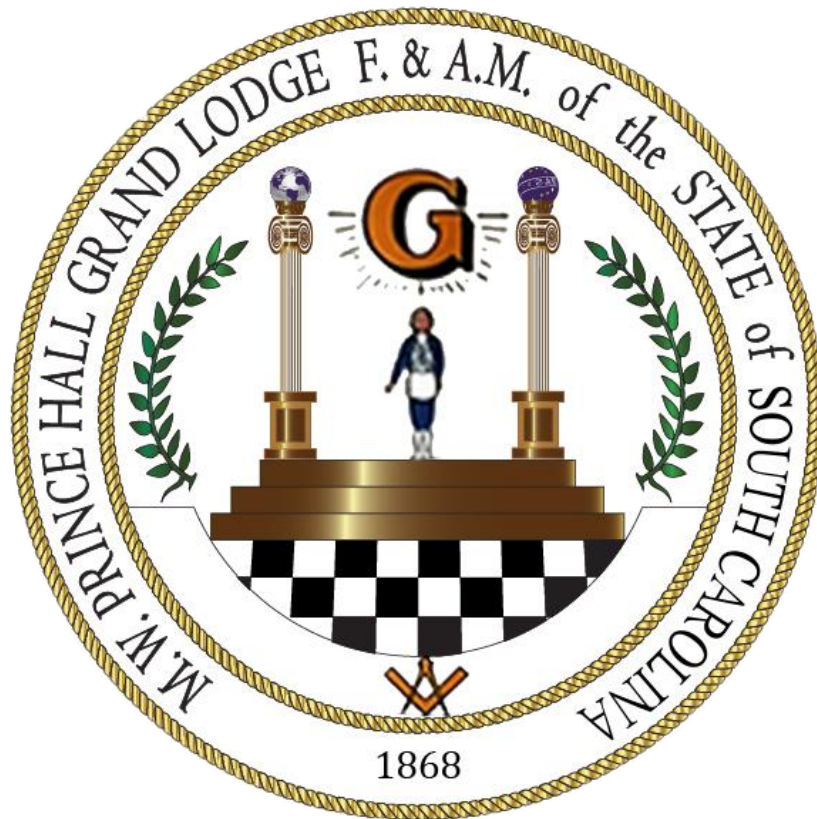


# **Most Worshipful Prince Hall Grand Lodge of South Carolina Free & Accepted Masons**



## **Annual Scholarship Program for 2023**

### **Guidelines for the Awarding of Scholarships**

### **Writing Prompt and Instructions for Preparing the Essay**

## GUIDELINES FOR THE AWARDING OF SCHOLARSHIPS

1. The Grand Lodge will award three (3) four-year scholarships, to be paid in annual installments of \$1000.00 each, to the three finalists who have competed on a statewide level and have satisfied, all requirements as set forth by the official Scholarship Committee of the Grand Lodge.
2. All monies will be paid directly to the colleges of the winners' choices.
- 3. The funds will be disbursed over a four-year academic period.**
- 4. Each winner must give his or her chosen college or university permission to send periodic grading reports to the Chairman of the Scholarship Committee.**
5. The scholarship will be terminated if the student fails to maintain passing grades suitable to remain in school.
- 6. One of the main criteria for the awarding of a scholarship will be on the basis of a written essay, with a minimum of five (5) paragraphs and a maximum of eight (8). The topic will be based on a research question chosen by the Scholarship Committee. THE ESSAY MUST BE ORIGINAL. Detailed guidelines for the preparation of the essay will be given to each participant.**
7. The essay must be typed and prepared in MLA (Modern Language Association) format.
- 8. The following items must also be included in each contestant's scholarship packet:**
  - a. Scholastic rank in present graduating class
  - b. Written comments from at least three (3) character witnesses, which should include leadership qualities
  - c. A statement of contestant's academic achievement
  - d. A list of school, church, and community activities in which the contestant has participated
  - e. A letter of recommendation by a school official where contestant is presently attending or last attended school
  - f. SAT or ACT score
  - g. A copy of high school transcript
- 9. ALL DISTRICT FINALISTS MUST APPEAR IN PERSON AT THE STATEWIDE LEVEL BEFORE A PANEL OF JUDGES FOR AN ORAL INTERVIEW.**
10. Each of the Masonic Districts may present one finalist only to appear as one of the statewide finalists.
- 11. District finalists' complete scholarship packets must be in the hands of the Chairman of the State Scholarship Committee not later than Monday, April 17, 2023.**
12. District Deputies will secure their own judges to judge their essays. Further, all deputies must ensure that all other required items in #8 are submitted to them, along with the essays.
13. The State Scholarship Committee selects the judges for the state elimination.
14. Contestants may be male or female.

**15. The final (state) elimination will be held on Saturday, May 20, 2023, 10:00 a.m., at the Grand Lodge Masonic Temple, 2324 Gervais Street, Columbia, South Carolina 29202.**

16. The rating for the state elimination of each district finalist will be divided into three equal parts:

- a. One-third-content of essay
- b. One-third-oral interview
- c. One-third-other criterial guidelines

17. In the case of a scholarship winner (at the state level) not accepting the initial scholarship award by September 15, or the year in which the scholarship was won, or if a winner fails to use the total amount of the scholarship award due to dropping out of school because of failure, the unused money will be prorated among all eligible winners presently enrolled in a college or university.

**18. Only high school seniors are eligible to participate in the Grand Lodge Scholarship Contest.**

# Information for District Deputies Concerning Guidelines for Judging the Essays

**IMPORTANT:** District Deputies, so that there will be uniformity and fairness across the state in the judging of the essays, please be sure that all participating students get a copy of the grading rubric and the explanation page (“Grading Rubric for Written Assignments”). **Further, your panel of judges for your district MUST USE this rubric to grade the essays.** When you submit your winning essay and other supportive (required) documents to the State for the final judging, the grading rubric for that district winner MUST be submitted, as well, in the packet.

## Argumentative Writing Prompt and Instructions for Preparing the Essay

### Does the United States Owe Reparations to the Descendants of Enslaved People?\*

In 1988, President Ronald Reagan sought to “right a grave wrong” by signing legislation that apologized for the government’s forced relocation of 120,000 Japanese-Americans during World War II and established a \$1.25 billion trust fund to pay reparations to those who were forced into internment camps and to their families.

However, the United States has never apologized for the nation’s treatment of enslaved people and their descendants. What do you think? Do you think that the descendants of enslaved people are owed anything for the wrongs of slavery? In the article “What Reparations for Slavery Might Look Like in 2019,” Patricia Cohen explores different arguments and possibilities:

Read the *New York Times* article, “What Reparations for Slavery Might Look Like in 2019,” by Patricia Cohen, dated May 23, 2019, in its entirety. In a detailed essay of at least five (5) complete paragraphs, state your opinion on the following questions:

- Do you think that the United States owes the descendants of enslaved people an apology for slavery? If yes, what do you think an effective apology would look or sound like? Do you think that things like monuments, statues or memorials could be forms of apology?
- The article cites investments in education, housing and business as other models for reparations. What do you think about these approaches?
- Students at Georgetown University have voted to increase their tuition by \$27.20 each semester to “benefit descendants of the 272 enslaved Africans that the Jesuits who ran the school sold nearly two centuries ago to secure its financial future.” What do you think about this action on behalf of Georgetown students? Do you think the fee effectively addresses the university’s ties to slavery? If you were a student at Georgetown, would you have supported this decision? Do you think that other schools, colleges or institutions should follow Georgetown University’s example and investigate their ties to slavery?
- Do you think descendants of enslaved people are owed reparations, in a similar way that the United States gave reparations to Japanese-Americans? Or the ways that Germany has given money and services for Holocaust survivors? Do you think there is a thoughtful and fair way to do this, or has too much time passed since slavery was abolished to make reparations practically feasible or appropriate?

Use this source and at least two (2) other current sources that you choose to support your argument presented in your thesis statement. **Remember that your thesis statement should be the last sentence in your first paragraph, and be sure to underline it.** One of your other sources can also be an interview with a credible resource such as a civil rights expert/attorney or a state legislator. Be sure to cite the sources on a Works Cited page, according to MLA format, at the end of your essay on a separate sheet.

\*This writing prompt and instructions were paraphrased and taken from *The Learning Network: The New York Times*.

## Grading Rubric for Written Assignments

### Levels of Assessment

| Criteria                       | Inadequate=D<br>(Below Standard)  | Adequate=C<br>(Meets Standard)   | Above Average=B<br>(Exceeds Standard)  | Exemplary=A<br>(Far Exceeds Standard)  |
|--------------------------------|---|--|--|--|
| <b>Organization</b>            | Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.   | Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay. | Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present. | Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stir's thought regarding the topic.                                |
| <b>Level of Content</b>        | Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.   | Content indicates thinking and reasoning applied with original thought on a few ideas.   | Content indicates original thinking and develops ideas with sufficient and firm evidence.  | Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.  |
| <b>Development</b>             | Main points lack detailed development. Ideas are vague with little evidence of critical thinking.   | Main points are present with limited detail and development. Some critical thinking is present.  | Main points well developed with quality supporting details and quantity. Critical thinking is weaved into points.                                      | Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.   |
| <b>Grammar &amp; Mechanics</b> | Spelling, punctuation, and grammatical errors create distraction, making reading difficult, fragments, comma splices, run-ons evident. Errors are frequent. | Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain.   | Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.                    | Essay is free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.   |
| <b>Style</b>                   | Mostly in elementary form with little or no variety in sentence structure, diction, rhetorical devices or emphasis.   | Approaches college level usage of some variety in sentence patterns, diction, and rhetorical devices.  | Attains college level style; tone is appropriate and rhetorical devices used to enhance content; sentence variety used effectively.                    | Shows outstanding style going beyond usual college level; rhetorical devices and tone used effectively; creative use of sentence structure and coordination                                      |
| <b>Format</b>                  | Fails to follow format and assignment requirements; incorrect margins, spacing and indentation; neatness of essay needs attention.                          | Meets format and assignment requirements; generally correct margins, spacing and indentations; essay is neat but may have some assembly errors.        | Meets format and assignment requirements; margins, spacing, and indentations are correct; essay is neat and correctly assembled.                       | Meets all format and assignment requirements and evidences attention to detail; all margins, spacing and indentations are correct; essay is neat and correctly assembled with professional look. |

More help on getting better grades: <http://home.smu.edu/~hculbert/survive.pdf>

## Most Worshipful Prince Hall Grand Lodge of South Carolina

Student \_\_\_\_\_ District # \_\_\_\_\_

District Deputy's Name \_\_\_\_\_

Student's Address and Phone \_\_\_\_\_

Name(s) of Parent or Guardian \_\_\_\_\_

School \_\_\_\_\_ Total Points \_\_\_\_\_/100

### Essay Grading Rubric for 2023

#### Levels of Assessment

| <b>Criteria</b>                             | <b>Inadequate</b> | <b>Adequate</b> | <b>Above Average</b> | <b>Exemplary</b> |
|---|-------------------|-----------------|----------------------|------------------|
| <b>Content<br/>(24)</b>                     | (1-6)             | (7-12)          | (13-18)              | (19-24)          |
| <b>Development<br/>(20)</b>                 | (1-5)             | (6-10)          | (11-15)              | (16-20)          |
| <b>Grammar &amp;<br/>Mechanics<br/>(12)</b> | (1-3)             | (4-6)           | (7-9)                | (10-12)          |
| <b>Style<br/>(20)</b>                       | (1-5)             | (6-10)          | (11-15)              | (16-20)          |
| <b>Format**<br/>(24)</b>                    | (1-6)             | (7-12)          | (13-18)              | (19-24)          |

**\*\*BE SURE THAT THE STUDENT SHOWS EVIDENCE OF HAVING USED THE REQUIRED SOURCES FROM THE INSTRUCTIONS, AND THAT THE ESSAY IS PREPARED IN MLA FORMAT.**

**IMPORTANT: DISTRICT LEVEL PARTICIPANTS**  
**RETURN COMPLETED SCHOLARSHIP PACKET TO:**

District Deputy \_\_\_\_\_

Masonic District # \_\_\_\_\_

Address \_\_\_\_\_  
\_\_\_\_\_

**DEADLINE DATE**

**MONDAY, MARCH 27, 2023**

**Thank you kindly for participating!**