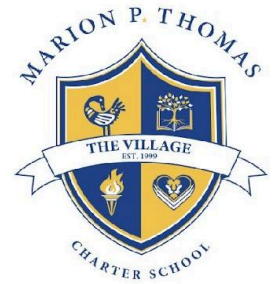


Marion P Thomas Charter High School

English Department

Rising English III Summer Reading Assignment

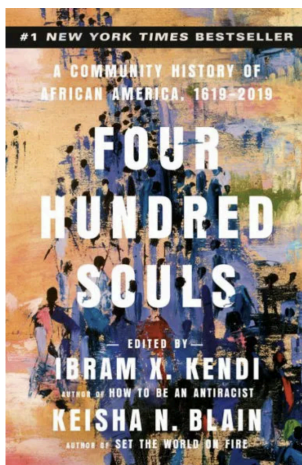
Google Classroom Code: sh53f5m6



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

[Readings](#)

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.

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 Enlightenment by Dorothy E. Roberts	Summary:	New Vocabulary:
	Important Moment (Quote):	Analysis of Quote:
1754–1759: Blackness and Indigeneity by Kyle T. Mays	Summary:	New Vocabulary:
	Important Moment (Quote):	Analysis of Quote:

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 Uncommon Cruelty" by Justin Phillip Reed	Summary:	New Vocabulary:
	Important Moment (Quote):	Analysis of Quote:
1784–1789: The U.S. Constitution by Donna Brazile	Summary:	New Vocabulary:
	Important Moment (Quote):	Analysis of Quote:

1789–1794: Sally Hemings by Annette Gordon-Reed	Summary:	New Vocabulary:
	Important Moment (Quote):	Analysis of Quote:
1794–1799: The Fugitive Slave Act by Deirdre Cooper Owens	Summary:	New Vocabulary:
	Important Moment (Quote):	Analysis of Quote:

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

Writing Activity: Perspectives on Freedom in *400 Souls*

The concept of freedom has evolved across time and communities, often shaped by race, class, and gender. This prompt asks you to examine the varying definitions and experiences of freedom as presented by different contributors in the anthology *400 Souls*, edited by Ibram X. Kendi and Keisha N. Blain.

Sources

Choose *three chapters* from *400 Souls* that each represent a distinct voice or demographic group (e.g., Black women, enslaved people, abolitionists, civil rights leaders, political thinkers, etc.). One of your sources **must be**:

- **“1749–1754: Race and the Enlightenment” by Dorothy E. Roberts**
In this essay, Roberts examines how Enlightenment ideals of freedom and equality were selectively applied, often excluding Black people from the promises of liberty.

Choose two *additional* chapters from *400 Souls* that offer contrasting or complementary perspectives on freedom. Consider contributors who address freedom in the context of enslavement, emancipation, Reconstruction, Jim Crow, civil rights, or present-day activism.

Task

Write an essay in which you analyze how the concept of freedom is perceived and articulated by the three contributors you selected. Your analysis should explore:

- How each author or figure defines or challenges the idea of freedom
- The historical and social context influencing their view
- The similarities and differences in how freedom is imagined, fought for, or denied across their perspectives.

Guidelines for Essay

Introduction

- Introduce the topic of freedom as a complex and evolving concept
- Briefly summarize each of your selected sources
- Clearly state your thesis, outlining the different perspectives on freedom you will analyze

Body Paragraphs

1. **Perspective 1** – Analyze the first selected author’s view of freedom, using specific evidence from the text
2. **Perspective 2** – Analyze the second author’s view, noting how it compares or contrasts with the first
3. **Dorothy E. Roberts' perspective** – Focus on how Enlightenment ideals were selectively applied based on race
4. **Comparison Paragraph** – Identify connections or tensions among the three perspectives on freedom
5. **Contemporary Relevance** – Reflect on how these historical understandings inform current debates on freedom and equality

Conclusion

- Summarize your analysis and restate your thesis.
- Reflect on the enduring relevance of examining multiple perspectives on freedom throughout history

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:</p> <p>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:</p> <p>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:</p> <p>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:</p> <p>Limited coherence, clarity, and/or cohesion</p> <ul style="list-style-type: none"> • Somewhat unclear <p>STYLE:</p> <p>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:</p> <p>Lacking coherence, clarity, and cohesion</p> <p>STYLE:</p> <p>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.