

Marion P Thomas Charter High School

English Department

Rising English III Summer Reading Assignment

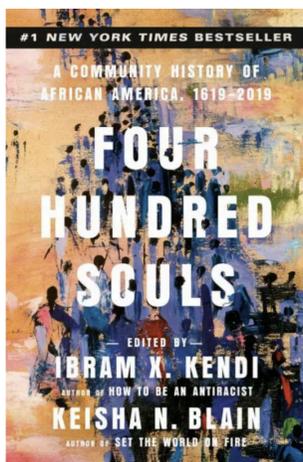
Google Classroom Code: 3bgviuo



Welcome to English III! In order to prepare you for the high level of analysis and critical thinking that will be expected of you, the English III team has designed tasks to accompany the REQUIRED Summer Reading. Assignments are due on the **first day of school** and will count as an assessment grade.

During the 1st marking period, you will also engage in additional tasks related to this text, therefore, the reading of this book is critical and required.

English III Text



Title: Four Hundred Souls: A Community History of African America, 1619-2019

Author: Ibram X. Kendi, Keisha N. Blain

ISBN: 9780593449349

[PDF Copy of the Novel](#)

Overview

Eighty Black writers and 10 Black poets, 400 years of history, told in five-year increments — this is a work of counterpoint and panorama, a book wholly its own, wonderfully unique. Read it slowly and with intention, allowing the voices and histories to "speak" in conversation, author to author, author to reader. It is indeed the history of African America, but one clear takeaway is that "the true story of America begins here, in 1619. This is our story. We must not flinch."

Four Hundred Souls is a unique one-volume "community" history of African Americans. The editors, Ibram X. Kendi and Keisha N. Blain, have assembled ninety brilliant writers, each of whom takes on a five-year period of that four-hundred-year span. The writers explore their periods through a variety of techniques: historical essays, short stories, personal vignettes, and fiery polemics. They approach history from various perspectives: through the eyes of towering historical icons or the untold stories of ordinary people; through places, laws, and objects. While themes of resistance and struggle, of hope and reinvention, course through the book, this collection of diverse pieces from ninety different minds, reflecting ninety different perspectives, fundamentally deconstructs the idea that Africans in America are a monolith—instead it unlocks the startling range of experiences and ideas that have always existed within the community of Blackness.

RST Texts

**THE LETTERS OF
JOHN AND ABIGAIL
ADAMS**



Letters from John and Abigail Adams

[PDF](#)

The Assignment

1. Reflection Activity: Dialectical Journal

A dialectical journal is a notebook comprised of journal entries where a student records observations about the text and interacts and engages with the text on a deeper level. Each entry should include quotes as well as higher-level analysis. Complete entries for the following:

| | | |
|--|---------------------------|--------------------|
| 1749–1754: Race and the Enlighten- ment by Dorothy E. Roberts | Summary: | New Vocabulary: |
| | Important Moment (Quote): | Analysis of Quote: |
| 1754–1759: Blackness and Indigeneity by Kyle T. | Summary: | New Vocabulary: |
| | Important Moment (Quote): | Analysis of Quote: |

| | | |
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| Mays | | |
| 1759-1764: One Black Boy: The Great Lakes and the Midwest by Tiya Miles | Summary: | New Vocabulary: |
| | Important Moment (Quote): | Analysis of Quote: |
| 1764-1769: Phillis Wheatley by Alexis Pauline Gumbs | Summary: | New Vocabulary: |
| | Important Moment (Quote): | Analysis of Quote: |
| 1774-1779: The American Revolution by Martha S. Jones Poem: "Not Without Some Instances of | Summary: | New Vocabulary: |
| | Important Moment (Quote): | Analysis of Quote: |

| | | |
|---|----------------------------------|---------------------------|
| <p>Uncommon Cruelty" by Justin Phillip Reed</p> | | |
| <p>1784-1789: The U.S. Constitution by Donna Brazile</p> | <p>Summary:</p> | <p>New Vocabulary:</p> |
| | <p>Important Moment (Quote):</p> | <p>Analysis of Quote:</p> |
| <p>1789-1794: Sally Hemings by Annette Gordon-Reed</p> | <p>Summary:</p> | <p>New Vocabulary:</p> |
| | <p>Important Moment (Quote):</p> | <p>Analysis of Quote:</p> |
| <p>1794-1799: The Fugitive Slave Act by Deirdre Cooper Owens</p> | <p>Summary:</p> | <p>New Vocabulary:</p> |
| | <p>Important Moment (Quote):</p> | <p>Analysis of Quote:</p> |

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| | | |
| 1799-1804: Higher Education by Craig Steven Wilder | Summary: | New Vocabulary: |
| | Important Moment (Quote): | Analysis of Quote: |

Letters of John and Abigail Adams - Text-Dependent Questions

| | |
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| <p>Who wrote the first letter and to whom was it written?</p> <p>Who wrote the second letter and to whom was it written?</p> <p>About how much time has pass between the writing of the two letters?</p> | |
| <p>Abigail Adams is expressing her hope that the 2nd Continental Congress will declare American independence from Great Britain. What is she hoping for in this declaration?</p> <p>What evidence from the text describes her hopes for “an independency”?</p> <p>What evidence from the text describes her concerns if her hopes are not addressed?</p> | |
| <p>In line 8, Abigail Adams claims that “all Men would be tyrants if they could” and that it is a truth “so thoroughly established” that it is indisputable (lines 13-14). In the second paragraph (lines 13-20), what solutions does she offer for solving this “thoroughly established problem?”</p> | |
| <p>In Abigail’s letter on line 18, what words could be substituted for “your Sex?”</p> | |
| <p>On line 16, Abigail Adams writes that “it” should be “put out of power.” What is <i>it</i>, and how does she refer to <i>it</i> throughout her letter?</p> | |
| <p>The word providence (line 19) describes the idea of being placed under the care and guidance of God. What words or phrases in the second paragraph illustrate this idea?</p> <p>What words or phrases from the same paragraph describe the opposite idea of providence?</p> | |

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| <p>Now consider the evidence you gathered and write two sentences describing:</p> <ol style="list-style-type: none"> 1. The way Abigail Adams believes men treat women 2. The way Abigail Adams believes women should be treated by men | |
| <p>In the second letter, John Adams responds to his wife's demand to "remember the Ladies, and be more generous and favourable to them than your ancestors (Line 6-7)." First, though, he qualifies the impact of the "Struggle" (line 5) on other groups in colonial America. Using evidence from Abigail's letter, what "Struggle" is he referring to? What groups are listed and what have they done to "loosen the bands of Government everywhere?"</p> | |
| <p>Reread lines 10-12. What "Tribe" is Adams referring to?</p> <p>What words does he use to describe this tribe?</p> <p>Based on this evidence, what do you think is John Adams personal belief about this tribe?</p> | |
| <p>In line 12, John uses the word saucy to describe Abigail. Synonyms for saucy range from disrespectful and rude to smart, bold and sassy. What meaning is John ascribing to Abigail? Using evidence in the texts to support your answer.</p> | |
| <p>In line 14 John claims that "We know better than to repeal our Masculine systems" (line 14). This describes the social, political, and intellectual power of men in Colonial America. However, John contrasts this claim with the idea of the "Despotism of the Petticoat."</p> <p>What words and phrases does John use to describe "Masculine Systems?"</p> | |

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| <p>How does John contrast the power of the “Masculine Systems” to the “Despotism of the Petticoat?”</p> | |
| <p>In writing, “tone” describes the general attitude or mood of the writer being expressed through their writing. In John’s letter to Abigail, which word best describes his tone: condescending, playful, severe, or lighthearted? List evidence from the text that supports the word you chose. Explain why you selected the word you did to a partner.</p> <p>Is there a phrase you selected that could be used to support a different description of John’s tone in his letter to Abigail? Explain your answer.</p> | |

| <p>These words merit <u>LESS</u> time and attention (They are concrete and easy to explain, or describe events/ processes/ideas/concepts/experiences that are familiar to your students.)</p> | | | <p>These words merit <u>MORE</u> time and attention (They are abstract, have multiple meanings, and/or are a part of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with.)</p> | | |
|--|---------------|--|---|------------|--|
| Line # | Word | Definition | Line # | Word | Definition |
| 4 | independency | An independent territory, nation, or the like. | 9 | rebellion | The act of disobeying rules or fighting against authority. |
| 5 | Code of Laws | Complete system of laws. | 10 | bound | Held to by law or duty. |
| 7 | ancestors | A person from whom one is descended and who lived several generations ago. | 13 | tyrannical | Imposing one’s will on others by threat or force; despotic; oppressive. |
| 15 | harsh | Severe or strict. | 17 | indignity | Something that offends or injures one’s dignity; humiliation or insult. |
| 16 | vicious | Likely to be cruel or violent; fierce. | 18 | vassals | A person in the Middle Ages who was given the use of land in return for loyalty and service to a lord. |
| 19 | Supreme Being | God; divine power. | 19 | providence | Divine guidance, care, or direction. |

| Letter from John Adams to Abigail Adams; April 14, 1776 | | | | | |
|---|-------------|--|----|-------------|---|
| 6 | apprentices | Someone who works for somebody else to learn that person's skill or trade. | 10 | intimation | Something hinted at, implied, or subtly revealed. |
| 12 | saucy | smart, sassy | 11 | coarse | Without social skills; crude; vulgar. |
| 14 | repeal | To do away with or cancel officially. | 16 | latitude | The right or power to act and choose freely. |
| 16 | exert | To use or put into action; apply. | 17 | practice | An activity that is the usual way of doing something; rule; habit. |
| 19 | petticoat | A skirt worn under an outer skirt; slip. In this case, referring to women. | 17 | subjects | A person who is controlled by a leader or by a state. |
| | | | 20 | empire | A group of nations or peoples under one ruler or government. |
| | | | 21 | monarchy | A nation or government ruled by or in the name of a monarch (one ruler, like a king or queen). |
| | | | 21 | aristocracy | A class of people who have a high social position because of the family they are born into. Members of the aristocracy are usually richer and have more privileges than other members of society. |
| | | | 21 | oligarchy | A government or state in which a few people or a family rule. |
| | | | 21 | ochlocracy | Government by a lawless crowd of people. |

Writing Activity: Perspectives on Freedom

The concept of freedom has been interpreted and valued differently across various demographics and historical contexts. This prompt asks you to explore the differing views on freedom as represented in historical letters and modern analysis.

Sources

- Letters from John and Abigail Adams: These letters provide insight into the thoughts and perspectives of two key figures in American history. John Adams, a Founding Father and second President of the United States, and Abigail Adams, his wife and an early advocate for women's rights, discuss their views on liberty and the emerging nation.
- 1749–1754: Race and the Enlightenment by Dorothy E. Roberts from *400 Souls*: In this modern analysis, Dorothy E. Roberts examines the intersections of race and the Enlightenment era, focusing on how Enlightenment ideals of freedom and equality were interpreted and applied, often in exclusionary ways, to different racial groups.

Task

Write an essay in which you analyze how the concept of freedom is perceived and articulated by the three different demographics represented in the letters of John and Abigail Adams and in Dorothy E. Roberts' essay from *400 Souls*. Your analysis should include:

- The perspectives on freedom expressed by John Adams as a prominent white male political leader.
- The viewpoints of Abigail Adams, particularly in the context of her advocacy for women's rights.
- The views on freedom concerning race and the Enlightenment as presented by Dorothy E. Roberts.

Guidelines for 6 paragraph essay

Introduction

1. Introduce the topic and briefly summarize the sources.
 - Clearly state your thesis, outlining the different perspectives on freedom that you will discuss.

Body Paragraphs

2. John Adams' views on freedom and how they reflect the political and social context of the time.
 - Include specific examples from his letters.
3. Abigail Adams' perspective on freedom, especially her advocacy for women's rights.
 - Use examples from her letters to illustrate her views.
4. Dorothy E. Roberts' insights provided by Roberts regarding the Enlightenment's impact on racial perceptions of freedom.
 - Discuss how Enlightenment ideals were both inclusive and exclusive, depending on race.
5. Comparison paragraph identifying the similarities of the three perspectives.

Conclusion

6. Summarize your analysis and restate the significance of understanding these different perspectives on freedom.

- Reflect on how these historical views can inform contemporary discussions on freedom and equality.

Rubric

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|--|--|--|---|--|
| Reading/ Comprehension of Key Ideas and Details | <p>COMPREHENSION/ ANALYSIS/EVIDENCE:</p> <ul style="list-style-type: none"> • Full comprehension of ideas stated explicitly and inferentially • Accurate analysis • Effective and convincing textual evidence | <p>COMPREHENSION/ ANALYSIS/EVIDENCE:</p> <ul style="list-style-type: none"> • Comprehension of ideas stated explicitly and/or inferentially • Mostly accurate analysis • Adequate textual evidence | <p>COMPREHENSION/ ANALYSIS/EVIDENCE:</p> <p>Basic comprehension of ideas stated explicitly and/or inferentially</p> <ul style="list-style-type: none"> • Generally accurate analysis • Basic textual evidence | <p>COMPREHENSION/ ANALYSIS/EVIDENCE:</p> <ul style="list-style-type: none"> • Limited comprehension of ideas stated explicitly and/or inferentially • Minimally accurate analysis • Limited textual evidence | <p>COMPREHENSION/ ANALYSIS/EVIDENCE:</p> <ul style="list-style-type: none"> • No comprehension of ideas • Inaccurate or no analysis • Little to no textual evidence |
| Writing/ Written Expression | <p>DEVELOPMENT/ REASONING/ EVIDENCE:</p> <ul style="list-style-type: none"> • Effective and comprehensive development of the claim or topic • Clear and convincing reasoning • Relevant textual evidence <p>COHERENCE/ CLARITY:</p> <ul style="list-style-type: none"> • Purposeful coherence, clarity, and cohesion • Easy to follow <p>STYLE: Effective style</p> | <p>DEVELOPMENT/ REASONING/ EVIDENCE:</p> <ul style="list-style-type: none"> • Mostly effective development of the claim or topic • Clear reasoning • Relevant textual evidence <p>COHERENCE/ CLARITY:</p> <ul style="list-style-type: none"> • Coherent, clear, and cohesive • Fairly easy to follow <p>STYLE: Mostly effective style while attending to the norms and conventions of the discipline.</p> | <p>DEVELOPMENT/ REASONING/ EVIDENCE:</p> <ul style="list-style-type: none"> • Some development of the claim or topic • Some reasoning and text-based evidence <p>COHERENCE/ CLARITY:</p> <ul style="list-style-type: none"> • Some coherence, clarity, and/or cohesion • Progression of ideas is usually discernible but not obvious <p>STYLE: Somewhat effective, generally attending to the norms and conventions of the discipline.</p> | <p>DEVELOPMENT/ REASONING/ EVIDENCE:</p> <ul style="list-style-type: none"> • Minimal development • Limited reasoning and text-based evidence; <p>OR: is developed but does not address the prompt</p> <p>COHERENCE/ CLARITY: Limited coherence, clarity, and/or cohesion</p> <ul style="list-style-type: none"> • Somewhat unclear <p>STYLE: Limited effectiveness, with limited awareness of the norms of the discipline.</p> | <p>DEVELOPMENT/ REASONING/ EVIDENCE:</p> <ul style="list-style-type: none"> • Undeveloped <p>COHERENCE/ CLARITY: Lacking coherence, clarity, and cohesion</p> <p>STYLE: Inappropriate style, with little to no awareness of the norms of the discipline.</p> |
| Writing/ Knowledge of Language and Conventions (scored out of 3) | | <p>COMMAND OF CONVENTIONS:</p> <ul style="list-style-type: none"> • Full command of the conventions of standard English <p>MECHANICS/ CLARITY:</p> <ul style="list-style-type: none"> • Few minor errors in mechanics, grammar, and usage • Meaning is clear. | <p>COMMAND OF CONVENTIONS:</p> <ul style="list-style-type: none"> • Some command of the conventions of standard English <p>MECHANICS/ CLARITY:</p> <ul style="list-style-type: none"> • May have errors in mechanics, grammar, and usage that occasionally impede understanding • Meaning is generally clear. | <p>COMMAND OF CONVENTIONS:</p> <ul style="list-style-type: none"> • Limited command of the conventions of standard English <p>MECHANICS/ CLARITY:</p> <ul style="list-style-type: none"> • Errors in mechanics, grammar, and usage often impede understanding. | <p>COMMAND OF CONVENTIONS:</p> <ul style="list-style-type: none"> • No command of the conventions of standard English <p>MECHANICS/ CLARITY:</p> <ul style="list-style-type: none"> • Frequent and varied errors in mechanics, grammar, and usage impede understanding. |

