

# American Studies Summer Work 2014



Roger Williams being received by Indians in Rhode Island, 1635  
by Alonzo Chappel 1858

## Periods 1 and 2

Mrs. Murphy- U.S. History  
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## Periods 5 and 6

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## AP American Studies Summer Reading

Dear 2014-2015 AP American Studies Students,

Welcome to AP American Studies. The assignment will commence your rigorous study of the American experience. Over the course of the summer, you will read several major texts. You will also craft a few relatively short writing pieces in response to these materials. This writing should move beyond summary to demonstrate the critical thinking capabilities of ***questioning, analyzing, evaluating, and synthesizing***. All thoughts presented in your writing **must** be original, and if additional sources are referenced, you must cite them in proper **MLA format**. This work is a requirement of the course and must be completed by the first day of class. In addition, please be prepared to participate in a discussion of these works in a meaningful manner.

### PART I: FWHS (school wide) Summer Reading

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

### PART II.

#### 1. Read the following book.

*A Voyage Long and Strange* by Tony Horowitz

**As you read, annotate the text with insightful commentary and complex discussion questions.**

Consider the following questions as you read:

1. **The purpose or thesis of the book.** What is the author trying to do? What point(s) does he/she try to make? What is the aim of his book?
2. **Style and mode of presentation.** Does the author's style and methodology contribute to or hinder his explication of the thesis? Is the book clear, to the point and readable? Is it turgid?
3. **Format of the book.** Is the book so written and arranged as to aid in the realization of the author's purpose? Is it confusing? Clear? Logical in construction? Could it be improved? How?
4. **Of what value is the book as a learning tool?** Based on the reading, what assumptions are perpetuated in American culture? What values are being conveyed through past beliefs, actions, and policies? How has the reading shaped or reshaped your understanding of the American experience?

#### 2. **Written Reflection:** (50 summative points)

Choose a passage from *A Voyage Long and Strange* that you feel delineates the author's purpose. Quote the passage; then explain the main point of the passage and analyze how it is central to the argument of the text.

#### 3. Read *Inventing America* chapters 1-3

- A. As you read, take notes on each of the three chapters. There will be an objective test on these chapters within a short period of time upon returning to school.
- B. For each of the topics below, compare and contrast how the authors of *Inventing America* present the information on the topic versus how Tony Horowitz does in *A Voyage Long and Strange*.

Consider what information is included or left out and the specific words chosen to describe the event. Complete one paragraph for each of the topics. Paragraphs should be 6-8 sentences. (30 summative points)

- a. Pueblo Revolt of 1680 (Pope's Rebellion)
  - b. Starving Time in the Chesapeake colony
  - c. The arrival of the Mayflower
- C. Analyzing images – for each of the following images, explain what the painter's claim is and how he presents this claim through his art. You may want to look these up on Google images to see them more clearly. (20 summative points)
- a. In *A Voyage Long and Strange* on page 246 *Discovery of the Mississippi* by William Powell
  - b. In *Inventing America* on page 73 *William Penn's Treaty with the Indians* by Benjamin West

### Part III. Select one novel from the list below.

*Caleb's Crossing* by Geraldine Brooks  
*The Bluest Eye* by Toni Morrison  
*Reservation Blues* by Sherman Alexie

### As you read, annotate the text with insightful commentary and complex discussion questions.

Consider the following questions as you read:

- *How does the author craft the story?*
- *Which passages use language effectively? How does that impact meaning?*
- *What statements are being conveyed about American culture?*
- *What are the driving forces behind the actions of the majority (those with political or social power) versus the minority (those without political or social power)?*
- *How has the story shaped or reshaped your understanding of American history?*

### Written Reflection: (50 summative points)

Choose a passage from the work that best reflects the author's style. Quote the section; then discuss its use of language, being sure to consider irony, imagery, tone, diction, formality, and sentence structure and finally, examine how the stylistic features convey meaning.

### Part IV Historical Essays (each essay is worth 50 summative points for a total of 100)

Use information from both *Inventing America* and *A Voyage Long and Strange* to answer the following two essays:

- a. Compare and contrast the Massachusetts Bay Colony to the Chesapeake Colony in terms of social, political and economic development.
- b. "European colonists generally viewed the Native Americans as inferior people, who could be exploited for the benefit of the colonists."

Assess the validity of the statement above with respect to the Spanish, French and the English colonists.

Each of these responses should be approximately two pages in length.

## Part V. Formatting

In order to maintain organization in the collection of the summer work, we are asking that for each of the written parts be placed on separate pages each with your name, class and period, date and the title of the assignment. All work should be typed in font that is no smaller than size 12 and there should be size 1.5 used in the line spacing.

### Example:

Margaret Murphy  
AMSTUD Per. 1  
June 13, 2014

#### **Part II. Assignment #2** Reflection on *A Voyage Long and Strange*

Reading a *Voyage Long and Strange* was a great way to spend my summer and I am so fortunate that my new teachers provided me with the opportunity to delve into such a unique perspective on American colonial history. As a result of reading this, my understanding of the use of language and of the myths perpetuated in American culture have been dramatically altered and I am looking forward to a rigorous intellectual experience in the months to come.

Then assignment #3 will be on another page with your name, date, title, etc.

#### Suggestions for the history portion of the course

1. The textbook *Inventing America* has a companion website, [wwnorton.com](http://wwnorton.com) which has useful resources. It would be beneficial for you to use particularly in the taking of notes as there is a student section which has outlines of the chapters that you can use to fill out as you read. In addition there are online quizzes that may help to prepare you for the test you will be given when you return.
2. There is review book that many students have found very helpful but it is not a requirement for you to purchase. The book is titled *United States History* Preparing for the Advanced Placement Examination by John J. Newman and John M. Schmalbach and the publisher is AMSCO. Ideally you want the most recent version which is revised to prepare students for the new 2015 APUSH exam format. AMSCO has its own website if you are interested in purchasing.