

American Studies Summer Work 2018



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 ideas **must** be original, and if additional sources are referenced in your written analysis, cite them in proper **MLA format**. See [Purdue University's Online Writing Lab](#) for proper MLA formatting. **The completion of all summer work by the first day of class is a requirement of the course.**

PART 1: FWHS (school wide) Summer Reading

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

PART 2: AP Language and Composition

A. The “Other” America

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

1. Select three salient passages from the novel. These passages should be anecdotes or personal experiences that shaped Walls’ perception of socioeconomic class in America.
2. For each passage, craft a cohesive analysis that touches on the following questions:
 - a. Why did you select this passage as a poignant depiction of class?
 - b. How is the anecdote structured? Consider its tone and the impact of imagery, connotations of words, narrative techniques, etc.
 - c. Based on Walls’ experiences, what claim can be made about social class in America?
 - d. To what extent would you agree with her assertions? Explain using supportive evidence when appropriate (articles, reading, and/or personal observations) and cite all information referenced.

Format: (two-page maximum per anecdote, Times New Roman, 12pt, double-spaced) Formative: 60 pts

[Advice for Choosing Passages from the Text:]

Look for quotes that are significant, powerful, thought-provoking, or puzzling. You might want to consider some of the following examples for completing *The Glass Castle* analysis:

- Walls’ effective and/or creative use of stylistic or literary devices
- Passages that make a larger point about class in America
- Passages that make you question a personal assumption
- Examples of patterns: recurring images, ideas, colors, symbols, or motifs that contribute to an overall theme

CRITICAL READERS will create detailed, elaborate responses. The writing should show that you can “read between the lines” of the text. You 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. You create your own meaning through personal connections and references to other texts. You consider different interpretations as you craft your response. You carry an ongoing dialogue with the writer; you question, agree, disagree, appreciate, or object to her claims. You are aware of connotations and recognize the impact of language on the audience.

B. Introduction to Rhetoric & American Values

Rhetoric is the art of effective or persuasive speaking or writing, especially in the use of figures of speech and other compositional techniques.

1. Browse through the speeches in David McCullough's *The American Spirit*, and select one that evokes strong feeling or emotion from you as the reader.
2. Craft an analysis of the speech by fulfilling the following expectations:
 - a. Identify three devices McCullough uses in his speech (e.g., metaphor, repetition, symbolism, juxtaposition, imagery, allusion, anecdote, etc. - ANY LITERARY DEVICE IS UP FOR GRABS) and analyze WHY he uses each particular device. Consider the effect he is trying to have on his audience in the moment the device is used.
 - b. Research and reference the historical context in which the speech was given. Consider what was happening in America at the time the speech was delivered, and why is the speaker delivering this message to this particular audience. Consider how the historical context affects the content of the speech.
 - c. End your response by answering the following question: What does this speech reveal about American values?

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

Formative: 50pts

Part 3 A.P. United States History

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

- A. Read the full text of *A Voyage Long and Strange*. It is recommended that create some basic outline of notes but these are for your own use and will not be collected.
- B. Write a conversation between any THREE historical figures from *A Voyage Long and Strange* and the author Tony Horowitz, in which you discuss the purpose or claim of the book. You should pick a figure from the first $\frac{1}{3}$ of the book, the second $\frac{1}{3}$, and the third $\frac{1}{3}$ of the book. Use specific passages from each of these sections that best support the historical figures' points of view, as well as the point of view of Horowitz. You may want to convey possible disagreements between the individuals, as some historical figures may not be appreciative of the views expressed by Horowitz. Make your conversations witty, as a sense of humor is always appreciated and make some connections to today to make your conversation relevant. You can describe a setting or other details to fully convey the mood and the tone of your conversation. Your dialogue should identify in bold who the speaker is and be typed single spaced using size 12 Arial or Times New Roman font. Leave a double space between each speaker. This should be approximately 3-4 pages.

Formative 50 points

2. 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.
- 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 10 pts per paragraph/30 points total

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

3. Sample Question for the AP US exam.

Use information from **either or 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)** individual residing within one of the following colonies best represents a value that still shapes the thinking, behavior and actions of Americans today. Consider a value as a non-tangible principle that guides decisions. Provide at least **ONE** piece of textual evidence from the specific analysis of the individual within the colony to support your explanation. Be certain it is clear which specific individual you are writing about from your chosen colony.
 - Massachusetts Bay Colony
 - Chesapeake Colony
 - New York and Pennsylvania colonies
- b. Briefly explain why an individual from ONE of the other options above was not chosen as the best representative of the value.

Formative 10 pts each paragraph/20 points total

4. History around us.

Visit a historical site or a museum and share your experience and what you learned with the class. Send your teachers a postcard or bring back something interesting.

This is simply invaluable.