**Names of Participants:**

\*\* please use a unique text color FOR EACH PERSON to show where you are contributing

**PART ONE:**

I suggest that the following paragraph contains Carp’s overall thesis statement.

1. Annotate the paragraph to identify the parts:
   * CLAIMS
   * EVIDENCE
   * INTERPRETATIVE THESIS
2. After identifying the thesis statement, write **THREE key concepts** for Carp’s argument.

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| Universities are hardly the only American institutions to have grown from ties to slavery, but with this research they are among the first to acknowledge that their involvement was rarely recognized and poorly understood, and to mobilize the expertise and resources to change that. (The writer Ta-Nehisi Coates, speaking to Harvard’s president as the university publicized its own research about slavery last year, said that universities “have a knowledge that maybe the Chicago Police Department does not have yet.”) “What is the point of these kinds of enterprises?” Campbell, the Brown committee chair, now teaching at Stanford, has said to other historians hoping to expand this work. “I think none of us here is naive enough to believe that somehow with the act of a few universities uncovering the ways in which their histories are profoundly entangled with the institution of slavery and the transatlantic slave trade… the scales are going to fall from the eyes of our nation, and racism as we know it will come to an end.” He continued: “But what we can do is we can transform the way people talk about and understand the past, what they see when they look out on the landscape in which they live.” The gaps in our knowledge about the experience of American slavery are volumes and volumes wide. These projects have narrowed them, and will continue to do so, but they’ve also revealed how much has been lost, suppressed, or considered unworthy of preservation in the official record. Beyond the institutional histories they uncover, these projects reveal a kind of segregation of our national memory or, at the very least, a willful amnesia. |
| **KEY CONCEPTS:** |

**PART TWO:**

In the table below I have collected important quotes that develop key points in Carp’s argument as it develops over his essay.

1. Re-read each quote in context in the essay.
2. Paraphrase, summarize, or give a close-reading based on the prompt.
3. Write a short response to answer the question.

**Paraphrase =** rewrite the quote in your own words; somewhat shorter than original length

**Summarize =** rewrite only the main ideas in your own words; much shorter than original length

**Close reading =** examine the meaning of a quote paying attention to details and language

**Claim =** an assertion about a topic or idea; takes a position on something debatable

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| “From the very beginnings, the American university and American slavery have been intertwined, but only recently are we beginning to understand how deeply. In part, this can be attributed to an expansion of political will.” (2) | Paraphrase: | *Write: What is the claim?* |
| “Almost all of these projects trace their origins to protests or undergraduate classes, where a generation of students, faculty, archivists, activists, and librarians created forums for articulating their questions, and for finding one another.” (2) | Paraphrase: | *Write: In what ways do these forums reflect the university setting?* |
| “It’s because they didn’t look hard enough. Basically all they did was look inside the four walls of their institution. There are actually multiple directions they could have gone: tax documents, sacramental records in churches, mortgage records, the Freedman’s Bureau or, in our case, a ship manifest, and suddenly everybody’s last name appears...” (3) | Summarize this paragraph: | *Write: Who is speaking?*  *Write: Who is he speaking about?* |
| “Princeton’s entanglement with slavery, Sandweiss said when describing the project’s findings last fall, is ‘typical of other eighteenth-century institutions. And it makes us quintessentially and deeply American.” (8) | Paraphrase: | *Write: Who is speaking?*  *Write: What is the claim?* |
| “At its best, this wave of research demonstrates the ways in which salvery and its legacies have built the world we live in: how the ideas and institutions born in one era do not entirely cast off the forces that shaped them as they move through time.” (10) | Paraphrase: | *Write: What is the claim?* |
| “Yet one of the most powerful things about about Princeton’s project is its recognition of where history can fall short.” (11) | Paraphrase: | *Write: What other methods or genres does the Princeton project include?* |
| “The tools of history may also be ill-suited to express the emotional force of what they uncover.” (14) | Paraphrase: | *Write: How does this develop Carp’s argument further?* |
| “None of the investigations into universities’ complicity with slavery set out exactly to resolve the moral issues their discoveries would raise, but as they find their audiences, they create what one historian described as ‘the constituencies for different kinds of conversations.’” (15) | Close-reading: | *Write: What are the moral issues that get raised in these projects?* |
| “The work of history does not always overlap cleanly with the work of politics, and the archives alone may not yield what seem like the most urgent answers. But they help sharpen the questions.” (15) | Paraphrase: | *Write: How does this develop Carp’s argument further?* |