecticut Explored Article Support Materials

- Article Vocabulary: Use this worksheet (provided below) to ascertain students' understanding of the vocabulary from the article, "Chinese Exchange Students in 1880s Connecticut," by Michelle Wong in the *Hog River Journal*. Prior to reading the article, have students attempt to define each of the following terms. Review each term with the students, provide a definition, and use the term in a sentence. Students will complete this sheet and use it while reading to assist their understanding of the article.
- Article Questions: to be completed during or after the reading of the article for the purpose of extracting the major points of the article and to serve as a foundation for the lesson. Provided below.
- Examining Newspaper Articles: Use this worksheet (provided below) in conjunction with any of the primary source newspaper materials included or linked here. This will help to deconstruct the source for meaning, relevant evidence, main points, and other associated features.

Primary Source Materials (please note that, given time constraints, student ability, and other variables, teacher should use their best judgment in determining which of the following sources to utilize; they are therefore designated as "KEY" [i.e. critical to the implementation of the lesson] or "SUPPLEMENTAL" [i.e. the lesson can be conducted without using these sources, if necessary]).

- Sources 1 – 4 (KEY, provided below): article excerpts from the *Hartford Daily Courant* provide insight into the purpose of the Chinese Educational Mission as well as the impact the students had on local perceptions of China.
- Sources 5 – 11 (KEY, provided below): anti-Chinese editorial cartoons that appeared during the 1870s and 1880s.
- (SUPPLEMENTAL): "Yung Wing and His Work" is a revealing contemporary account for *Scribner's Monthly* (available at the Yung Wing Project: <http://web.pdx.edu/~lorz/index.htm>).
- (SUPPLEMENTAL): "Pilgrims to Western Seats of Learning" can be used by students, but is perhaps more useful for teacher background information about the topic (available at the Yung Wing Project: <http://web.pdx.edu/~lorz/index.htm>).
- (KEY) "Chinese Schoolmates" is an account from an American classmate of some of the Chinese students (available at the Yung Wing Project: <http://web.pdx.edu/~lorz/index.htm>).
- (KEY): "Chinese Exclusion Act" from 1882; teachers should review and select important excerpts (available at the Yung Wing Project: <http://web.pdx.edu/~lorz/index.htm>).
- (KEY): *Wong Kai Kah to Fannie Bartlett* describes the treatment experienced by one of the students of the Chinese Educational Mission upon his return to China (available at the Yung Wing Project: <http://web.pdx.edu/~lorz/index.htm>)

Online Resources

The following websites, all of which are excellent and very informative, contain additional primary sources, including, in some cases, photographs. Please note that these are designated as SUPPLEMENTAL sources, but it is strongly recommended that teachers review and select pertinent materials from these websites.

- Connecticut History Online <http://www.cthistoryonline.org/cdm-cho/index.html>
- Chinese Educational Mission Connections http://www.cemconnections.org/index.php?option=com_frontpage&Itemid=1
- The Thomas LaFargue Collection <http://www.wsulibs.wsu.edu/MASC/xlafargue.html>

Additional Resources: The following resources from the *Hartford Courant* can be extremely useful for either student use or for teacher background information; however, permission is needed for reproduction (presented in chronological order):

- “Connecticut’s Role in China’s Republic,” *Hartford Courant*, April 27, 1947.
- G. Stephen Potwin, “A Local Tie With China,” *Hartford Courant*, June 7, 1951.
- Tom Condon, “Love Ended 1870s Test of Chinese School Here,” *Hartford Courant*, January 1, 1979.
- Steven Goode, “Chinese Student Pioneers Honored Descendants Mark Their Achievements,” *Hartford Courant*, September 23, 1998.
- Adrian Brune, “From Yale to China: Gifts With Meaning; Bequest Honors 1st Chinese Student,” *Hartford Courant*, June 14, 2006.
- Anne M. Hamilton, “From China to Hartford, A Historical Connection,” *Hartford Courant*, June 14, 2009.

Rubric:

- Fictional First Person Narrative Writing Rubric. Provided below.

Annotated Bibliography:

Desnoyers, Charles. “The Thin Edge of the Wedge”: The Chinese Educational Mission and Diplomatic Representation in the Americas, 1872-1875,” *The Pacific Historical Review*, Vol. 61, No. 2 (May, 1992), pp. 241-263.

This article examines the impact of the Chinese Educational Mission from a diplomatic history perspective, particularly the motives, efforts, and challenges of the Chinese. Moreover, the author contends that the CEM likely provided the Qing government with insight into maltreatment of Chinese overseas and influenced future diplomatic ventures.

LaFargue, Thomas E. *China’s First Hundred: Educational Mission Students in the United States, 1872-1881*. Pullman, WA: Washington State University Press Reprint, 1987.

China’s First Hundred is LaFargue’s biography of the boys who came to the United States as part of the Chinese Educational Commission. Importantly, the author provides an overview of the political and social context before, during, and after the CEM.

Litten, Joshua A. “American-Educated Chinese Students and Their Impact on U.S.-Chinese Relations.” Thesis; Williamsburg, VA: College of William and Mary, 2009.

Litten’s well-written and extensively researched thesis provides an overview of the history of U.S.-China relations through the lens of educational exchange, and discusses the ulterior motives held by each side. Helpful and insightful is not only the time period in question here, but 20th century and contemporary educational exchange efforts as well (available at online <http://dspace.swem.wm.edu/bitstream/10288/1176/1/Microsoft%20Word%20-%20MasterCopy.pdf>).

Rhoads, Edward J. M. "In the Shadow of Yung Wing: Zeng Laishun and the Chinese Educational Mission to the United States," *The Pacific Historical Review*, Vol. 74, No. 1 (Feb., 2005), pp. 19-58.

Although Yung Wing is largely credited with the Chinese Educational Mission, this article gives due credit to Zeng Laishun, the CEM's interpreter. The article focuses on Zeng Laishun's early career, his experience in the United States, and his return to China.

Yung Wing. *My Life in China and America*. NY: Henry Holt, 1909.

This excellent primary source is Yung Wing's autobiographical account of his early education, his time in the United States, his educational vision, and his relationship with his native country.

Suggested Field Trip(s):

The Yin Yu Tang house is a permanent exhibit at the **Peabody Essex Museum** in Salem, Massachusetts. Constructed by a wealthy merchant during the 18th century, the house provides a glimpse into Qing-era China, and offers insight into Chinese art, architecture, and culture. More information is available at http://www.pem.org/visit/yin_yu_tang.php. An online exhibit is available as well at <http://www.pem.org/sites/yinyutang/>.

The **Connecticut Historical Society** in Hartford contains over 125,000 books and 3,000,000 manuscripts. Included in this collection is correspondence, documents, and papers from 1872-1885 related to the Chinese Educational Mission. For more information, see <http://www.chs.org/index.htm>. Accessing the various resources will allow students to further examine the role and impact of the Chinese Educational Mission.

WORKSHEET: Chinese Exchange Students in 1880s Connecticut

Define these words:

tertiary (adj) _____

motherland (n) _____

corrupted (adj) _____

contempt (n) _____

missionary (n) _____

detachment (n) _____

eccentric (adj) _____

arbitrary (adj) _____

oratory (n) _____

sublime (adj) _____

subsequent (n) _____

diplomat (n) _____

Article Questions

Using the article, “Chinese Exchange Students in 1880s Connecticut,” by Michelle Wong in *Hog River Journal*, respond to the following questions:

- According to the author, what do Chinese “families and funding organizations” believe is the benefit of sending students to study abroad? How does this belief compare with attitudes during the Qing (Ching) dynasty?
- What was Yung Wing’s opinion about the role of Western education for China?
- What was the goal of the Chinese Educational Mission?
- Why do you think the Chinese boys “were expected to continue their Chinese lessons and dress and behave like a Chinese?”
- Using specific evidence from the article, describe how the Chinese boys studying in the United States were generally treated.
- In 1881, the Chinese Educational Mission students were recalled to China. Why might this have occurred?
- Using specific evidence from the article, describe how the Chinese Educational Mission students were treated upon their return to China.
- Based on your reading of the article, was the Chinese Educational Mission a success or a failure? Why?

WORKSHEET: Examining Newspaper Sources

Before reading the source, read the headline or title, if available. What does the headline / title reveal about the story, the event, the issue?

What is the main idea of the source? What piece of evidence from the source best supports the main idea?

What does the source tell you about events at the time? How do you know?

What is your reaction to the source? Why?

After reading the source, provide an alternative headline / title:

How is the source related to the lesson's themes?

Primary Source Materials

Source 1: *The Hartford Daily Courant*, April 27, 1880

Chinese Educational Mission

Mr. Woo Tsee Tun...is in entire sympathy with the objects of the educational mission, and belongs to the small, but increasing, party of public men in China who recognize the new demands created for that country by the events and changes of modern times. The following is the circular [distributed to the students]...It should be well understood that our government fosters men of talent, and regardless of heavy expenses, sends you to the best institutions of learning...[T]he hope of both country and parents being that, for a life-time, you may, on the one hand, recompense the state by your services, and on the other that you may bring honor to your ancestors...But you must know that the original design of sending you here, while pursuing your western education, was not that you should be any means forget the manners and customs of your own country...If you deliberately neglect all the rules of politeness of your native country, on your return home, how can you live in sympathy with your fellow countrymen?

Source 2: Russ Havourd, *The Hartford Courant*, March 26, 1972

When Hartford Welcomed Chinese Scholars

[T]he lives of the students in this strange country demonstrate the courage it took to risk the adventure and the surprising ease with which they adapted to their new surroundings...With clusters of two and three boys placed with families scattered around the Connecticut River Valley, there was no clinging to Oriental customs. Those initial weeks were ones of many adjustments. Ridicule of the long gowns and plaited cues (pigtails) soon led to scuffles and black eyes in schoolyards. But the Chinese, all between the 12 and 16 years old, were sensitive to their “acceptance” as are all youths and quickly abandoned the traditional clothes and styles for trousers and coats. But the embarrassing cue remained as a badge of loyalty to the ruling Manchu regime. A few boys, responding to a new freedom of spirit, cut the hair off but were promptly returned to China for their rebelliousness...And even more startling, they took to baseball in the sandlots...One of the most critical blows leading to the premature termination of the mission came as a result of the [Yung Wing’s] own actions. So determined was he to completely Americanize the young scholars that he let them neglect their Chinese students which were supposed to parallel their Occidental education. He converted to Christianity...All this, coupled with whispered rumors back in China, brought Yung Wing under critical suspicion. The mission suffered under his “tainted” image...At first, upon their return to China, the scholars were all but despised by the Confucian ruling class and were considered fit only for “coolie labor.” But over the years they rose above the heckling and ostracism to bring sweeping changes – both technical and cultural – to China. But the question has to be asked. Were the changes good? Did they help or hinder a cumbersome, struggling nation?

Source 3: *The Hartford Daily Courant*, July 15, 1881

The Chinese Educational Mission

[T]he Chinese government has decided to discontinue the mission, which for the nine years past, since the first detachment of students arrived, in 1872, has been the object of so great and friendly interest to multitudes of citizens of this country, and especially the people of this vicinity...The cause of this action on the part of the Chinese government is imperfectly known at present. But it is undoubtedly the result of circumstances existing

partly here and partly in China....Departing, they will leave a host of friends behind them, and will be followed by the good wishes of the whole community.

Source 4: The Hartford Daily Courant, August 9, 1881

The bright-faced gentle-mannered lads, who, since their arrival in Hartford, have unconsciously done so much toward dissipating the popular prejudices that formerly clustered about the name of Chinamen, are really leaving us....Hartford is unfeignedly sorry to see the boys go, and her best wishes accompany them.

Source 5: Thomas Nast, Harper's Weekly, August 7, 1869



<http://immigrants.harpweek.com/ChineseAmericans/Illustrations/images/0219w500.jpg>

Source 6: (1877)



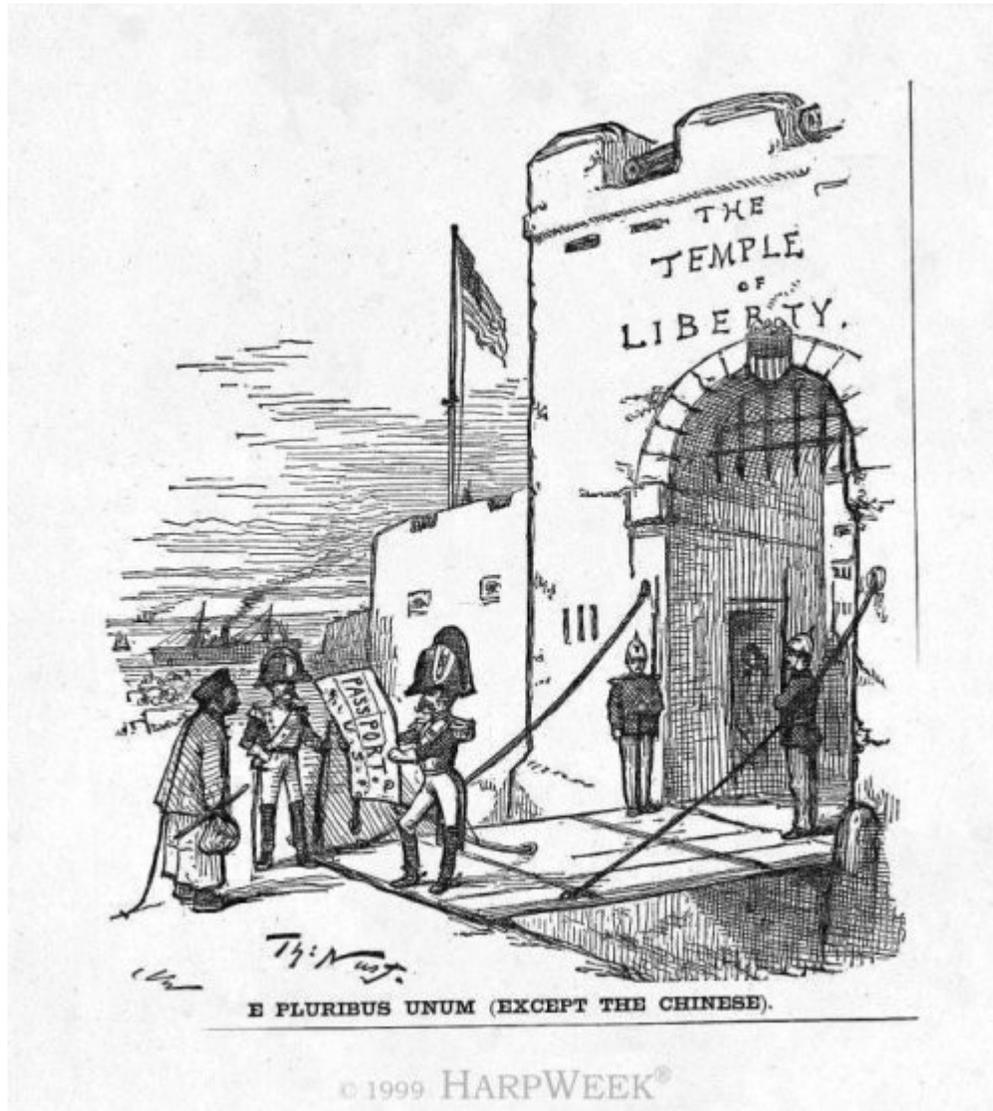
<http://www.corbisimages.com/images/BE037756.jpg?size=67&uid=941CB992-1C55-4FCA-ADE0-ECBFE8483C0A>

Source 7: Thomas Nast, *Harper's Weekly*, 1879



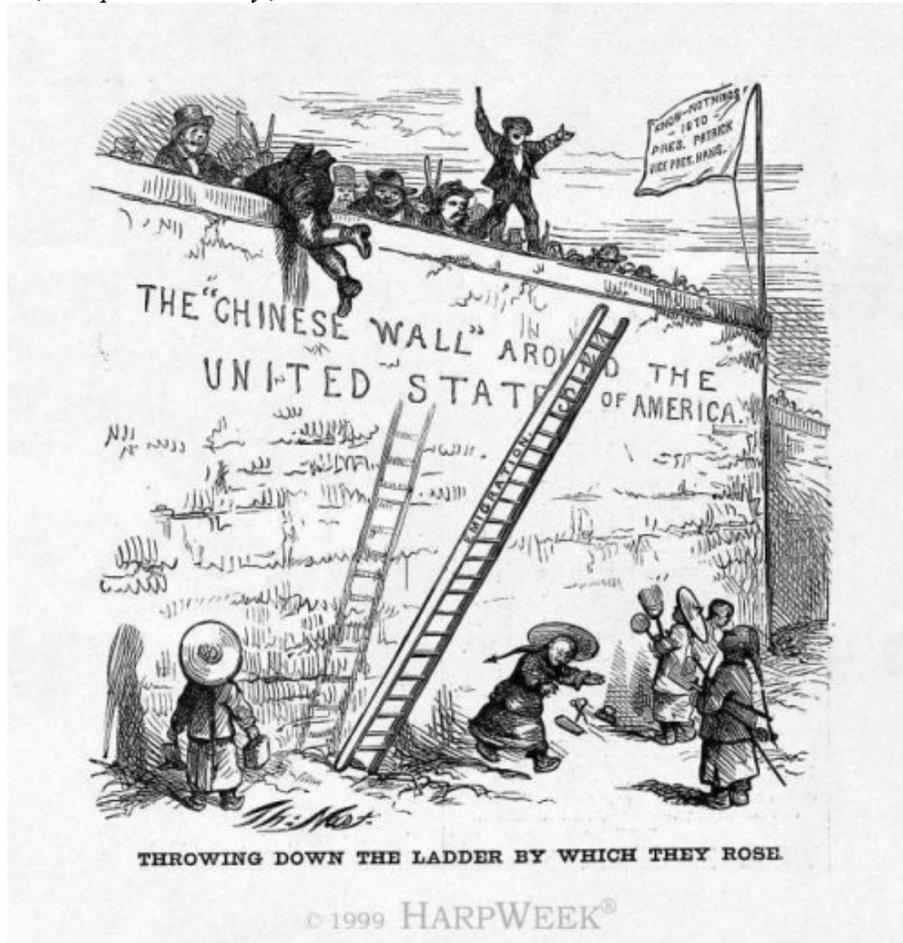
http://www-tc.pbs.org/becomingamerican/images/ce_witness_2_lg.jpg

Source 8: Thomas Nast, *Harper's Weekly*, 1882



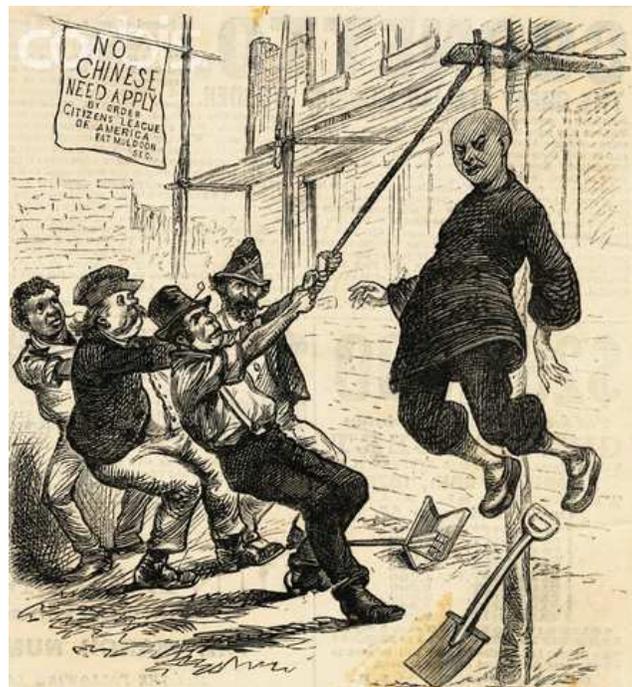
<http://www.lmu.edu/Assets/Colleges+Schools/BCLA/CSLA/workman1.jpg>

Source 9 Thomas Nast, *Harper's Weekly*, 1870



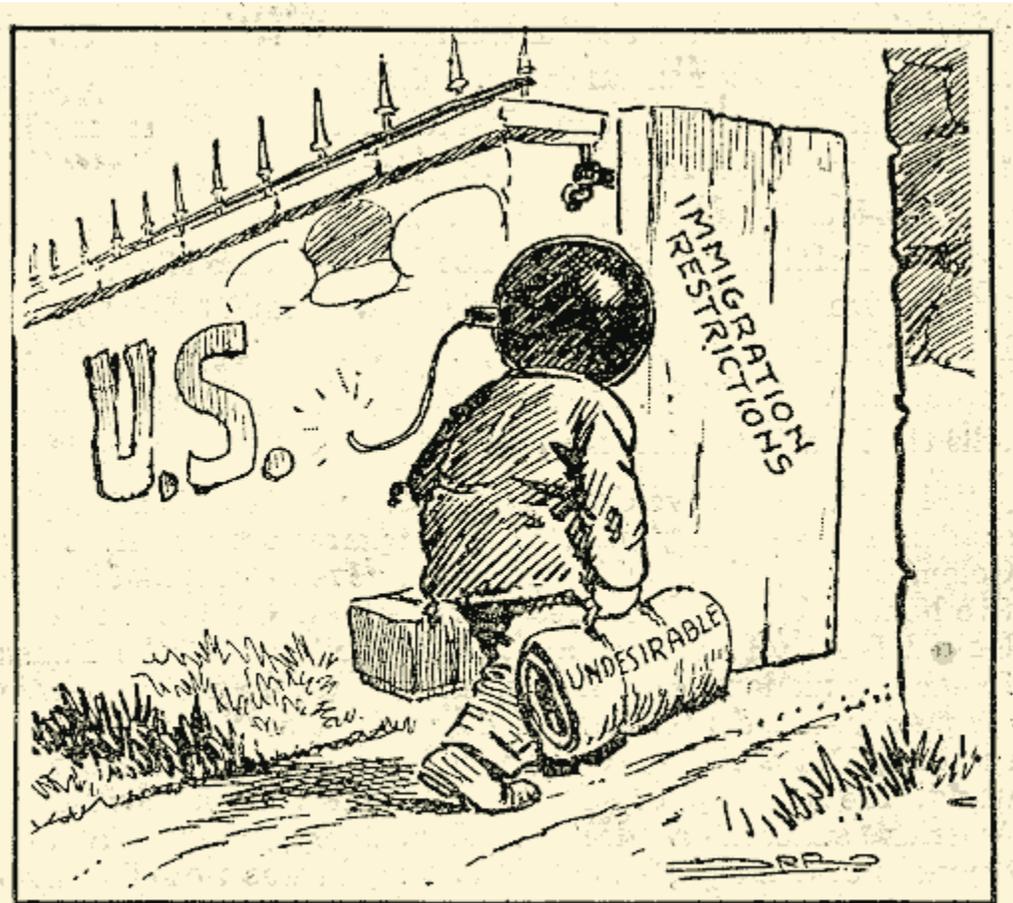
<http://immigrants.harpweek.com/ChineseAmericans/Illustrations/images/0254w500.jpg>

Source 10: ca. 1880



<http://www.corbisimages.com/images/F10444.jpg?size=67&uid=31D6B60E-7D61-43F7-93A2-417495A491CD>

Source 11: Orr, *Chicago Tribune*, 1919



CLOSE THE GATE.

—Orr in the *Chicago Tribune*.

http://newman.baruch.cuny.edu/DIGITAL/redscare/IMAGES_LG/Close_the_Gate.gif

FICTIONAL FIRST PERSON NARRATIVE WRITING RUBRIC

Name: _____

CATEGORY	10 - Advanced	8 - Proficient	6 – Basic	4 - Below Basic	Score
Requirements	All requirements for the selected format are included / presented.	1-2 requirements for the selected format are missing.	3-4 requirements for the selected format are missing.	Requirements for the selected format are not met and / or sufficiently lacking.	
Evidence and Examples	Extensive evidence from multiple source materials is presented. All of the evidence and examples are specific and relevant.	A good amount of evidence from more than one source material is presented. Most of the evidence and examples are specific and relevant.	Some evidence from at least one source is presented. At least one of the pieces of evidence and examples is relevant.	Amount of evidence is minimal and/or source materials are not used. Evidence and examples are not relevant.	
Elaboration and Analysis	Excellent analysis of ideas. Supporting evidence is extensively elaborated upon.	Strong analysis of ideas. Supporting evidence is elaborated upon.	Some analysis and elaboration is present and/or analysis and elaboration is ineffective.	Ideas are not analyzed and/or evidence is not elaborated upon.	
Grammar, Spelling, and Punctuation	Author makes no errors in grammar, spelling, or punctuation.	Author makes 1-2 errors in grammar, spelling, or punctuation.	Author makes 3-4 errors in grammar, spelling, or punctuation.	Author makes more than 4 errors in grammar, spelling, or punctuation.	
Overall Effectiveness	Clear and concise; dynamic, effective, and interesting; great effort and excellent preparation evident; solid analysis and elaboration.	Generally clear, effective, and interesting; fairly effective; strong effort and preparation evident; good analysis and elaboration.	Somewhat clear and effective; decent effort and preparation evident; further analysis and elaboration needed.	Information is poorly presented; general lack of effort and preparation evident; extremely limited analysis and elaboration.	

TOTAL:
_____/50