

**OFHS - Mrs. Davis-Parvin, Mr. Yarbrough, and Mr. Engelhardt's
Honors and General U.S. History Summer Assignment
2016-2017 School Year**

Contact: davisparvind@pcsb.org if you have any questions

Due: The first day of class, No Exceptions will be made. Not handing in the Summer Assignment will maintain a failing grade for this project and effect the overall 1st term grade. The Summer Project is worth up to 100 points and the test 50 points. The Test will be administrated in the 2nd week of school. Therefore, within the first two weeks of school we will have a discussion and followed by a test on the summer material.

Directions: Read the 5 Steps and place all assignments in a Composition Book with U.S. History and your name on the front cover. Included are many great resources to utilize and help you with each step. Get to know each, because you will be utilizing them throughout the course. The U.S. History EOC Exam is very difficult and you must pass. We will do everything to help you pass the course and the EOC Exam, but you must be pro-active and complete all assignments.

Class Materials to purchase before school starts to have on the first day of school: You will be required to bring a U.S. History 3 Ring Binder ("11/2 or 2") to class along with your Composition Book. If you do not bring to class each day a demerit will be given for lack of materials. Other U.S. History course supplies are college bound loose notebook paper, pencils/ or blue or black pens only, red pen for corrections, highlighters, eraser, white-out, and pencil sharpener.

Step 1 **Key Documents:** Students will research the following **11** primary Documents, Acts, and Supreme Court Rulings: Place assignment in a Composition Book. You will hand in one Composition Book with your **Name clearly** printed on the cover. Your Composition Book will contain the following: Terms, Charts for each document, and Causes and Effects of the U.S. Civil War (1861-1865).

1. Articles of Confederation
2. "Manifest Destiny"
3. U.S. Constitution
4. U.S. Bill of Rights (first 10) and later (11- 26)
5. George Washington's Farewell Address September 17, 1796
6. Monroe Doctrine
7. Freeport Doctrine
8. Missouri Compromise of 1850
9. The Kansas-Nebraska Act of 1854
10. The Dred-Scott v. Sandford (1857) Supreme Court Ruling
11. Abraham Lincoln's (1809-1865) Emancipation Proclamation of 1863

Step 2: As student's research and study the documents they should create a **chart** for each document that will identify the following, place in Composition Book titled U.S. History: **Make a chart** for each document that appear like the following and critically answer the questions within each related topic about each of the documents:

1. **Setting** (Describe the social, economic and political climate of the time period)
2. **Author** (Who was influential in the creation of the document? How were they qualified to issue/write the document?)
3. **Audience** (Who was affected by the document? How?)
4. **Causes** (Why was the document created? What was its intended purpose?) (If Supreme Court Case – What was the Ruling?)
5. **Why does it Matter?** (How did the documents impact society? Evaluate - was it a success or failure? Include both short-term and long-term effects; if Supreme Court Ruling, who did the ruling effect, was it a fair ruling?)

Step 3: Student's research should include **citations** for each answer, but not be limited to the following sources. For example of citation (p. 19, U.S. Archives) = (page and source):

Here are some sources you can use to research:

- www.ourdocuments.gov
Documents are found at the top of the page in chronological order.
- **Hip Hughes History!! Go to the website** <https://www.youtube.com/hiphughes>
Teacher Keith Hughes has short video clips that explain historical events, documents, court cases, etc. through stories and analogies.
- <http://www.archives.gov/historical-docs/>
America's Historical Documents - The National Archives preserves and provides access to the records of the Federal Government. Here is a sample of these records, from our most celebrated documents.
- <http://www.law.ou.edu/hist/>
University of Oklahoma's A Chronology of US Historical Documents
- <http://ecsd-fl.schoolloop.com/ushistoryeocreview>
Escambia County School Districts website for the U.S. History EOC Exam. This is going to be your major resource for practice tests, cartoons, on-line textbook to study throughout the year!



1. **Escambia site** also has the on-line Holt McDougal *the Americans* textbook which we are using in class. Great to read chapter 4 *The Union in Peril* and get a head start!

- <http://besthistorysites.net/american-history/general-resources/>
- <http://besthistorysites.net/american-history/>
Excellent topics and historical resources for U.S. History
- <http://besthistorysites.net/american-history/civil-war/#battles>
Civil War battles, leaders, and general Civil War resources
- <http://www.civilwar.org/education/history/civil-war-overview/overview.html>
Excellent source on the causes of the Civil War, terms, and leaders, in addition to key documents.
- <https://www.usa.gov/history>
Key US History documents.
- <http://www.civilwar.org/150th-anniversary/the-gathering-storm.html>
Ken Burns documents Civil War facts, watch the PBS video, Civil War by Ken Burns
- 1. <https://vimeo.com/147750558>
Episode 1 of Ken Burn's *Civil War* Video; explains the causes and effects.
- 2. <http://www.pbs.org/kenburns/civil-war/classroom/classroom-activities/#activity-three>
more resources for Ken Burns Civil War as resources

Step 4: Students will keep a running term **definition journal** in their **Composition Book by Unit/Chapter throughout the year!** Students are to define in their own words the following 22 terms and draw a picture/or symbol for each of the following terms: Make **dividers** in your **Composition Book** and the first divider label **Intro to U.S. Historical Documents and the Causes of the Civil War.** Learn to use **Quizlet.com!**

- Go to <https://quizlet.com/51243693/us-history-civil-war-pt-1-flash-cards/>

1. Civil War
2. Abraham Lincoln
3. Jefferson Davis
4. Underground Railroad
5. Harriet Beecher Stowe
6. Battle of Bull Run
7. Battle of Antietam

8. Battle of Gettysburg
9. Battle of Vicksburg
10. William Tecumseh Sherman
11. Conscription
12. Reconstruction Era (1865-1877)
13. 13th Amendment
14. 14th Amendment
15. 15th Amendment
16. Sectionalism
17. Secessionist
18. Ft. Sumter
19. Abolitionists
20. John Brown's Raid in Harper's Ferry Va.
21. Anaconda Plan
22. Appomattox

Step 5

- Summarize the Causes and Effects of the Civil War in U.S. History. Read the following at the website and IDENTIFY AND ANALYZE SEVERAL IMPORTANT FACTORS THAT LED TO THE CIVIL WAR and **place in your Composition Book**. Utilize any of the following PowerPoints to identify the important factors that caused the U.S. Civil War. In addition, may help with the terms and documents.
- Leading to a Civil War
<https://natomasunified.org/np3m/content/uploads/sites/16/2015/04/Causes-of-the-Civil-War.pptx>.
- The Causes of the American Civil War
[http://tahgrant.dadeschools.net/docs/Booz_The%20Causes%20of%20the%20American%20Civil%20War-1-18-08%20\(2\).ppt](http://tahgrant.dadeschools.net/docs/Booz_The%20Causes%20of%20the%20American%20Civil%20War-1-18-08%20(2).ppt).
- The Main Causes of the Civil War
<http://www.asd5.org/cms/lib4/WA01001311/Centricity/Domain/230/Harless%20power%20point%20Cause%20Civil%20War.ppt>.
- The causes and effects of the Civil War
<http://www.wlps.org/view/1308.pdf>.
- The Civil War
<http://www.slideshare.net/youngie26/causes-of-the-civil-war-power-point>.
- Excellent Video Series
<https://study.com/academy/course/mcdougal-littell-the-americans-online-textbook-help.html>
- PDF of the Textbook Study Guide
- http://r.search.yahoo.com/_ylt=A0LEVj.fLkZXiNAAvJcnnlIQ;_ylu=X3oDMTByNXQ0NThjBGNvbG8DYmYxBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1464246047/RO=10/RU=http%3a%2f%2fwww.rowlandhs.org%2fourpages%2fauto%2f2013%2f1%2f21%2f68329868%2fThe%2520American%2520Student%2520Workbook.pdf/RK=0/RS=0NQVpZ7vM8tNoxRYnkGm1kxjyRg-