

Korematsu Essay Prompt

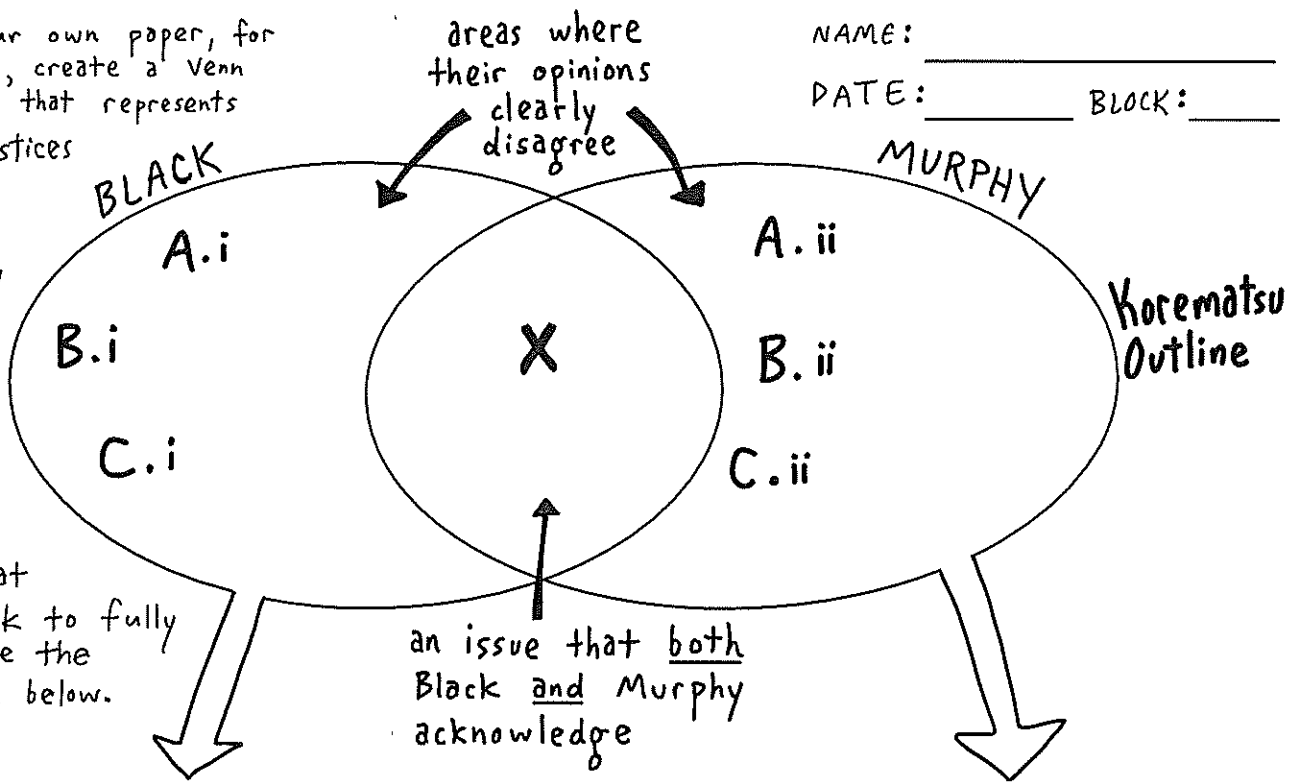
Use what you have learned from reading the majority opinion of the court written by Justice Black and a minority opinion written by Justice Murphy to write an essay that compares and contrasts how both texts address the Korematsu case. Analyze how the texts agree and disagree on the right of the government to relocate Americans of Japanese descent during a time of war.

Develop your essay using the attached **outline**, **frames**, and **rubric** as well as the justice's opinions, and your responses to the questions about those opinions.

Your essay must be turned in on the due date (see agenda board, bentonenglish, ManageBac) as both a **printed hardcopy** in class and submitted digitally **to ManageBac** by the end of that calendar day.

★ On your own paper, for bellwork, create a Venn diagram that represents both justices' opinions in the Korematsu case. Use the one on the right as a guide.

★ Use that bellwork to fully complete the outline below.



★ Black's interpretations of...

★ Murphy's interpretations of...

A.i	issue A: _____ quoted evidence with para. number:	issue A: _____ quoted evidence with para. number:	A.ii
B.i	issue B: _____ quoted evidence with para. number:	issue B: issue B (MAKE THIS point relevant to which both of the justices acknowledge): _____ quoted evidence with para. number:	B.ii
C.i	issue C: _____ quoted evidence with para. number:	issue B: _____ quoted evidence with para. number:	C.ii

SENTENCE FRAMES FOR COMPAR. THESIS & SUPPORTING / MAIN IDEAS

Thesis

Although Justice Black and Justice Murphy both acknowledge X in the Korematsu case, their opinions clearly disagree with regard to issues of A, B, and C in the case.

MI #1

Both Justices agree that *Korematsu v. United States* raises questions of A, but Justice Black believes that A.i while Justice Murphy argues that A.ii.

- cited evidence of Black's interpretation of issue A
 - *elaboration/commentary on that evidence*
- cited evidence of Murphy's interpretation of issue A
 - *elaboration/commentary on that evidence*

MI #2

Justice Black and Murphy also interpret B in starkly different terms although they both acknowledge X. In the majority opinion, Black suggests that B.i while in his dissent, Murphy states that B.ii.

- cited evidence of Black's interpretation of issue B
 - *elaboration/commentary on that evidence*
- cited evidence of Murphy's interpretation of issue B
 - *elaboration/commentary on that evidence*

MI #3

Further distinctions can be made between the two opinions on the matter of C. As part of his opinion, Black writes that C.i, yet Murphy asserts that C.ii.

- cited evidence of Black's interpretation of issue C
 - *elaboration/commentary on that evidence*
- cited evidence of Murphy's interpretation of issue C
 - *elaboration/commentary on that evidence*

Korematsu Rubric (analytical expository essay)

Score	Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and objective tone established and maintained A_i, A_{ii}, B_i, B_{ii}, C_i, C_{ii}, and X 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 6 or more pieces of relevant, cited evidence supported with commentary
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> Maintained controlling idea, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and objective tone established A_i, A_{ii}, B_i, B_{ii}, C_i, and C_{ii} but not X 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 6 or more pieces of relevant, cited evidence (but not all are supported by elaboration/commentary)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Focused controlling idea but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate intro or conclusion 5 or less of the following: A_i, A_{ii}, B_i, B_{ii}, C_i, C_{ii} 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 3 or 4 pieces of relevant, cited evidence with some commentary/elaboration (not thorough)
1	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have little or no controlling idea or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Few or no transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 3 or less (see row above) 	<p>The response provides minimal support/evidence for the controlling idea or main idea, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, absent, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 2 or less pieces of relevant, cited evidence
	<ul style="list-style-type: none"> literally none of the following: A_i, A_{ii}, B_i, B_{ii}, C_i, C_{ii} 	<ul style="list-style-type: none"> literally no relevant evidence and/or no clear attempt to cite evidence

In addition to the expectations of the rubric, be sure to proofread your essay according to the guidelines laid out on the proofreading EXTRACTIONS handout BEFORE submitting your essay online or printing it. Please note that non-negotiable mechanical errors will lower your essay grade by a full letter grade.

Letter Grade Breakdown
 A = 7-8
 B = 6
 C = 4-5
 D = 3
 F = 1-2