

THE DISTRICT OF COLUMBIA COMPENSATED EMANCIPATION DAY ESSAY CONTEST CRITERIA

The District of Columbia Emancipation Day Planning Committee is issuing a call to all public and public charter high school students in the District of Columbia who are interested in participating in the 2012 District of Columbia Compensated Emancipation Day Essay Contest.

Students wishing to participate should submit a minimum *two- to four-page essay* typed (double space) with a *12-inch font* responding to the following prompt:

The District of Columbia Compensated Emancipation Act (D.C. Emancipation Act) was passed by Congress and signed by President Abraham Lincoln on April 16, 1862. Formally titled, *for the release of certain persons held to service or labor in the District of Columbia*, the act freed 3,100 enslaved persons in the District of Columbia. Using at least three secondary sources, discuss how the D.C. Emancipation Act changed the future of Washington, D.C., and continues to affect our lives today.

Students' essays may be personal or historical in nature and must include all pieces of a formal writing: an introduction with a thesis statement, supporting evidence, conclusion, and bibliography. These items are outlined below.

Cover page

The cover page will include the student's name, title of essay, grade, school, teacher, and date submitted.

Introduction

The introduction will include a clear thesis statement that establishes the central theme or argument of the essay.

Body

The body will provide evidence to support the argument that is established in the thesis statement. This could include details of historical facts or events related to the District of Columbia Compensated Emancipation Act, how the act continues to affect all citizens of Washington, D.C., and/or how the act relates to the student's daily life.

Any sources used in the essay should be cited using the MLA formatting. For examples on MLA formatting, please see: <http://www.ebscohost.com/customerSuccess/uploads/topicFile-37.pdf> or contact your local librarian for assistance.

Conclusion

The writer should summarize the essay by connecting the evidence in the body of the paper back to the thesis statement.

Submission

Students are required to submit their papers to their social studies or history teachers on or before **March 23, 2012**, for submission to the evaluation committee. All papers must be accompanied with the attached submission form that requires the signature of the student's advisor on the project and principal of the school.

The papers must be addressed and mailed to Clarence Davis, Chairman of the District of Columbia Compensated Emancipation Essay Evaluation Committee at the District of Columbia Archives, 1300 Naylor Court NW, Washington, D.C. 20001, before **noon on March 30, 2012**.

The winners of the essay contest will receive \$300 first, \$200 second, and \$100 third place scholarship awards.

**THE DISTRICT OF COLUMBIA COMPENSATED EMANCIPATION DAY
ESSAY CONTEST RUBRIC**

AREA	4	3	2	1
Writing Task	<i>Clearly</i> addresses all parts of the writing task.	Addresses all parts of the writing task.	Addresses <i>only parts</i> of the writing task.	Addresses <i>only one part</i> of the writing task.
Thesis and Tone	Provides a <i>meaningful</i> thesis and maintains a consistent tone and focus and <i>purposefully</i> illustrates a control of organization.	Provides a thesis and maintains a consistent tone and focus and illustrates a control of organization	<i>May</i> provide a thesis and maintains an inconsistent tone and focus and illustrates <i>little, if any</i> control of organization.	<i>May</i> provide a <i>weak, if any</i> thesis; <i>fails</i> to maintain a focus and illustrates <i>little, or no</i> control of organization.
Supporting Evidence	<i>Thoughtfully</i> supports the thesis and main ideas with <i>specific</i> details and examples.	Supports the thesis and main ideas with details and examples.	<i>May</i> support the thesis and main ideas with <i>limited, if any,</i> details and/or examples.	Fails support ideas with details and/or examples.
Diction	Provides a <i>variety</i> of sentence types and uses <i>precise, descriptive</i> language.	Provides a <i>variety</i> of sentence types and uses <i>some descriptive</i> language.	Provides <i>few, if any,</i> types of sentences, and uses basic, predictable language.	Provides no sentence variety and uses limited vocabulary.
Audience	Demonstrates a <i>clear</i> sense of audience.	Demonstrates a <i>general</i> sense of audience.	Demonstrates little or no sense of audience.	Demonstrates no sense of audience.
Grammar	Contains <i>few, if any</i> errors in the conventions of the English language	Contains <i>some errors</i> in the conventions of the English language. (Errors do not interfere with the readers' understanding of the essay.)	Contains several errors in the conventions of the English language. (Errors may interfere with the readers' understanding of the essay.)	Contains serious errors in the conventions of the English language. (Errors interfere with the readers' understanding of the essay.)

Non-Scoreable

- B = Blank
- L = Written in a language other than English
- T = Off-topic
- I = Illegible/Unintelligible

THE DISTRICT OF COLUMBIA COMPENSATED EMANCIPATION DAY POSTER CONTEST CRITERIA

The District of Columbia Emancipation Day Planning Committee and the DC Commission on the Arts and Humanities is issuing a call for public and public charter school students (K-6) in the District of Columbia who are interested in participating in the 2012 District of Columbia Compensated Emancipation Day Poster Contest.

The District of Columbia Compensated Emancipation Act (D.C. Emancipation Act) was passed by Congress and signed by President Abraham Lincoln on April 16, 1862. Formally titled, *for the release of certain persons held to service or labor in the District of Columbia*, the Act freed 3,100 enslaved persons in the District of Columbia.

Students wishing to participate should submit a poster of historical significance that captures an artistic illustration pertaining to slavery, abolition movement, emancipation, or the 2012 Emancipation Day theme: the struggle for freedom, liberty, justice, and equality. Guidelines for the poster contest are as follows:

Illustration

Participants are encouraged to use their creative talents and skills to draw, paint, sketch, collage or provide other illustrations on a poster that captures the history of slavery, abolition, emancipation, and the struggle for freedom, liberty, justice, and equality.

Poster

Participants are permitted to use 8.5-by-17-inch paper or poster board (24-by-36 inches) to draw, paint, sketch, collage or otherwise illustrate their artwork for submission.

Images

Participants are permitted to draw, paint, sketch, collage or otherwise illustrate images of individuals, events, activities, or other depictions of historical significance related to slavery, abolition, emancipation, and the struggle for freedom, liberty, justice, and equality.

Example of Images

Participants are encouraged to draw, sketch, collage or otherwise produce illustrations of individuals such as, but not limited, to Frederick Douglass, Abraham Lincoln, Harriet Tubman, Sojourner Truth, John Brown, Nat Turner, Martin Luther King Jr. and others who worked to end slavery, segregation, and oppression; events such as Emancipation Day parades and celebrations, Emancipation Day programs; documents such as the District of Columbia Compensated Emancipation Act, the Emancipation Proclamation, other similar instruments; and other images that capture the story of slavery, abolition, emancipation, and the struggle for freedom, liberty, justice, and equality.

Visual Presentation

The visual presentation must be a clear and accurate depiction of the intended subject captured in the poster.

Description

The poster must include a title, a brief description of work, and the student's name, grade, age, school, teacher, and principal at the bottom of the poster.

Submission

Students are required to submit their posters to their teachers on or before **March 23, 2012**, for submission to the evaluation committee. All posters must be accompanied with the attached submission form that requires the signature of the student's advisor on the project and principal of the school.

The posters must be addressed, mailed, or delivered to Clarence Davis, Chairman of the District of Columbia Compensated Emancipation Essay Evaluation Committee at the District of Columbia Archives, 1300 Naylor Court NW, Washington, D.C. 20001, before **noon** on **March 30, 2012**.

The winners of the essay contest will receive \$300 first, \$200 second, and \$100 third place scholarship awards.

Evaluation

The poster contest will be judged on the creativity, originality, artistic expression, clarity of subject content, detail of image, and historical relevance.