

Author Bio: Benjamin Banneker (1731-1806), is often viewed as the first African American scientist. He was “an extremely competent” mathematician, tobacco planter, and amateur astronomer. He was born in Maryland—son of a slave (Robert) who bought his own freedom, and of Mary Banneky, who was the daughter of an Englishwoman and a free African slave. His formal education included childhood Quaker schooling, but much of his learning was through self-study.

He worked as a scientific assistant when Major Andrew Ellicott surveyed the 10-mile Federal Territory square set aside for our nation’s capital. He corresponded with Thomas Jefferson, rebuking him for his proslavery views, and urged for the abolishment of slavery. He also wrote and published several almanacs. (http://www.africawithin.com/bios/ben_banneker.htm)

A Plan for a Department of Peace for the United States – 1792

by Benjamin Banneker

The plan of this office is as follows:

1. Let there be a Secretary of peace who will be a believer in the principles of our republic and a sincere Christian; for the principles of our government and of Christianity are no less friendly to universal or everlasting peace than they are to universal and equal liberty.
2. Let this Secretary be given the power to establish and maintain free schools in every city, village and township. Let him be made responsible for the talents, principles and morals of all the teachers. Let the youth of this country be taught reading, writing and arithmetic and the doctrines of a religion of some kind. The Christian religion might be preferred to others because this religious teaches us not only to cultivate peace with all men, but to forgive, and even to love our very enemies. Christianity also teaches us that God alone can take a human life, and that we rebel against his laws whenever we execute and kill any of his creatures in any way.
3. In order to encourage respect for human life and a horror at the shedding of human blood, let all those laws be repealed which allow juries, judges, sheriffs, and executioners to kill a prisoner in cold blood in any criminal case whatever. Until we change our laws in this way and eliminate capital punishment, it will be impossible to introduce universal and perpetual peace into our country.
4. To subdue that desire for war which our form of education, added to human weakness, has produced, a familiarity with the weapons and tools of death as well as military shows should be carefully avoided. Military uniforms fascinate the minds of young men and lead them away from serious and useful professions. If there were no uniforms, there would probably be no armies. Lastly, military ranks feed vanity and pride. They should be discontinued in our country because they encourage ideas in the mind which lessen a sense of the foolishness and miseries of war.

Banneker Argument Essay Prompt

Banneker on Capital Punishment: In *A Plan for a Department of Peace for the United States – 1792*, Benjamin Banneker wrote that, until the United States eliminates “capital punishment, it will be impossible to introduce universal and perpetual peace into our country.” In a well-organized essay, using your own reading, observation, and/or experience to support your position, defend, challenge, or qualify the validity of Banneker’s assertion.

An acronym for prompt analysis:

- **Terms:** underline or highlight important verbs/phrases in the prompt. Then, define these terms.
- **Audience:** who will be reading this essay, and how should that affect your response?
- **Purpose:** Rewrite the prompt in the form of a question(s) you must answer.

Name: _____
AP Language and Composition, Ms. Doolittle

period: _____
due date: _____

Peer Review Basics

Directions: Get a different person to check each aspect of the peer review basics.

Presentation <i>Checked by:</i> _____ _____	<p>Check off items that are completed. Highlight any items the writer failed to do.</p> <ul style="list-style-type: none"><input type="checkbox"/> Rubric (with name) stapled to top of essay.<input type="checkbox"/> Typed in 12-type professional font, black ink.<input type="checkbox"/> Double-spaced.<input type="checkbox"/> 1-inch margins.<input type="checkbox"/> No huge spaces between paragraphs.<input type="checkbox"/> Paragraphs indented.<input type="checkbox"/> If there's more than one page, there are page numbers in bottom right corner (and essay is stapled together).<input type="checkbox"/> Single-spaced header present <u>on first page only</u>.<input type="checkbox"/> Header contains name, date, period, class name, and teacher name.<input type="checkbox"/> Title for essay, centered, below header<input type="checkbox"/> Title is interesting and unique (not "Banneker essay")
Conventions <i>Checked by:</i> _____ _____	<p>PEER: On the writer's paper, mark any grammar errors.</p>
Document Usage <i>Checked by:</i> _____ _____	<p>PEER: On the writer's paper, circle the three blue packet sources used.</p> <p>Is the blue packet stapled to the back of the essay? If not, write a note reminding the writer that he/she needs to do this!</p>
Sentence Fluency <i>Checked by:</i> _____ _____	<p>PEER: On the writer's paper, mark any fragments with the word "frag"</p> <p>WRITER: Read your paper out loud. As you listen, mark down any awkward phrases that need changing/word choice that needs clarification.</p>

Extended Peer Review

Directions: If you get finished with the peer review basics, exchange papers with a partner and complete the extended peer review.

Directions: Grade the skills under each trait using the AP 5-point final scoring system. Then, decide what number you/your peer deserves in each trait (a “5” for ideas, “2” for organization, etc.) Mark it down on this sheet. Feel free to write helpful comments on their actual essay draft, too!

- | | |
|---|----------------------|
| 5 Extremely well qualified (to earn college credit) | 2 Possibly qualified |
| 4 Well qualified | 1 No recommendation |
| 3 Qualified | |

<p>Ideas/Content: _____</p> <ul style="list-style-type: none">— My thought process shows exceptional insight, intelligence, and/or originality.— At least 75% of the essay is comprised of my original thoughts, not merely paraphrase or summary.— My argument is complete, thorough, and fully explained— my audience knows exactly what I’m thinking (and exactly how I got there)— Claims fully supported by relevant anecdotes, text-based details, and/or examples.— I am focused, & don’t stray off topic.— It is clear from my writing that I thoroughly understand (& maybe even like) my topic.	<p>Organization: _____</p> <ul style="list-style-type: none">— My intro “hooks” the reader.— My ideas follow a logical sequence.— I spend the appropriate amount of time explaining or describing each idea.— Transitions show the relationships between my ideas.— The organization of the whole piece feels natural, not forced (form follows function!)— My conclusion leaves the reader satisfied.
<p>Diction (Word Choice): _____</p> <ul style="list-style-type: none">— I’m not picking words to sound intelligent. Rather, because I’m intelligent, I select superlative words.— I use strong verbs, rich description, specific nouns, and clear wording.— All words used correctly.— I avoid “you” and “yours” as well as inappropriate colloquialisms (“drama,” etc.)— I also avoid ear-jarring repetition.— Few weak words or phrases (thing, something, anything, nothing, feel, show, very, a lot, stuff, “this shows that,” “in conclusion,” etc.)	