

AP Aspire Assignment #2: Accessing Rigorous Reading & Academic Note-Taking Skills

Due date: 2/13/2020

Name: _____

Part 1: Using your class resources and/or scholarly online sources, define each of the following academic vocabulary terms.

Plantation Agriculture:

Forced Migration:

Sharecropping:

Residential Segregation:

Three-Fifths Compromise:

Ethnicity:

Race:

Racism:

Jim Crow Laws:

Nationalism:

White Supremacy:

Black Nationalism:

13th Amendment:

14th Amendment:

Part 2: Read the article (linked below & Available in PDF on Mr. Fox's Website) carefully and take notes on each paragraph or two of each section (Labeled & numbered on the PDF version). Focus on the most important take-aways and support details from the reading. To help you structure your notes, Mr. Fox is asking that ALL students use the template on the back. He will be explicitly looking for how well you followed the expectations modeled in this template.

"Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true."

By Nikole Hannah-Jones

Aug. 14, 2019

The New York Times' 1619 Project

<https://www.nytimes.com/interactive/2019/08/14/magazine/black-history-american-democracy.html>

Part 2 (continued): On your own sheets of paper, please set up your notes for this reading using the following Cornell Note-Taking Template. Mr. Fox has modeled the first few paragraphs of Section 1: Author's Personal Introduction.

****Note-**To effectively annotate in the AP style, carefully read over each paragraph and use the following list of expectations to help you:

- Always paraphrase the most important key point(s) in each paragraph in your own words
- Keep paraphrasing brief, but clear about the main idea of the paragraph
- Use bullet points to list important dates, facts, numbers or other details that support the main argument
- For shorter paragraphs (Example: #4-5) OR interrelated paragraphs (Example: #1-2), combine and paraphrase the main ideas of both or all paragraphs and list any support information
- A viewer (Mr. Fox) should be able to clearly see that you took notes on each part of the reading, without having to compare your notes to the actual article.

CORNELL NOTE-TAKING TEMPLATE: Copy the following structure and examples onto your own sheet of paper and continue reading and annotating where the example stops.

<p><u>Title of Reading:</u></p>	<p>"Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true." New York Times By. Nikole Hannah-Jones Aug. 14, 2019</p>
<p><u>Parag. # 1-2</u></p>	<p><u>Section 1:</u> Author's Personal Intro.</p> <ul style="list-style-type: none"> -The author remembers his father's deep Patriotism, signified by his dedication to always flying an American Flag in the yard <ul style="list-style-type: none"> o His dad was born into family of sharecroppers (see definition) working on cotton plantations like his enslaved ancestors before him o Greenwood, Mississippi- faced extreme racial violence o Mississippi= more lynching of black people than any other state; often for "crimes" like bumping into a white girl or trying to unionize o Author's mother couldn't vote, use library or find work aside from serving white people or working in cotton fields o 1940s- She fled the south attempting to escape Jim Crow Laws (See Definition) in Waterloo, Iowa, but realized that racist laws and actions were not just in the south
<p><u>Parag. #3</u></p>	<ul style="list-style-type: none"> -Author's grandma and grandpa lived in segregated black neighborhoods & struggled to find work <ul style="list-style-type: none"> o Grandma cleaned white people's houses o 1972- Dad joined the Army hoping to escape poverty and to hopefully be treated as an American by serving his country
<p><u>Parag. #4-5</u></p>	<ul style="list-style-type: none"> -Despite working hard, author's dad was overlooked for opportunities due to his race and was not able to break out of poverty <ul style="list-style-type: none"> o Due to this, the author has always been confused and embarrassed about their Dad's patriotism (& care for the flag)
<p><u>Parag. #6</u></p>	<ul style="list-style-type: none"> -Author was always taught that the flag did not represent cultural pride for African-Americans/black Americans; Felt their dad was accepting black subordination

Part 3: Thesis Statement Responses. After your notes, write 1 thesis statement for each of the following prompts. Be sure to use the structure you've learned in your 8th grade history classes. On own sheet of paper!

- 1.) Explain 3 reasons the author did not feel a connection to the American flag.
- 2.) Describe 3 ways that plantation agriculture related to the growing American slave trade in the American colonies.
- 3.) Explain 3 ways that American independence and new government failed to secure the rights of black people in America.
- 4.) Explain 3 reasons that former slaves were not given full equality with white people after the Civil War.