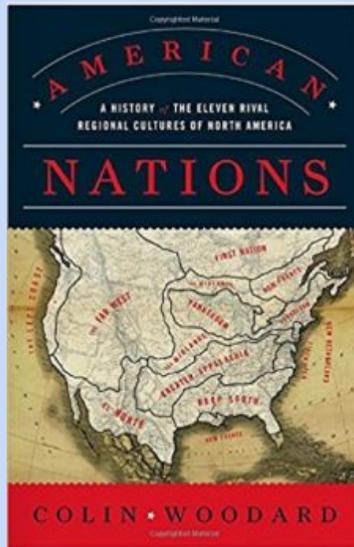


# Honors American History II

## Summer Reading Assignment

### Kate Koch

For students planning to pursue Honors American History II Junior year, obtain a copy of *American Nations* by Colin Woodard.



#### Part A:

Read the whole book, and as you read, **annotate** (underline and make notes in the margins). This is a valuable skill to have (it will be essential in college). Notes in the margin may consist of 2-3 word summaries of main ideas or questions/comments that occur to you as you read. If you prefer to use sticky notes, that is acceptable as well. I have included an annotation guide on the next page.

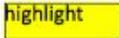
Within your annotations for each chapter, include:

- Chapter summary statement of the main idea
- 5 vocabulary words and definitions (ex. draconian, judicial papers)
- 5 proper nouns (ex. Tidewater, Denmark Vesey, Orval Faubus)

# ANNOTATION GUIDE FOR READING HISTORICAL TEXT

Annotations are used to help the reader interact with the text in order make the text meaningful. Annotations that are done correctly should enable the reader to look back and remember important information from the text without having to re-read the entire text. Here are a few annotations that you will be using this year.

## ANNOTATIONS

NAME	ANNOTATION	EXPLANATION
1. Mystery Words	 I: or D:	Put a box around any words that you are uncertain of the definition  I: Write what you can infer (guess) about the meaning from cues in the surrounding text.  D: If you can't infer anything, look up the definition and write it down.
2. Key Terms		Place a circle around key people, dates, vocabulary and ideas.
3. Strike Gold! (or <u>underline</u> )		Highlight small chunks of "golden text" that you think has the most important information.  Caution: Make sure not to abuse this idea. Try to discern which text represents the most important information only. Usually only a few parts of sentences will be highlighted per paragraph.
4. Star Key Points		Put a star and write notes in the margin a of text that represent the <i>most important</i> thought or idea in the whole reading. Star points are given to content that is related to class discussions, classwork or any course learning.
5. Short <i>summary</i> for each reading subheading.	Hashtag (#) <u>OR</u> Billboard Advertisement <u>OR</u> Web Address	<u>Hashtag</u> : Just like in the digital world hashtags are used to summarize the main idea. The hashtag is followed by text that summarizes key points of each paragraph. Ex: #shortenedkeysummary  <u>Billboard</u> : A quick ad or ad re-phrase that summarizes the main point. Ex: Got Milk?  <u>Web Address</u> : Create a .com web address summary of the main idea.  For example: summarize-this-article.com

## Part B:

Write a **creative piece** that demonstrates your understanding of the concepts in the book and which allows you to consider various perspectives on different issues.

Your document must be 1-1.5 typed pages (double spaced) and should be a persuasive piece of writing from someone in one of Woodard's eleven regions to someone else in a different region from the book. Point of view should be clear as to your understanding and analysis of the text. Before you write, answer the **role, audience, format and topic** questions in the diagram below and map out your piece; your role and audience should be apparent in your words. Use one of the listed formats to explore one of the topic choices.

<b>Role:</b> Who are you as the writer?	<b>Audience:</b> To whom are you writing?	<b>Format:</b> In what format are you writing? (Choose one)	<b>Topic:</b> What are you writing about? (Choose one)
<ul style="list-style-type: none"><li>• Write in the voice of someone from one of the eleven regions discussed in the book. Make the identity you have chosen clear through your writing.</li></ul>	<ul style="list-style-type: none"><li>• Create the identity of someone from a different region than your role. This is the person/people to whom you are writing. Their region should be clear in your writing.</li></ul>	<ul style="list-style-type: none"><li>• Letter to the Editor</li><li>• Love Letter</li><li>• Advertisement</li><li>• Interview</li><li>• Legal Brief</li><li>• Eulogy</li><li>• Excerpt from a memoir</li><li>• Speech</li></ul>	<ul style="list-style-type: none"><li>• Slavery</li><li>• American Revolution</li><li>• Westward Expansion</li><li>• Imperialism</li><li>• Religion</li><li>• Immigration</li><li>• Secession</li><li>• Social Class</li><li>• Tradition</li><li>• Native Americans</li><li>• Articles of Confederation v. Constitution</li></ul>

*NOTE: You must complete all assignments individually. All work must be original. You will submit your writing to [turnitin.com](https://www.turnitin.com) during the first week of class. You will be graded on annotations and written piece.*

*Feel free to email me with any questions: [kkoch@gosms.org](mailto:kkoch@gosms.org)*

# What to expect in Honors American History II

Each quarter, Honors students complete a 3-6 page research paper that parallels the eras we are studying that quarter. This is self-directed work in addition to the regular history curriculum.

Furthermore, tests for Honors students often include extra questions and require more detailed explanations than tests for students in the regular section.

If you are someone who loves history and digging into the context and backstory of what happened in the past, this is the class for you!

