

## AP American Studies Summer Assignment 2016

**Course Background:** This team taught interdisciplinary course offers a rich intellectual discourse, which results in a unified grade for each student. This course uses an integrated approach to examine the development of the American character and culture through the study of history, literature, and varied artistic expressions. Numerous interpretative possibilities are brought forth as students are encouraged to reflect upon the interesting interplay between literature and history. The goal is that this immersion will not only acquaint students with the ideas that formed our country but also encourage students to create their individual positions which will empower them as citizens. Students are expected to take both the AP U.S. History and AP Language and Composition tests in May. **Completion of this summer work is a course requirement and students can expect multiple summative assessments upon their return to school in the fall. All work is due on the first day of class at the start of your class period.**

### English Assignment

*American Studies is a college-level course that demands careful, analytic reading and writing. Specifically, students are required to identify and analyze the rhetorical strategies used by authors across a range of writing; clearly articulate, support, refute or modify the central argument in a text; and synthesize a variety of sources. This summer assignment is designed to assess your skills in rhetorical analysis, argument, and synthesis, while also introducing you to one of the overarching questions of the course: how do the stories we tell about the past shape, aid, and/or distort our understanding of history?*

**Reading:** You will read three book-length works: *A Voyage Long and Strange* by Tony Horwitz (nonfiction), *Caleb's Crossing* by Geraldine Brooks (novel), and *The Crucible* by Arthur Miller (play). As you read, you should use sticky notes to track the following ideas, or "threads," throughout each work:

- The influence of religion on individual and cultural identity
- Gender roles (particularly in *Caleb's Crossing* and *The Crucible*)
- Discovery/the "known" and "unknown" worlds (consider this in both the literal and spiritual sense)
- The nature of truth (consider how the relationship among facts, experience, and perception plays out in each text)
- Pivotal moments of transition for individuals, cultures and civilizations
- The craft and purpose of storytelling across our three texts

Your notes, while they will not be collected, should prepare you to write analytically about these books in class within the first week of school. Also, use the glossary provided below to prepare for our discussion of the summer reading.

### **Glossary of Key Terms:**

Rhetoric: The effective use of language; also, the study of effective language use. The term can also be used negatively, as when it is said that a particular argument is really just using rhetoric, that is, using words persuasively (perhaps by making emotional appeals) without making a solid argument.

Argument: Writing that attempts to prove a point through reasoning. Argument presses its case by using logic and by supporting its logic with examples and evidence.

Evidence: The facts that support an argument. Evidence takes different forms depending on the kind of writing in which it appears, but generally is concrete, agreed-upon information that can be pointed to as example or proof.

Audience: As actors have audiences who can see and hear them, writers have readers. Having a sense of audience is important in writing because we write differently depending on who we think will be reading our work. If the audience is specific, we write in such a way that will appeal to a small group; if it is general, write in such a way that as many people as possible will listen to, and be able to hear, what we have to say.

Purpose: The author's goal or aim in writing a given piece.

Tone: refers to the author's attitude toward the reader (e.g. formal, intimate, pompous) or to the subject matter (e.g. ironic, light, solemn, satiric, sentimental).

Diction: refers to the choice of words used in a literary work. A writer's diction may be characterized, for example as formal, colloquial, abstract, concrete, literal or figurative.

Imagery: refers to the use of language in a literary work that evokes sense-impressions by literal or figurative reference to perceptible or "concrete" objects, scenes, actions, or states as distinct from the language or abstract argument or exposition. The imagery of a literary work thus comprises the set of images that it uses to appeal to senses (including, but not limited to sight).

Symbol, Symbolism: A symbol is something that stands for something else. Unlike allegory, symbolism is multi-dimensional--it may convey a number of meanings. The symbol of the great white whale in Herman Melville's *Moby Dick*, for example, may stand for the devil, nature, the forces of the universe or ?

Style: The way a writer writes. Any of the choices writers make while writing—about diction, sentence length, structure, rhythm, and figures of speech—that make their work sound like them. The tone of a particular work can be due in part to a writer's style.

Voice: A writer's unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection.

**Assessment:** During the first week of school, you will complete a timed writing assessment which will require you to draw on your nuanced understanding of the assigned readings.

**Some Final Words:** Late work will not be accepted. Completion of the summer assignment is a prerequisite for enrollment in the class. If you have any questions about the English portion of the assignment, please contact us via email at [khilton@fairfieldschools.org](mailto:khilton@fairfieldschools.org) and/or [dnulf@fairfieldschools.org](mailto:dnulf@fairfieldschools.org). Last minute emails are discouraged.

## **History Assignment**

*The purpose of the summer work is to help you practice independent learning. You will teach yourself the first unit (Contact and Exploration, approximately 1491-1607) through the activities listed below. Your textbook reading and study guide will help you understand the historical context of the three books you will be reading this summer.*

### **Tasks:**

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- Read “AP US History Exam Description” and “How to take notes for APUSH.”
  - Read Chapters 1-3 (“A New World,” “Beginnings of English America,” “Creating Anglo-America”) in *Give Me Liberty* and take notes in the proper format. The e-book can be found at [http://www.norton.com/ebooklite/givemelibAP3e\\_chs0\\_4/welcome.asp](http://www.norton.com/ebooklite/givemelibAP3e_chs0_4/welcome.asp). You will receive a textbook during the first week of school.
  - Complete the Test Study Guide.
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How to take notes from the textbook:

- Throughout the book, there are focus questions at the beginning of each chapter and in the left margin of the page. Your notes should answer these questions for each chapter.
- Your notes should not be in complete sentences.
- Your notes should be paraphrases and you should avoid pulling direct phrases from the book. (Look at the LMC page for help with paraphrasing.)
- You can include page numbers to help you reference specific textbook sections later.
- Notes should not be more than 2-3 pages per chapter.

**A hard-copy of ALL work must be submitted on the first day of school at the start of your class period. The work should be stapled together in the following order:**

- Study Guide
- Chapter 1-3 Notes

**Please note that the school’s policies against plagiarism and cheating will be strictly upheld.**

**Please see the Student Handbook for details.**

**Assessment:** A content-specific assessment will be administered on the first day of school.

**Some Final Words:** Late work will not be accepted. If you have questions about the historical half of this assignment, I can be reached by email during the summer with questions regarding the summer work at [anewberg@fairfieldschools.org](mailto:anewberg@fairfieldschools.org). Last minute emails are discouraged.

Name:

### **Period 1: 1491-1607~Test Study Guide**

*To complete this study guide, use your textbook and the school databases (ABC-Clio American History, U.S. History in Context, Encyclopedia Britannica). You may need to sign into "Destiny" in order to use the databases at home. (Contact the LMC if you need help signing in.)*

**Identify these terms and people:**

sextant	
mestizo	
mulatto	
Zambo	
Pueblo (structure)	
Maize	
smallpox	
conquistadores	
mission system	
encomienda	
maroon communities	
joint-stock companies	
capitalism	
<i>Comprehensive Orders for New Discoveries</i>	

Juan de Oñate	
Juan de Sepulveda	
Bartolome de Las Casas	
Christopher Columbus	
Isabella and Ferdinand	

**Fill in the chart for the Native American Tribes:**

	<b>Location</b>	<b>Hunting/Farming Methods</b>	<b>Housing</b>	<b>Adaptations to their environment</b>	<b>Political and/or family organization</b>
<b>Cahokia</b>					
<b>Pueblo</b>					
<b>Algonquian</b>					
<b>Iroquois</b>					
<b>Creek</b>					
<b>Chinook</b>					

**Compare and contrast the motivations, methods, and effects of each European country's exploration between 1491 and 1607:**

Spain:

Portugal:

Holland:

France:

England:

**Fill in the following chart and highlight anything that harmed either Europe or the New World.  
Circle the most important new crops and/or livestock for each side:**

<b>Columbian Exchange</b>	
<b>Introduced to Europe</b>	<b>Introduced to New World</b>

**Answer the following questions in the space provided:**

How did the first people arrive in North America?

Describe the treatment of Native Americans and Africans by the Europeans.

What was the effect of Christianity on the New World?

How did views of landownership differ between Native Americans and Europeans?

What were the major causes for the increase in the demand for African slaves in the Caribbean?

How did Africans respond to the introduction of slavery in the New World?

Look on pages 51, 91, and 133. Under “key terms” select two terms from each list (six total) that do not appear on the study guide but should be. List them below and defend your selection in 4-5 sentences.



### How to take notes for AMSTUD

You are expected to read the textbook on your own and to take notes. During the year, I will post a calendar for each unit online. By the end of the unit, you are expected to have read and completed the notes for the corresponding chapters in *Give Me Liberty*. After the unit is over, I may collect and assess your notes. *The amount of days in each unit is only an estimate and is based on this year's block schedule.*

- Unit One: Contact and Exploration (1491-1607) (Summer)
  - *Give Me Liberty* Chapters: 1-3
- Unit Two: Settlements (1607-1754) (7 Days)
  - *Give Me Liberty* Chapters: 4
- Unit Three: Revolution (1754-1800) (10 Days)
  - *Give Me Liberty* Chapters: 5-8
- Unit Four: Crafting a Nation(1800-1848) (7 Days)
  - *Give Me Liberty* Chapters: 9-12
- Unit Five: Civil War & Reconstruction (1844-1877) (9 Days)
  - *Give Me Liberty* Chapters: 13-15
- Unit Six: Industrialization (1865-1898) (9 Days)
  - *Give Me Liberty* Chapters: 16
- Unit Seven: War, Prosperity & Depression (1890-1945) (12 Days)
  - *Give Me Liberty* Chapters: 17-22
- Unit Eight: Fears, Joys, and Limits (1945-1980) (11 Days)
  - *Give Me Liberty* Chapters: 23-26
- Unit Nine: New Beginnings (1980-Present) (3 Days)
  - *Give Me Liberty* Chapters: 27-28

Your notes should be formatted as follows:

- Throughout the book, there are focus questions at the beginning of each chapter and in the left margin of the page. Your notes should answer these questions for each chapter.
- Your notes should not be in complete sentences.
- Your notes should be paraphrases and you should avoid pulling direct phrases from the book. (Look at the LMC page for help with paraphrasing.)
- You can include page numbers to help you reference specific textbook sections later.
- Notes should not be more than 2-3 pages per chapter.
- You may type or hand-write your notes but it would be a good idea to bring them to class each day so you can reference them. Beginning on the last day of the unit, you are **REQUIRED** to bring them to class each day. (Remember, they may be collected!)

## AP US History Exam Description

**Test Date: Friday 5 May 2017 (8am)**

Total time: 3 hours 15 minutes

Section 1: 105 minutes

Section 2: 90 minutes

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55	55 min.	40%
	Part B: Short-answer Questions	4	50 min.	20%
II	Part A: Document-based question	1	55 min.	25%
	Part B: Long essay question	1 (Chosen from a pair)	35 min.	15%

### Percentage of Exam:

<b>1491-1607</b>	<b>.05</b>	<b>.05</b>
<b>1607-1754</b>	<b>.10</b>	<b>.45</b>
<b>1754-1800</b>	<b>.12</b>	
<b>1800-1848</b>	<b>.10</b>	
<b>1844-1877</b>	<b>.13</b>	
<b>1865-1898</b>	<b>.13</b>	<b>.45</b>
<b>1890-1945</b>	<b>.17</b>	
<b>1945-1980</b>	<b>.15</b>	
<b>1980-Present</b>	<b>.05</b>	<b>.05</b>

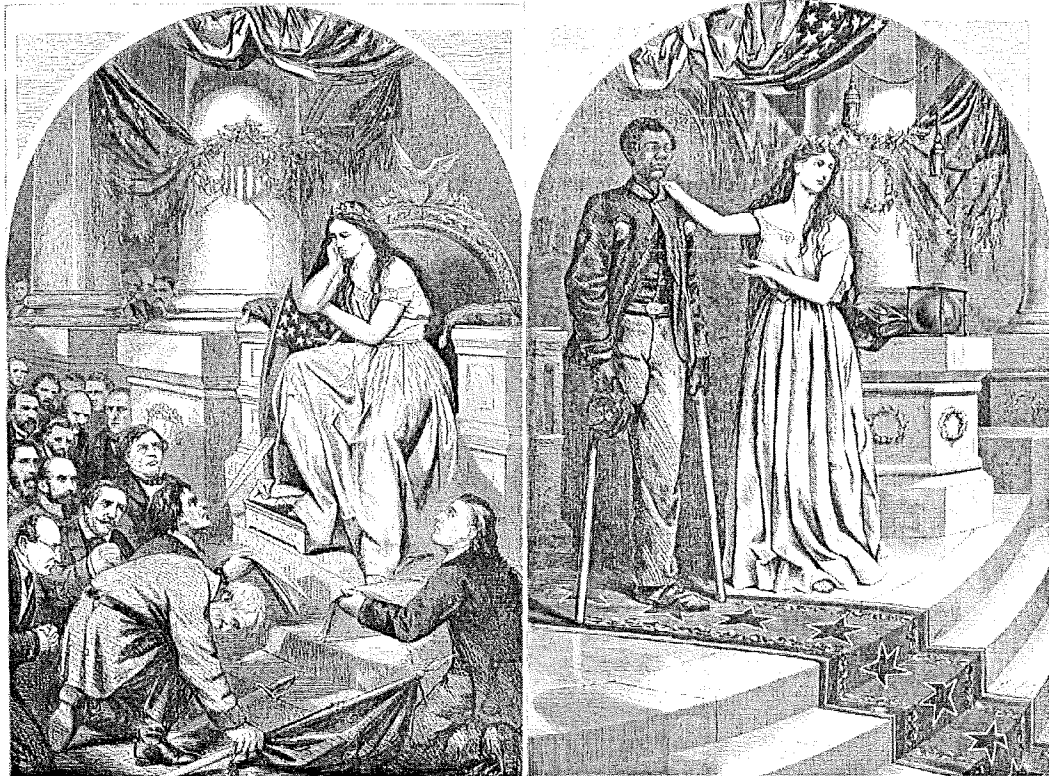
*No document-based question or long essay will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9). However, they may be combined with another period (ex. Explain the sources of labor in the colonies from 1550 to 1800...).*

### Section I A: Multiple-Choice Questions

The multiple choice section of the exam will have 55 questions. As demonstrated in the following example, sets will be organized around 2-6 questions that focus on a primary source, secondary source, or other historical issue. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments on other periods.

### Multiple Choice Example

Questions 2.1–2.4 refer to the political cartoon.



**PARDON.**

Columbia—"Shall I Trust These Men,

**FRANCHISE.**

and Not This Man?"

- 2.1. Which of the following groups would be most likely to support the perspective of the cartoon?
- (A) Southern politicians
  - (B) Radical Republicans**
  - (C) Northern opponents of the war
  - (D) Veterans of the Confederate Army
- 2.2. The sentiments expressed in the cartoon above most directly contributed to which of the following?
- (A) The passage of the Fourteenth and Fifteenth Amendments**
  - (B) The movement of African Americans away from the farms where many had been held as slaves
  - (C) The prevalence of the sharecropping system
  - (D) The passage of segregation laws in Southern states
- 2.3. The controversy highlighted in the cartoon above most directly led to the
- (A) emergence of more vigorous Southern resistance to African American rights**

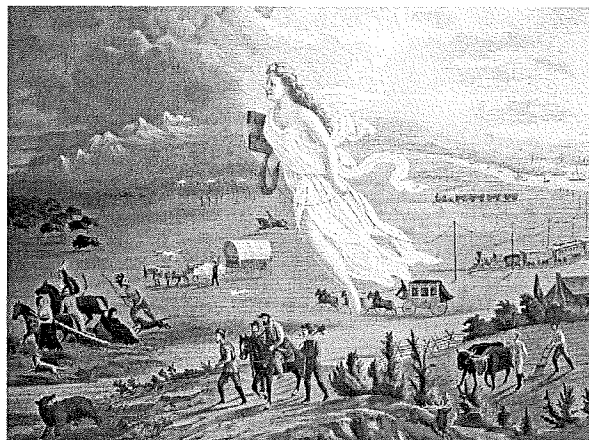
- (B) industrialization of some segments of the Southern economy
  - (C) issuance of court rulings such as *Plessy v. Ferguson* sanctioning racial segregation
  - (D) development of African American efforts to support vocational education
- 2.4. The ideas expressed in the cartoon above most directly reflect which of the following continuities in United States history?
- (A) Debates about federalism and states' rights
  - (B) Debates about access to voting rights**
  - (C) Debates about the role of the federal government in the economy
  - (D) Debates about the proper role of political parties
- 2.5. Which of the following 20th-century issues most closely parallels the controversy depicted in the cartoon above?
- (A) The opposition to the Vietnam War in the 1960s and 1970s
  - (B) The growth of conservatism in the 1960s, 1970s, and 1980s
  - (C) The Civil Rights movement of the 1950s and 1960s**
  - (D) The expansion of migration to the United States after 1965

## Section I B: Short-Answer Questions

This section will have 4 questions, and students will have 50 minutes to write their answers. All of the short answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, non-textual sources such as data or maps, or general propositions about U.S. history. Note that the short-answer questions **do not** require students to develop and support a thesis statement.

### Short-Answer Example

Question 1 is based on the following image.



1. Use the image on the previous page and your knowledge of United States history to answer parts A, B, and C.
  - A) Explain the point of view reflected in the image above regarding ONE of the following:
    - Migration
    - Technology
    - American
    - Indians
  - B) Explain how ONE element of the image expresses the point of view you identified in Part A.
  - C) Explain how the point of view you identified in Part A helped to shape ONE specific United States government action between 1845 and 1900.

## Section II A: Document-Based Question

There will be one document-based question on the exam, and students will have 55 minutes to write their answer. The DBQ will have one of the following historical thinking skills as its main focus: **causation, change and continuity over time, comparison, interpretation, or periodization**. All document based questions will always assess the historical thinking skills of historical argumentation, appropriate use of relevant historical evidence, contextualization, and synthesis. For this question, the main historical thinking skill being assessed is **continuity and change over time**, although other document-based questions may focus on other skills.

The response should do the following:

- State a relevant thesis that directly addressed all parts of the question.
- Support the thesis or a relevant argument with evidence from all, or all but one, of the documents.
- Incorporate analysis of all, or all but one, of the documents in to your argument.
- Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view.
- Support your argument with analysis of historical examples outside the documents.
- Connect historical phenomena relevant to your argument to broader events or processes.
- Synthesize the elements into a persuasive essay.

### DBQ Example

Question: **Analyze major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910-1930.**

### Document 1

Source: Southern African American folk saying, 1910s

De white man he got ha'f de crop

Boll-Weevil took de res'.

Ain't got no home,

Ain't got no home.

### Document 2

Source: Letter from a prospective African American migrant, April 27, 1917

New Orleans, La., 4/27/17

Dear Sirs:

Being desirous of leaving the South for the betement [sic] of my condition generally [sic] and seeking a Home Somewhere in Ill' Chicago or some other prosperous town I am at sea about the best place to locate having a family dependent upon me for

support. I am informed by the *Chicago Defender* a very valuable paper which has for its purpose the Uplifting of my race, and of which I am a constant reader and real lover, that you were in position to show some light to one in my condition.

Seeking a Northern Home. If this is true Kindly inform me by next mail the next best thing to do Being a poor man with a family to care for, I am not coming to live on flowry [sic] Beds of ease for I am a man who works and wish to make the best I can out of life I do not wish to come there hoodwinked not know where to go or what to do

so I Solicite [sic] your help in this matter and thanking you in advance for what advice you may be pleased to Give I am yours for success.

### Document 3

Source: Dwight Thompson Farnham, a northern White efficiency expert, article titled "Negros as a Source of Industrial Labor", *Industrial Management*, August 1918

A certain amount of segregation is necessary at times to preserve the peace. This is especially true when negroes are first introduced into a plant. It is a question if it is not always best to have separate wash rooms and the like. In places where different races necessarily come into close contact and in places where inherited characteristics are especially accentuated, it is better to keep their respective folkways from clashing wherever possible.

#### Document 4

Source: Jackson (Mississippi) *Daily News*, a southern white-owned newspaper, on the race riot in Chicago, July 28, 1919

The only surprising feature about the race riot in Chicago yesterday is that it did not assume larger proportions.

Trouble has been brewing in that city for several months, and nothing short of exceptionally good work by the police department can prevent further clashes.

The native white population of Chicago bitterly resents the influx of negro labor, and especially the housing of blacks in white neighborhoods.

. . . . the decent, hard-working, law-abiding Mississippi negroes who were lured to Chicago by the bait of higher wages, only to lose their jobs, or forced to accept lower pay after the labor shortage became less acute, are hereby notified that they will be welcomed back home and find their old positions waiting for them.

Mississippi may lynch a negro when he commits the most heinous of all crimes, but we do not blow up the innocent with bombs, or explode sticks of dynamite on their doorsteps.

#### Document 5

Source: Lizzie Miles, African American singer, lyrics to the song "Cotton Belt Blues," 1923

Look at me. Look at me.

And you see a gal,

With a heart bogged down with  
woe. Because I'm all alone,

Far from my Southern home.  
Dixie Dan. That's the man.

Took me from the Land of Cotton

To that cold, cold minded North.  
Threw me down. Hit the town.

And I've never seen him henceforth.

Just cause I trusted. I'm broke and  
disgusted,

I got the Cotton Belt Blues.

#### Document 6

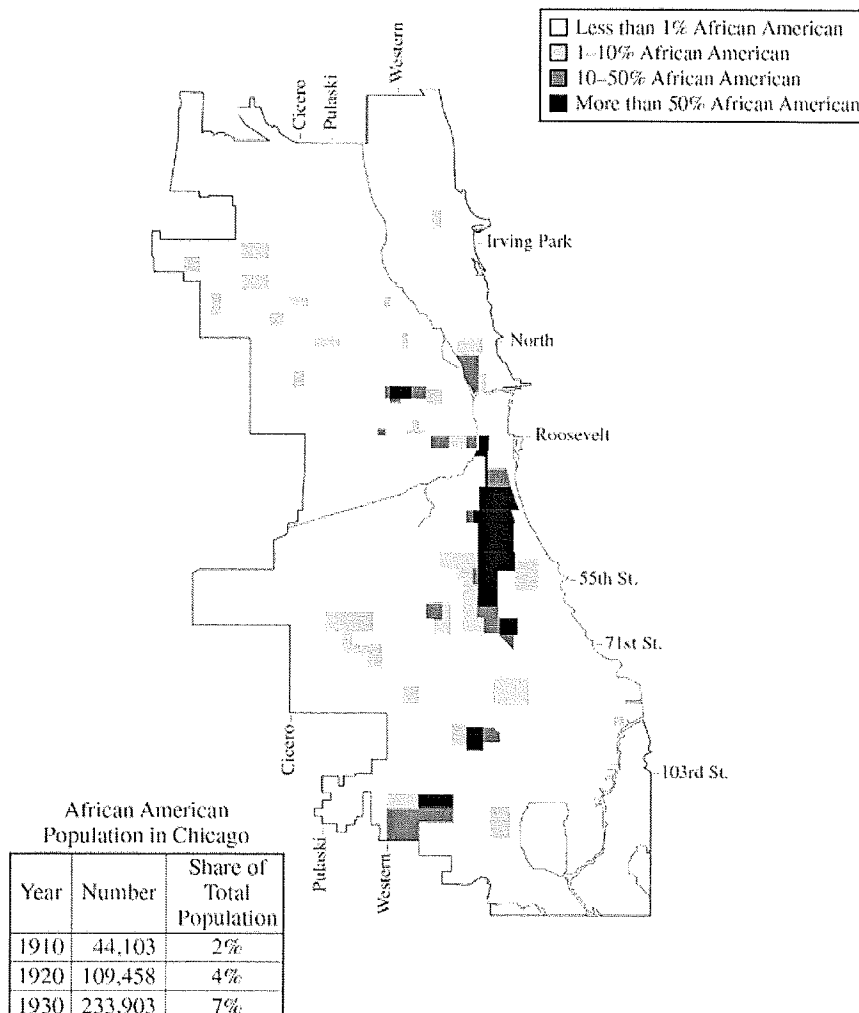
Source: George Schuyler, an African American journalist, article in *The Messenger*, a political and literary magazine for African Americans, August 1925

It is generally thought by both Negroes and whites that Negroes are the chief strikebreakers in the United States. This is far from the truth. The Negro workers' part in strikes has been dramatized by virtue of the striking contrast of race which invariably provoked race riots. But the fact is that there are many more scabs among

the white than black workers, partially because there are numerous industries in which Negroes are not permitted to work, which, too, are by no means one hundred percent organized. Out of twenty or more millions of workers in the United States, less than five million are organized. Note the potential for scabs!

## Document 7

DISTRIBUTION OF AFRICAN AMERICAN POPULATION IN CHICAGO, 1930





## Section II B: Long-Essay Question

In this section, students will choose between one of two long-essay questions, and they will have 35 minutes to answer one of them in writing. The following questions are meant to illustrate an example of a question pairing that might appear in this section of the exam, in which both questions focus on the same historical thinking skill (in this case, **periodization**) but apply it to different time periods. Therefore, the question pairing allows the student to make a choice concerning which time period and historical perspective the student is best prepared to write about.

Strong answers include:

- Thesis and organization.
  - Knowledge of relevant chronology
  - Detailed understanding of historical events, arguments, and circumstances
    - Specific examples!
1. Some historians have argued that the Spanish-American War in 1898 marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.
  2. Some historians have argued that the development of the policy of containment after the Second World War marked a turning point in United States foreign policy. Support, modify, or refute this contention using specific evidence.