

Annotation, Contextualization, and Colored Conventions

In this assignment students will select, annotate, and contextualize a convention with transcribed minutes from the “Colored Conventions” website (<http://coloredconventions.org/conventions>). These conventions did not happen in a vacuum. As African Americans in state and national conventions organized and advocated for greater rights and self-defense, they responded to a wide range of historical events that shaped their reality. The students’ task is to look at the ways that these conventions responded and influenced the events happening around them.

When completing this assignment follow the steps below:

Step 1: Select a convention with transcribed minutes from the Colored Conventions list.

Step 2: Annotate, either online or on a print out, the minutes. Look for decisive moments in the convention, moments of debate between attendees, and references to historical events or themes that you recognize. Circle, underline, or highlight them. Write short reactions to the items you annotate in the margins that reflect your historical knowledge and personal experience. Relate events in the past to those in the present.

Step 3: After completing this assignment we will examine the ways that the issues in our chosen conventions are or are not still active. Come prepared with specific details in your annotations to facilitate the discussion.

By Jon Rosinbum (November 30, 2016)

Rubric for Annotation, Contextualization, and Colored Conventions

<p>The student did not identify a convention with transcribed minutes appropriate to the assignment.</p> <p align="center">0 points</p>	<p>The student identified a convention with transcribed minutes appropriate to the assignment.</p> <p align="center">2 points</p>	
<p>The chosen convention's annotations identify five or less decisive moments, debates, and/or references to historical events in the minutes.</p> <p align="center">2 points</p>	<p>The chosen convention's annotations identify five or more decisive moments, debates, and/or references to historical events in the minutes.</p> <p align="center">4 points</p>	<p>The chosen convention's annotations identify and discuss five or more decisive moments, debates, and/or references to historical events in the minutes.</p> <p align="center">6 points</p>
<p>The annotations do not include a discussion of how past events relate to the present.</p> <p align="center">2 points</p>	<p>The annotations include superficial identifications of how the past relates to the present, but they do not provide sufficient detail to facilitate discussion.</p> <p align="center">4 points</p>	<p>The annotations demonstrate a deep understanding of how the past relates to the present through specific details that would contribute to a serious discussion.</p> <p align="center">6 points</p>
<p>The student's participation in the discussion is either focused on the 19th-century convention movement OR on current black rights struggles.</p> <p align="center">2 points</p>	<p>The student's participation in the discussion examines the chosen convention AND the ways that black rights struggles during the 19th century relate to today, BUT it does not sufficiently connect the two movements.</p> <p align="center">4 points</p>	<p>The student's participation in the discussion contributes to a fuller understanding of the 19th-century convention movement AND the ways that black rights struggles during the 19th century relate to today.</p> <p align="center">6 points</p>

Total: ____/20