

Marion P Thomas Charter High School

History Department

United States History I



United States History I Summer 2025 Assignment

This USH I summer assignment is designed to help students master historical thinking skills and content. Students must assess historical continuities/ discontinuities, develop comparative analysis, and identify and explain key events and their causative significance to historical experiences and events. The

The summer assignment includes readings that explore the themes of national memory and Reconstruction. Students are strongly advised to read the assigned readings actively. **NOTE: Completion of the summer assignment is factored into student grades as an exam for term 1 of the 2025-26 school year.**

Summer Course Assignment

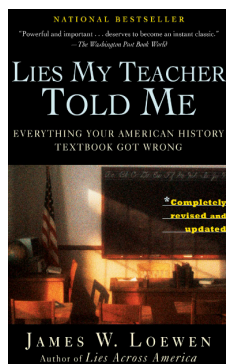
Part 1: Readings

Actively read each of the following essays. As you do, be sure to identify the arguments put forward by each author and assess how each employs evidence in support of the claims. The themes discussed in all three historiographical essays will serve as the core of our discussions and analyses in both your ELA and history courses this coming school year.

Part 2: Analysis

All sophomore students are required to complete an analysis of the readings using the link to this Google form.

NOTE: Students will need to log into their MPTCHS account to access the readings and the Google form.



James Loewen, [Chapt. 1 "Handicapped by History: The Process of Hero-Making."](#)



WHY IS AMERICA AFRAID OF BLACK HISTORY?

No one should fear a history that asks a country to live up to its highest ideals.

By Lonnie G. Bunch III

["Why is America Afraid of Black History," by Lonnie G. Bunch III](#) in *The Atlantic* [12/23]

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Things to know:

- **The summer assignment will be graded as an exam.**
- Reading analyses are due by August 25, 2025 [The window to submit your responses to the analysis questions on the Google Form will expire at midnight on August 25, 2025.

Strategies for Completing the Reading Analyses:

- As you read, annotate passages and define unfamiliar words, terms, and concepts.
- Be sure to read every page of each assigned reading.
- Read actively: Do not simply copy down sentences as you read. Stop, think about what you are reading, and write down the main idea expressed in that particular section. Re-read the passage if you are unsure of what the author is attempting to convey.
- REMEMBER Read actively and not as a passive couch potato.
- Take notes on the important information as you read. For example, write down each bold heading as you read and summarize what you read/learn from each section in 1-2 sentences.

Please contact Mr. Valcourt [mvalcourt@mptcs.org]

About Plagiarism and AI-Generated Student Work

Submitted assignments that are suspected of plagiarism or AI-generated will result in zero grade, a referral, and are subject to further disciplinary actions and consequences.