



**Required Text: U.S. History Reading Packet – 1605 to 1865 and The Reconstruction Period**  
(available in the Lamar School Store and on the Lamar website beginning June 6, 2011)

## PART 1: 1605 TO 1865 and THE RECONSTRUCTION PERIOD

- A) Read the U.S. History Packet.
- B) Answer all of the following questions in complete sentences.
- C) If possible, type (12 font) the answers to questions.
- D) The answered questions will be counted as one test grade for the first six weeks.
- E) The answered questions (01 – 30) are due and will be collected on your **first** scheduled class period of the PreDP US History course. Please keep in mind that although the first scheduled day of class is shortened, you will be expected to submit your answered questions. You must make and keep a copy of all your Part 1 work in order to review for the summer assignment testing.
- F) All late work will be marked down 25 points.
- G) All students will begin comprehensive testing over the PreDP US History summer reading assignment material on your **second** scheduled class period of the PreDP US History course.

**Directions:** Answer each question in a complete sentence. Most questions cannot be answered in only one sentence. Staple a cover sheet to the front of your outline and questions using the following format:

### PreDP U.S. History Summer Assignment

Your Name

M.B. Lamar High School

01. Describe and explain the advantages that the Europeans had over the Native Americans.
02. Describe some of the most significant values and beliefs that were transferred to the New World by the British colonists.
03. Explain with examples, why the class system did not successfully transfer to the New World.
04. Why were the Native Americans said to have created a dietary revolution in Europe?
05. Why did religious toleration evolve in the New World?
06. Describe and explain with examples, the three most important contributing factors that influenced the move toward independence from Great Britain.
07. List examples that serve as evidence of the growing spirit of independence in the USA.
08. Describe, with at least 3 examples, how the evolution of the colonial system helped to nurture democracy.
09. Explain the importance that covenants and agreements played in helping to develop the principles of self-government in America.
10. Explain why early Americans felt so strongly about establishing a system of checks and balances in the central government.
11. List the first 10 amendments.
12. Explain the importance of compromise in helping to ratify the US Constitution. What issue caused the most conflict at the Constitutional Convention? Explain why.
13. List and summarize the many compromises that were made from 1819 through 1860.
14. Who was the "great compromiser"?
15. Describe what the "Ordinance of Nullification" was, and then explain what was done to diffuse this crisis.
16. What was the Compromise of 1850?
17. Describe the importance of the Lincoln-Douglas debates.
18. Who was John Brown? Explain why his actions were so far-reaching for both the North and South.
19. Describe some of the important events that led to the final failures that eventually resulted in the Civil War.
20. Describe some of the primary results the Civil War had on the United States.
21. Compare and contrast Lincoln's Ten Percent Plan and the Wade-Davis Bill.
22. Identify the terminology used to describe the group in Congress that opposed President Johnson's Reconstruction Plan of 1865, and then discuss their motives.
23. What was the objective and function of the Joint Committee on Reconstruction?

24. Explain and describe the importance of each of the following:
  - *the 14<sup>th</sup> Amendment*
  - *the 15<sup>th</sup> Amendment*
  - *the Civil Rights Act of 1866*
  - *the Reconstruction Act of 1867*
25. Why did the radical Republicans despise President Johnson so much, and what did they try to do in an attempt to negate the President's influence?
26. Identify the following terms: scalawags and carpetbaggers.
27. Discuss the significance of the development of "secret" organizations in reasserting "white supremacy" within the South after 1868.
28. In spite of the many efforts made by the Radical Republicans, why did the "conservative Southern Democrats" eventually reassert their control throughout much of the South?
29. How did Southern Democratic leaders steadily reduce the political clout held by Blacks in the South?
30. Describe why the "New South" continued to have problems even at the end of the 19<sup>th</sup> Century.

## ***PART 2: ASSEMBLAGE / MUSIC PROJECT***

Each student will present to his or her class a music and assemblage project. The presentation must be 8 – 10 minutes in length. Presentations that are either less than 8 minutes or more than 10 minutes will automatically lose points. Your assemblage topic/theme must be derived from the PreDP U.S. History Summer reading packet. You may use other outside sources for additional details in order to create a better researched assemblage, but you must focus on the time periods, events, individuals, organizations, and locations delineated in the U.S. History reading packet. Your chosen topic must be specific and not too broad. For example: "The Civil War" is too broad. Better topics would be specific battles, types of prisons, etc. **This project is due on your second scheduled class period of PreDP U.S. History class. This assignment will count as a major project grade for the first 6 weeks. All late work will be marked down 20 points.**

### **1. Directions for Assemblage:**

- a) 4 x 6-inch index card
- b) Choose your topic/theme and decorate the index card as relevantly and creatively as is possible (think 3D / things that move!). Be creative and use paint, glitter, construction paper, buttons, stickers, plastic, straws, etc.
- c) Keep in mind that your assemblage must remain stapled to the bulletin board. Do not use materials that are too heavy or will deteriorate. Points will be taken off if your assemblage disintegrates or falls off the bulletin board.
- d) Be prepared to discuss and explain in detail the historical and cultural significance of your assemblage choice.

### **2. Directions for Music Selection:**

- a) A CD/tape player will be available for your use. No records please.
- b) Make a music selection that serves to illustrate, enhance, and/or support the theme/topic of your assemblage. Music selection must come from the time period covered in the reading packet.
- c) Be prepared to discuss your music selection. You must identify the composer, type of music, nationality, instruments used and the date it was created/published.
- d) Most importantly, you must explain and describe your music selection and how it relates, reflects, illustrates, and/or emulates the period and topic of your assemblage.

### **3. Format for Presentations:**

- a) You must introduce yourself
- b) Introduction of your project theme
- c) Body discussion of assemblage and music
- d) Closing

**In addition, students will lose points for using "you know, ummm, like, etc." during the presentation.**

**GRADING CRITERION:** preparedness, neatness, creativity, enthusiasm, and the ability to make convincing connection(s) between assemblage and music selection.