

Honors NSL Government: Summer Assignment

Mr. Elrod

Assignment 1:

Honors Government Summer Journal: Current Events Journal

(5 articles x 200 points each = 1000 Homework points total)

Due Friday, September 18th.

You need to find, read and respond to five articles regarding a political or legal issue in the United States. In writing your responses, you should link the article in some way to the particular topic that will be studied in class; dealing with the branches of government, foreign or public policy. The article must be from a **PRINT MEDIA** source. These articles can be news stories, opinion pieces, longer investigations or editorial columns. They may not be any older than June 20th, 2019.

In order to expose you to a diversity of ideas and political issues no more than 2 articles can be on the same topic. **Articles beyond this limit will not receive any credit.**

For our purpose here, Print Media are sources that you could buy at a newsstand or at the grocery store. This includes newspapers, magazines, or scholarly journals, things like- *Time, US News, The Economists, Wall Street Journal, New York Times, Washington Times, The Atlantic, Washington Post, etc.* These may be accessed online or as paper copies. **Print Media DOES NOT include NPR transcripts online, Fox News online, CNN.com, etc.** In other words, it should be from sources whose focus is **printed matter**, not broadcast journalism. If it is only on TV or the internet it is not print media. Journal entries from inappropriate sources will receive a 0.

For each article, you need to **type, and double space** your response. It should be **at least one page per article**, in either **11 point font**. Turn in this part of the assignment in the Honors Government Summer Work section on Google Classroom under the assignment for Current Events Journal. The access code for Google Classroom is [qglhfr3](#) A rubric is included in this packet.

Your response should include:

- Your Name and Date at the top of the page
- Source of the article in MLA format at the top of the page
- A short **summary** of the article (2 or 3 sentences)
- Your **response** to the details of the article
- Your **analysis** may include answers to questions like:
 - What are the main issues brought forth?
 - What policy is being discussed?
 - How does this relate to what is taking place in government currently? Historically?
 - What point is the author trying to make? Is there a clear bias? How do you see it?
 - What do you think of the points that the author made?
 - **How does this tie into what we will cover in a government class? *This is a must***

Current Events Analysis Rubric:

Mastery Standard	Points Possible				
Completion Digital Copy turned in on time, double spaced, MLA format to cite doc, print media	50	40	30	20	10
Summary Short explanation of the article. Student is able to explain the gist of the article without simply repeating everything that the article discusses.	50	40	30	20	10
Analysis Student analyzes the article, concentrating on examining what the author said and how they said it, rather than simply repeating the facts of the article. Student works to break apart the major ideas, showing an understanding of the article AND shows how the pieces fit together. Clearly recognizes opinion and bias, and comments on how that fits the overall tone of the article.	50	40	30	20	10
Link to Current Topic Student provides evidence that the issues or topics in the article are issues that will be covered in Honors Government.	50	40	30	20	10

Score: /200**Comments:**

Assignment 2:

Honors Government Summer Reading: “The Idea of America” by Nikole Hannah-Jones

Due Friday, September 18th.

Begin by reading “The Idea of America” by Nikole Hannah-Jones which can be found at https://pulitzercenter.org/sites/default/files/the_idea_of_america_full_essay.pdf. A link has also been posted in the Honors Government Summer Work section on Google Classroom

This is a challenging piece that may elicit a strong emotional response so be prepared. Given some of the images and issues being presented in the media right now you may find this reading difficult and that is OK. If you find it very difficult you should step away and take the time you need until you feel ready to tackle the reading. Please do not wait to start the reading so that you have plenty of time to grapple with it. If you feel the need, you are welcome to reach out to me or Ms. Colandrea to talk through your reaction to the piece. You may even find things you disagree with and that is ok. Part of this course is about challenging yourself to examine your own understanding of our country and what it means to live here. You should be prepared for exposure to ideas that are new or unfamiliar. This piece is presented as an example of the complex and sometimes challenging perspectives on American Government that we will encounter at the honors level. It is not intended to be a reminder of how hard it is to be Black in America. Many of you do not need a reminder of that from anyone. Please try to read this with an understanding of hope for the progress made in expanding civil rights through political engagement as well as the continued determination to work towards providing liberty and justice for all. My expectation is that you read and consider this document with seriousness and rigor, not that you automatically agree with it.

After reading the document once, complete the graphic organizer for Part One to gather your first impressions and reactions. On your second readthrough you will be looking for evidence that supports the central claim of the piece in the graphic organizer for Part Two. Complete the work on the graphic organizers on the next page and be prepared to use this information for an in class assignment at the start of the year.

You will turn in this assignment in the Honors Government Summer Work section on Google Classroom under the assignment for Summer Reading Assignment. Paper copies will not be accepted. The access code for Google Classroom is gglhrf3

Part 1: Reading “The Idea of America” by Nikole Hannah-Jones

In her essay, Nikole Hannah-Jones writes, “The United States is a nation founded on both an ideal and a lie... ‘Life, Liberty and the pursuit of Happiness’ did not apply to fully one-fifth of the country. Yet despite being violently denied the freedom and justice promised to all, black Americans believed fervently in the American creed. Through centuries of black resistance and protest, we have helped the country live up to its founding ideals.”

“The Idea of America” and The 1619 Project as a whole challenge readers to reevaluate what we think we know about slavery, its legacy, and the contributions of black Americans to society.

How can we challenge what we’ve learned about our country and, by extension, about ourselves? Use this graphic organizer to track new information and ideas you learn about in Hannah-Jones’ essay, as well as questions that arise.

Three historical facts that surprise you	1.
	2.
	3.
Three quotes that stand out to you	1.
	2.
	3.
Three questions you have about content in the essay	1.
	2.
	3.

Part 2: Rereading “The Idea of America” by Nikole Hannah-Jones

In Nikole Hannah-Jones’ essay, she writes, “[T]he year 1619 is as foundational to the American story as 1776...black Americans, as much as those men cast in alabaster in the nation’s capital, are this nation’s true ‘founding fathers.’”

Use this table to track evidence she provides for this claim by citing examples from the document of racial oppression (on the left) and examples of black resistance (on the right).

How have U.S. laws, policies, and practices oppressed black Americans since the year 1619?	How have black Americans fought back against oppression and worked to build a better society for all?