I had to head for a meeting before I had time to answer. I'm back in to do a fast response and it may just give you more questions. Hang in there with me on this new assignment that I am hoping will match lots of you (once I debug how to say stuff).

**Author:** Lisa Garver **Date:** Tuesday, February 25, 2014 3:45:58 PM CST **Subject:** Major Essay

I just pulled up the table covering the requirements for the major essay.  I get the first part of the essay requirement "to compare an issue about two periods of time."

*Yep, compare an issue about two periods of time (1 page maximum)*
*- 1600s through 1763  -- You need to use something from the History Changes content on servitude (white and African)*
*- 1763 through the 1830s -- You can choose something in that era that you want to think about and compare. I have a link right below the one you were using that has some of the primaries (writings of people who lived then) you can choose from. (FYI: the top part of that link also tells you about other options for primaries.)*

*I wanted this to be as open-ended for students as I could, but this personal example might help. If I were you guys, I'd be interested in the purpose of the colonial laws on slavery from the 1660s and comparing that to the purpose of the protections* ***for*** *slavery in the Constitution (both primaries in the Major Essay folder).*

*If any of you have something you would like to compare, you can always try the question out on me. I will say "yes" UNLESS I think there is not enough content or some other issue that would cause you to not make a good grade. I want you guys to read about what you want to read about, but I also know everyone needs a decent grade.*

 I do not understand at all what part 2 is asking us to examine?  It says, "Examine how those issues in history reveal how-to connect choices, actions, and consequenses to ethical decision making."

*The quotation is from the new Texas standard for personal responsibility. I am not just using the standard because it's a standard (although that is an honorable reason), but because it is my experience with history. As I keep saying,* ***history teaches how things work****. If we read reliable sources and we read to figure out what the sources sactually say, then we will know how things* ***work.****We don't have to live through every vile event in the world to learn how to try to protect our families from vile events. We can examine with care what happened to others and what others caused and see what makes (or didn't make) an ethical decision (or a vile series of events).*

Later in the maximum length section you say 1 pg for Comparison part and 1 pg for "personal responsibility" part.  I am just not at all clear about what you are looking for on this 2nd part/ page? Examples?

*Going back to my example of what I'd compare, I am not positive yet (and that's what reading carefully is for) that there is enough content for this, but I am always interested in  how ethics gets clouded by reward and by risk or lack of it. Who got rewarded by the slave codes and by the provisions in the Constitution?*

Thanks,   *Good person, thank* ***you*** *for the question.*