Honors United States History Summer Assignment

You must join google classroom to get the textbook chapter readings.

Unless desired, printing these out is not required for class.

Code: 39ettm

Summer Assignment #1: Textbook Reading Notes - DUE UPON RETURN

Read Chapters #2-4 using the textbook for America: Pathways to the Present (reading attached on Google Classroom). For this assignment you must complete the following:

- Take handwritten notes on important information presented in EACH section of the chapter
  - You must follow the template that is posted on google classroom (P.O.P. Notes)
- Suggested page amount of notes, per chapter, is 15-20 handwritten pages. Any more than this and students tend to just “re-write” the book. Any less than this and the coverage of the chapter objectives will not be appropriate.

Summer Assignment #2: United States Geography - DUE UPON RETURN/ASSESSMENT UPON RETURN

Knowledge of this information will prove essential as we will discuss all of this geography at different points throughout the course. This is posted in Google Classroom. This portion of the summer assignment requires you to become familiar with the following important information:

- Identification of the 50 states, capitals and state abbreviations in the United States
- Bodies of Water
- Geographic Features

Summer Assignment #3: Critical Analysis Paper –

1. TURNED IN ON GOOGLE CLASSROOM — NO LATER THAN August 27 at 7 am.
2. A printed copy is also required for the first day of classes (August 27)

- This is an individual Assignment. Rubric is posted on google classroom.
- Each paper needs to include a thesis statement and specific evidence from the textbook pages
  - Textbook evidence should not be quotes but explanations of the material in your own words. Then the following citation (Cayton, Chapter ___, Page ___).
- While outside sources are not required, if you decide to use them you must cite using full MLA citations. In-text and also a full citation at the bottom of the paper. Websites ending in .edu, .gov, .org are generally good sources for information. Wikipedia is not. Plagiarism issues will follow our disciplinary portion of our NHS handbook.
  - Visit OWL Purdue website for guidelines:
    https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

- Choose one of the following prompts for your paper. All papers need to be typed, double-spaced, Times New Roman, 12-font.
  - Describe the early years of the federal government, including the development of the two-party system and the importance of the Louisiana Purchase and War of 1812.
  - Analyze the impact of the market revolution (1815–1860) on American society.
  - Analyze how the rise of reform movements and westward expansion contributed to the beginnings of the Civil War.
EFFECTIVE NOTES NEED TO P.O.P.
In order to better facilitate effective note-taking skills your summer work notes need to follow the above structure. They need to P.O.P.

Purposeful - preview text for big ideas/terms/objectives, student created questions off of the objectives- effective use of the vocabulary to answer those questions/objectives, all notes are useful for answering the questions and covering the core key terms/vocabulary

Organized - for easy reference, labelled, follows templates, page #s, questions and answers are next to each other for clarity and studying purposes

Personal - highlighting/coding with colors, illustrations, acronyms, summaries in own words, bullets as needed, effective use of shorthand, charts/graphs

Step Process for completing your notes:
1. Survey (scan/skim) through the text - a section at a time
   a. How many pages is it? How many sub sections- what are their titles? What do you need to know? What images are shown- why do you think they are chosen? What are the objectives of the reading? What vocabulary is important? How does the vocabulary answer the objectives?
   b. Look at the headings, subheadings, images, questions, bolded vocabulary
2. Create Questions
   a. In the case of your summer work textbook pages- the book already gives you “Reading Focus” questions. These need to be included for all sections. These reading focus questions generally match up to the headings/subheadings. Check that they do. Additional questions should also be created as well.
   b. The goal of each note you write is to provide purposeful answers to your questions that are created by using the key terms and specific examples in the text.
   c. As you are taking notes- be sure to consider/complete the following:
      i. Reading Focus Questions and student created questions
      ii. Key Terms/Vocabulary are used to directly answer the objectives and their questions
      iii. Page # are used
      iv. Notes are in own words- shorthand and bullets are used effectively
      v. There is a clear format (Examples: Underlined titles, questions, bolded vocabulary, indents, highlighted,). Answer to questions are “lined up” with the questions
      vi. Notes directly answer the questions, provide examples of key events, individuals, concepts, importance/impact of topics covered

Your Target should be approximately 15-20 pages handwritten per chapter. This is achievable if you take P.O.P. notes.
P.O.P. Note Example is on Google Classroom for the first four pages of Chapter 2.
### Chpt 2: Balancing Liberty and Order (1753-1820)  
**Section 1: The Road to Independence (40-49)**

<table>
<thead>
<tr>
<th>French and Indian War (40-41)</th>
<th><strong>Cause:</strong> British and French territorial issues along the Ohio River, 1754-1763</th>
</tr>
</thead>
</table>
| Why was the Albany Plan Important? | Albany Plan of Union→ Franklin, wanted delegates from each colony which were elected by their colonies...model for US govt later  
|                               | French winning first (more unified)  
|                               | Indians first with the French then switched to the British  
|                               | 1759- British take New France and capture Quebec |
| **Importance:** Treaty of Paris 1763 | - Changed the Map: New France east of Miss River to Britain  
|                               | - Except New Orleans and west of Miss River to Spain  
|                               | - Spain got Cuba in exchange for British get of Florida  
|                               | - Strained Relations between Brit and Colonists... British appeared militarily weak... also App Mtns are now open to colonize...why not? |
| What issues led to the Revolution? | 1. Pontiac’s Rebellion led to → **Proclamation of 1763:** West of App Mtns closed to settlements...colonists still went anyway  
|                               | 2. British war debts → **Sugar Act 1764** → no jury, judges receive commission of illegal cargoes→ high guilty charges found  
|                               | 3. **The Quartering Act 1765**- required to provide housing/supplies  
|                               | 4. **Stamp Act 1765**... only purpose of tax was to get money  
|                               | a. Colonies discuss with delegates... “No taxation without representation”- James otis, Mass  
|                               | b. Organized a boycott (refusal to buy certain products or use certain goods)  
|                               | i. **STAMP ACT REPEALED** in March 1766  
|                               | 5. **Declaratory Act 1766:** Brit Parliament can make laws to apply to the colonists “in all cases whatsoever”  
|                               | 6. **Townshend Acts 1767:** Duties on imported goods...taxed without representation again... (Canceled after the Massacre)  
|                               | 7. March 6 1770- British soldiers and Boston crowd—Crispus Attucks and four other colonists died  
|                               | 8. 1772- Committee of Correspondence Founded in Boston (Sam Adams/Otis)... 1774 most colonies had one as well  
|                               | 9. **Tea Act May 73:** British East Asia Co can sell w/o taxes...Colonists smuggling tea would be out of “business”...Refused to let ships dock  
|                               | 10. **Boston Tea Party:** Dec 16, 73: Colonists dressed as Indians throw tea from three ships overboard  
|                               | 11. **Coercive Acts or Intolerable Acts** Spring 74  
|                               | 12. Sept 5, 1774- 56 Delegates, all except Georgia,  
|                               | a. Agreed to Boycott English Goods  
|                               | b. Call for the colonists to Arm Themselves  
|                               | c. Direct Appeal to King  
|                               | 13. King George III wrote 11/18/74: “The New England governments are in a state of rebellion, blows must decide” |
Map work:

Map #1

A. Label all 50 states and their corresponding capitals, state abbreviations.

United States of America
Name the State!

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Map #2

Map of New World Beginnings (Mandatory)

Directions: Using the Internet and additional resources as necessary, carefully fill in the attached map with the items listed below. Please read the list carefully and completely before beginning your work.

**Bodies of Water (label only)**
1. Atlantic Ocean
2. Pacific Ocean
3. Caribbean Sea
4. Great Lakes (each individually)
5. Missouri River
6. Ohio River
7. Mississippi River
8. Columbia River
9. St. Lawrence River

**Geographic Features / Landforms**
1. Appalachian Mountains
2. Rocky Mountains
3. Great Basin
4. Great Plains
5. Bering Land Bridge
6. Tidewater Region
<table>
<thead>
<tr>
<th>Goal: 15/20</th>
<th>Exemplary (4)</th>
<th>Goal: Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Student Score</th>
<th>Teacher Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus (Thesis present)</td>
<td>Engages and fully develops a clear thesis as appropriate to the assignment.</td>
<td>Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.</td>
<td>Simplistic idea; thesis is weak, unclear, and/or too broad.</td>
<td>Misunderstanding of the prompt, off-topic; thesis is essentially missing or not discernable.</td>
<td></td>
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</tr>
<tr>
<td>Organization</td>
<td>Organizes information logically so that a structure and development are obvious. Organization enhances topic development and presentation.</td>
<td>Organizes information so that a structure and development are obvious. Organization helps topic development and presentation.</td>
<td>Organizes information that reflects some structure and development. Organization is minimal and limits topic development and presentation.</td>
<td>Information is not presented in a logical, organized structure. Topic development is missing.</td>
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<tr>
<td>Development (Evidence Use and its connection to thesis)</td>
<td>Supports consistent point of view with evidence that is original and reveals depth of ideas. Ideas work together as a unified whole (thesis and topic sentences) are thoroughly supported with specific evidence.</td>
<td>Supports point of view with evidence. Ideas work together as a unified whole. Main points (thesis and topic sentences) are adequately supported with evidence.</td>
<td>Inconsistent point of view supported with limited evidence. Ideas do not work together as a unified whole. Main points (thesis and topic sentences) are insufficiently supported.</td>
<td>Point of view is vague. Illogical generalizations without support. Ideas are not supported.</td>
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<tr>
<td>Analysis and Evaluation (explanations, outside knowledge)</td>
<td>Communicates a thorough and accurate analysis of the text, which is relating to the topic and found to be reliable and valid; makes insightful connections to prior knowledge or other texts. Textual evidence is referenced with clear concise explanations.</td>
<td>Communicates an adequate analysis of the text, which is relating to the topic and found to be reliable and valid; makes connections to prior knowledge or other texts. Textual evidence is referenced with clear concise explanations.</td>
<td>Attempts to communicate an analysis of the text, which is somewhat relating to the topic; makes a few connections to prior knowledge or other texts. Textual evidence is referenced with some attempt at analysis and/or explanations.</td>
<td>Does not attempt to communicate an analysis of the text, which is somewhat relating to the topic and may or may not be valid; makes few if any connections to prior knowledge or other texts. Little to no explanations provided of the textual evidence-this evidence serves as sole authority of analysis.</td>
<td></td>
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<td>Style and Writing Conventions</td>
<td>Reflects clear awareness of audience in the tone of the writing. Uses language appropriately and skillfully to express ideas. Evident control of grammar, mechanics, spelling, usage and sentence formation. Textbook/Sources are cited appropriately and fully using MLA.</td>
<td>Reflects adequate awareness of audience in the tone of the writing. Uses language adequately to express ideas. Sufficient control of grammar, mechanics, spelling, usage and sentence formation. Textbook/Sources are cited appropriately and fully using MLA.</td>
<td>Reflects adequate awareness of audience in the tone of the writing. Uses language adequately to express ideas. Sufficient control of grammar, mechanics, spelling, usage and sentence formation. Textbook/Sources are cited appropriately and fully using MLA.</td>
<td>Inadequate awareness of audience as reflected in the tone of the writing. Attempts to use technical tools/language conventions. Minimal control of grammar, mechanics, spelling, usage and sentence formation. Textbook/Sources are not cited appropriately and fully using MLA.</td>
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**Format:** Typed, Double-spaced, Times New Roman, 12-font, 1-inch margins, 2-3 pages

**Total Score (out of 20)**