

Providence High School

U.S. History and AP/DC U.S. History

2009 Summer Assignment

Introduction

The following assignments are presented to introduce basic ideas in preparation for your United States History class. You must read the book(s) and examine the discussion questions. These discussion questions are designed to help you understand the novel and will require that you manage your time well. The discussion questions are not required. However, it would be to your advantage to be able to answer the questions. In addition, there is the *Culminating Assessment Activity*. The *Culminating Assessment Activity* is due on the first day of class.

This reading assignment, discussion questions and *Culminating Assessment Activity* are designed to prepare you to adequately demonstrate both your grasp of the material presented and your ability to learn independently, (skills that will be valuable to have when you attend college.)

The following tasks are to be independently done. That is, without any assistance from other students. All assignments are to be pledged with the following statement:

“On my honor, I have not received nor did I give information on this assignment.”

You will need to purchase a ***three subject spiral notebook*** and label each subject as follows:

Subject 1: Key Terms and Concepts (30 points)

Subject 2: *Uncle Tom’s Cabin* by Harriet Beecher Stowe (70 points)

Subject 3: *In the Heart of the Sea* by Nathaniel Philbrick (70 points)

You will turn in this three subject spiral notebook during the first day of class. There will be a test during the first few weeks in which you may be able to use your notebook. **The total summer assignment is valued at up to 150 points. This is considered a major grade.**

EXTRA CREDIT –worth 50 points

Read *Mayflower* by Nathaniel Philbrick and write a historiography commentary on the book. The guidelines are available on the last page of the summer reading packet. This is available to **both** on level and AP/DC.

If at anytime while working on any assignments and you have questions or need direction, you may contact me at home or school. My addresses are as follows:

U.S. History and AP/DC U.S. History

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Subject 1: Key Terms and Concepts

Assignment :Key Terms

Below is a list of key terms and concepts and people that will be of significance during your learning this year. You are to define and/or identify the following your “Key Terms and Concepts” notebook. One point for each correct response.

You must complete all of the following: (30 Points)

1. Roanoke
2. Virginia Company
3. Jamestown
4. “Starving Time”
5. House of Burgesses
6. Mayflower Compact
7. Royal Colony
8. Charter Colony
9. Joint-Stock Company
10. Proprietary Colony
11. Puritans
12. Massachusetts Bay Colony
13. Great Migration
14. Plymouth Bay Colony
15. Pequot War
16. Anne Hutchinson
17. Roger Williams
18. Maryland Toleration Act
19. Fundamental Orders of Connecticut
20. King Philip’s War
21. Bacon’s Rebellion
22. Dominion of New England
23. Glorious Revolution in England
24. Halfway Covenant
25. Salem witchcraft trials
26. Great Awakening
27. Peter Zenger Case
28. Stono Rebellion
29. salutary neglect
30. triangular trade

Subject 2: *Uncle Tom’s Cabin* by Harriet Beecher Stowe

Assignment: Summer Reading – all U.S. History Classes. Read the following book and examine the discussion questions. Once you have completely finished reading the book, do the *Culminating Assessment Assignment* in your spiral notebook.

Introduction

- *Uncle Tom's Cabin, or, Life Among the Lowly* is a novel by Harriet Beecher Stowe which treats slavery as a central theme. The novel had a profound effect on the world's view of African-Americans and slavery, so much so in the latter case that people have said the book laid the groundwork for the American Civil War.

Discussion Questions

1. Discuss the differences between the portrayals of men and women in *Uncle Tom's Cabin*. Does Tom fit with the rest of the men in the book? Why or why not? How does the portrayal of women reveal Stowe's feminism?
2. Discuss Stowe's use of opposites and the technique of contrast in *Uncle Tom's Cabin*.
3. What roles do circumstance and chance play in *Uncle Tom's Cabin*? Does the text use either of them to help explain the existence of slavery?
4. In what ways does Stowe present the incompatibility of slavery with the Christian ethic of love and tolerance? Who are the Christ-like figures? How do the novel's Christ figures underscore its basic Christian messages?
5. Compare and contrast Tom's three owners in the novel—Shelby, St. Clare, and Legree. How are they alike? How are they different? Do they appear in the novel according to any particular sequence, and if so, how does this progression relate to the general themes of the book?
6. Discuss the role of Eva in the novel. In what ways does she contribute to the novel's larger messages?
7. How do Stowe's political objectives affect the style and formal aspects of the novel? In designing her characters to make a point, did she make them too simple?

Historical Perspective Questions (may required a little research)

8. Colonization vs. abolition as solutions to the problem of slavery (in history and in the novel). Discuss.
9. Does Stowe use racial stereotypes? Discuss.
10. Explain the effect of the Fugitive Slave Law on the North.
11. Discuss Harriet Beecher Stowe and the antislavery movement.
12. Discuss the topic of Harriet Beecher Stowe and the Civil War.

Culminating Assessment Activity

This is due the first day of class

Pick one (70 points):

1. Tom has been brought up on charges in the court of public opinion, and you have been part of his defense team. Write a summation to the jury, defending Tom against the charge that he is an "Uncle Tom"—that is, "fawning and servile in his behavior to whites." Stress any points in Tom's experience, behavior, and / or philosophy that seem to you to be relevant in his defense.
2. Simon Legree has been charged with Tom's murder. You considered resigning from your law firm, which Legree hired to defend him, but your boss talked you out of it. Now you have been assigned to write a brief explaining why Legree should be convicted of a lesser charge. Write an essay in which you present any evidence and / or logical arguments you can find to support the idea that, considering Legree's culture and the circumstances surrounding Tom's death, Legree should not be charged with capital murder.

Subject 3: *In the Heart of the Sea* by Nathaniel Philbrick

Assignment: Summer Reading –AP/DC U.S. History only. Read the following book and do the discussion questions. Once you have completely finished reading the book, do the questions and the *Culminating Assessment Assignment* in your spiral notebook.

(70 points for both the discussion questions and the Culminating Activity):

Introduction

- An intense and mesmerizing read, *In the Heart of the Sea* is a monumental work of history forever placing the Essex tragedy in the American historical canon. Nathaniel Philbrick uses little-known documents—including a long-lost account written by the ship's cabin boy—and penetrating details about whaling and the Nantucket community to reveal the chilling events surrounding this epic maritime disaster. In 1819, the Essex left Nantucket for the South Pacific with twenty crew members aboard. In the middle of the South Pacific the ship was rammed and sunk by an angry whale. The crew drifted for more than ninety days ultimately turning to drastic measures in the fight for survival.

Discussion Questions

1. In 1820, Nantucket was a Quaker town. What do Quakers believe? Was it hypocritical of a Quaker community to embrace such a violent occupation as whaling?
2. Given their proximity to the shipwreck, why did the Essex survivors avoid the South Pacific islands? What factors—historical, cultural, and otherwise—contributed to the decision to take a longer route home?
3. With what you've learned about the people of Nantucket and the whalers in particular, can you explain their fearlessness in the face of nature? And, conversely, their great fear of strange human beings? How is our world different today? Does this account somewhat for our contemporary fascination with tales of man versus nature?
4. The book discusses a few potential reasons why the whale attacked the Essex. What are these and which do you believe to be true? Why was the notion of a vengeful whale so terrifying to Owen Chase? How do you think contemporary views of whaling differ from those in 1820? How would you explain this change in attitudes?
5. There are moments in the book where natural events are viewed by the author as metaphorical to the men's experiences. Choose one or two and discuss how the metaphors illuminate the story. Also, discuss their importance to the narrative.
6. What was the difference in the leadership styles of George Pollard and Owen Chase? Did these differences contribute to the demise of the Essex or the eventual loss of lives? If so, how? Who do you think made a better leader and why?
7. What was the established hierarchy on the Essex? How did this reflect the social stratification of Nantucket?
8. In 1820, what options did a captain have for navigating his ship? Which of these were available to the Essex? How did "dead reckoning" work? How have navigational tools evolved since then?
9. Did race have anything to do with who lived or died on the Essex? How?

Culminating Assessment Activity

This is due the first day of class

1. *In the Heart of the Sea* has been optioned by a production company to be made into a feature film. Imagine you are the screenwriter chosen to adapt this book. What are the central dramatic situations you would choose and who would be your main character? Is there a clear protagonist? Is there a clear antagonist? How would you make sure that the history of the story is preserved?

EXTRA CREDIT: Historiography *Mayflower* by Nathaniel Philbrick

Assignment: Commentary (worth 50 points)

As you read this book, look at the following guidelines to help you write a commentary. A commentary is a paper that allows you to do two things:

1. Give a written response to the information you have examined
2. Evaluate the importance of the information and the source from which it comes.

It should include the following:

The Summary: A summary consists of a discussion of the major features, trends, themes, ideas, and characteristics. Your aim should be to give a true but condensed picture of the book, including the way it is organized. (About three to four paragraphs.)

The Critique: A critique consists of your thought, responses, and reactions to what you have read. The following questions are examples of the kind you should consider as you read your book and prepare the critique. You may choose to answer the questions as questions or in paragraph form. (Answer as completely as possible)

1. What is your overall opinion of the book and why?
2. How effectively and in what ways does the theme of the book or argument of the author reflect what you already know?
3. How well has the author achieved his/her aims? Are these aims supported or justified?
4. Does the author seem fair and accurate? Is there any distortion, exaggeration, or diminishing of the material? Is the overall interpretation biased, subjective, slanted, or objective? Does the author try to look at both sides of the issue?
5. Is the book interesting or boring, and why? Does the material presented raise your curiosity about the subject and why?
6. Is there enough information in the book? Is the subject treated thoroughly or summarily?
7. How well is the book written? [Should you use quotes as examples, keep them short – preferably no more than one sentence]
8. Is there anything distinctive or noteworthy about the book? [Give examples where useful]