

American Studies Summer Work 2017



Thomas Hart Benton's *The Sources of Country Music*
1975

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Advanced Placement American Studies Summer Reading

Welcome to AP American Studies. This assignment will commence your rigorous study of the American experience. You will craft a few relatively short writing pieces in response to texts. This writing should move beyond summary to demonstrate the critical thinking capabilities of ***questioning, evaluating, and synthesizing***. All thoughts presented in your writing ***must*** be original, and if additional sources are referenced in your written analysis, cite them in proper **MLA format**. This work is a requirement of the course and must be completed by our first day of class.

****Make sure each “part” is its own separate document, including your name!**

PART 1: FWHS (school wide) Summer Reading

You will participate in the FWHS Summer reading book chat. Your English teacher will provide you with the list of summer reading books and the required assignment.

PART 2:

A. The “Other” America

Critically read and evaluate Jeanette Walls’ *The Glass Castle* (available through the LMC or school bookroom).

Respond to the following question:

To what extent does Walls’ story reflect the American Dream? What claim is she making about American culture and to what extent do you agree? Select pivotal passages that help support your findings. Investigate how writer’s craft contributes to meaning.

Format: (four-page maximum, Times New Roman, 12pt, double-spaced)

Formative: 40pts

PART 3:

1. Read *A Voyage Long and Strange* by Tony Horowitz

- A. Read and annotate the full text of *A Voyage Long and Strange* and produce one insightful comment or complex discussion question for each chapter for the start of the 2017-2018 school year.

Formative 5 pts/chapter
18 Chapters total of 65 pts

Choose B or C

- B. What is the purpose or thesis of the book? What point(s) does Horowitz try to make? What is the aim of his book? Choose a passage from *A Voyage Long and Strange* that best supports the author's purpose. Quote a passage by page #; then explain the main point of the passage and analyze how it is central to the argument of the text. (One page) Formative 10 pts
- C. Write a Horowitz inspired fragment from one of your summer journeys. Emulate how Horowitz moves from narrative to commentary and his mode of lifting a facade to reveal an inner truth. This could be a New Jersey boardwalk, an Appalachian cabin, the Odgen House or simply a summer shot of Post Road in Fairfield. (One page) Formative 10 pts

PART 4:

Read *Give Me Liberty?* chapters 1-3

- A. As you read, take notes on each of the three chapters. These will not be collected and are for your own review. Taking notes on assigned readings will be invaluable for your preparation for all assessments.

Choose B or C

- B. For each of the topics below, different information is presented in *Give Me Liberty!* versus *A Voyage Long and Strange*. Consider what information was left out of the text *Give Me Liberty!* and explain what information from *A Voyage Long and Strange* should have been included in the text and why. Also consider the differences in specific words chosen to describe the topic in one text or another. **Complete one paragraph for each of the topics.** Paragraphs should be 6-8 sentences. (Focus on these three topics only)

Formative 15 pts

- a. Pueblo Revolts of 1540 and 1680
- b. Founding of Plymouth Colony
- c. Pocahontas and John Smith

- C. *Give Me Liberty!*: A scene in an original play.

Craft a multi-role original dialogue using key characters from *Glass Castle*, *Give Me Liberty!*, and *A Voyage Long and Strange*. (This could be a small group task, with each student contributing one voice.) Imagine a potential relationship between anachronistic characters (i.e. Anne Hutchinson meets Rex Walls and Hernan Cortez) based on pivotal similarities or differences of character and motivation and place in a setting and scenario of your choice.

- Import character(s) from 1st 3 chapters of *Give me Liberty*
- Utilize at least 1 character from *The Glass Castle*
- Utilize at least one historical figure from *A Voyage Long and Strange*

Formative 15 pts

PART 5:

Historic Response

Use information from **both** *Give me Liberty!* and *A Voyage Long and Strange* to answer prompt A.

- A. Using your knowledge of United States history, answer parts a and b.
- a. Briefly explain why **ONE (1)** of the following colonies below best represents a value that still shapes the thinking, behavior and actions of Americans today. Consider a value as an intangible principle that guides behavior and decisions. Values are concepts such as freedom, conformity, justice, individualism, cooperation or security and others. Religion in itself is not a value as different religions may have contradictory values. Provide at least **ONE** piece of textual evidence from the specific analysis of the colony to support your explanation
 - Massachusetts Bay Colony
 - Chesapeake Colony
 - New York and Pennsylvania
 - b. Briefly explain why ONE of the other options above was not chosen as the best representative of the value you wrote about in response a.

$\frac{1}{2}$ to $\frac{3}{4}$ a page **Formative 10 pts**

PART 6:

Differing Perspectives

Over the summer, select a major news topic that interests you. Find contrasting articles from credible news organizations (i.e. Peggy Noonan at the *Wall Street Journal* vs. Maureen Dowd *New York Times*) that hold differing stances on the same news story. Write a critical analysis exploring how the same facts lead to different conclusions. Consider: Where does the truth lie?

One page will suffice.

Formative 10 pts

TOTAL _____/150 formative points

****You will be asked to upload each assignment separately to Google Classroom. Feel free to post each assignment as you complete it.**

Strategies for Scholarly Reading/Writing:

Choosing Passages from the Text:

Look for quotes that are significant, powerful, thought-provoking, or puzzling:

- Author's effective and/or creative use of stylistic or literary devices
- Passages that makes a larger point about class in America
- A passage that made you question a personal assumption
- Examples of patterns: recurring images, ideas, colors, symbols, or motifs that contribute to an overall theme

You can respond to the text in a variety of ways: focusing solely on craft or content. The most important thing to remember is that your observations should be specific and detailed.

Expectations:

CRITICAL READERS will create detailed, elaborate responses. The writing should show that you can “read between the lines” of the text. Think about the meaning of the text in terms of a larger or universal significance and as an aspect of self or life in general. Create your own meaning through personal connections and references to other texts. Consider different interpretations. Carry on an ongoing dialogue with the writer; question, agree, disagree, appreciate, or object to an author's claims. Be aware of connotations and recognize the impact of language on the audience.