

American Studies Summer Work 2016



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.

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. We highly recommend the summer symposium on the 2016 election or *A Clockwork Orange* by Anthony Burgess to evaluate the use of language.

PART 2: AP English Language and Composition

A. The Case for Abundance

Task: Read and annotate Andrew Carnegie's "The Gospel of Wealth."
(http://www.otaulc.com/text/carnegie_wealth.pdf)

Annotations should consist of critical commentary and questions. When possible, annotations should also show an awareness of the style and structure of the argument.

After reading and annotating, you will write a response addressing all of the following tasks:

- Identify one main claim of the essay.
- Evaluate how Carnegie developed his argument both structurally and linguistically.
- Determine whether or not you would agree or disagree with his claim; use appropriate supportive evidence from your reading and observations to strengthen your stance.

Format: **(one-page maximum, Times New Roman, 12pt, single-spaced)**

Formative: 40pts

B. The "Other" America

Critically read, evaluate, and annotate Jeanette Walls' *The Glass Castle* (available through the LMC or school bookroom). In a dialectical response, you will select three salient passages from the novel. These passages should be anecdotes or personal experiences that shaped Walls' perception of socioeconomic class in America.

In your dialectical response, please consider the following questions:

- Why did you select this passage as a poignant depiction of class?
- How is the anecdote structured? Consider its tone and the impact of imagery, connotations of words, narrative techniques, etc.
- Based on Walls' experiences, what claim can be made about social class in America?
- 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: **(three-page maximum, Times New Roman, 12pt, single-spaced)**

Formative: 40pts

C. "My Side" of the Story

Read and view the following video clips. Take notes on key scenes or passages and be prepared to reference specific portions of works in our seminar. As you examine the film, **do not simply accept the argument being presented**, but instead, discover which portions you would defend or challenge with evidence of your own.

1. "The Secret Fears of the Super-Rich" *The Atlantic*

<http://www.theatlantic.com/magazine/archive/2011/04/secret-fears-of-the-super-rich/308419/>

Does great wealth bring fulfillment? An ambitious study by Boston College suggests not. For the first time, researchers prompted the very rich—people with fortunes in excess of \$25 million—to speak candidly about

their lives. The result is a surprising litany of anxieties: their sense of isolation, their worries about work and love, and most of all, their fears for their children.

2. “Senator Rubio Delivers Address on 50th Anniversary of the ‘War on Poverty’”

<https://www.youtube.com/watch?v=yK4MRzGgPSA>

U.S. Senator Marco Rubio (R-FL) addresses an audience in the Lyndon B. Johnson room of the U.S. Capitol regarding the 50th anniversary of the "War on Poverty." He discusses the opportunity gap, the role of marriage in decreasing child poverty, a lack of education, unemployment, and the role that the free enterprise system can have in solving those issues. To combat poverty, he proposes state-run anti-poverty programs instead of federal-run programs, a wage enhancement program for low-wage jobs, and job skills training.

3. Richard Wilinon: How economic inequality harms societies

<https://www.youtube.com/watch?v=cZ7LzE3u7Bw>

Richard Wilkinson charts the hard data on economic inequality, and shows what gets worse when the rich and poor are too far apart: real effects on health, lifespan, even such basic values as trust.

4. “Born Rich”

<https://www.youtube.com/watch?v=8o46HH-TfNY>

This documentary by Jamie Johnson (heir to the Johnson & Johnson pharmaceutical fortune) captures the rituals, worries and social customs of the current generation of Trumps, Vanderbilts, Newhouses and Bloombergs.

Format: **Bulleted notes on key scenes or passages**

Formative: 20pts

Part 3 A.P. United States History

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 2015-2016 school year.

**Formative 5 pts/chapter
18 Chapters total of 65 pts**

- 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 will suffice)**

Formative 25 pts

2. Read *Give Me Liberty?* chapters 1-3

You will not be receiving this text until the fall but a link with a PDF version of the first three chapters will be available on our Google Classroom page. http://wwnorton.com/ebooklite/givemelibAP3e_chs0_4/welcome.asp

- 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 our classroom 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

3. 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.

Formative 10 pts

- a. Briefly explain why **ONE (1)** of the following colonies below best represents a value that still shape the thinking, behavior and actions of Americans today. Consider a value as a nontangible principle that guides decisions. 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..

B. Differing Perspectives

- a. Read Howard Zinn's *A People's History of the United States* Chapter 1 Columbus, the Indians and Human Progress
- b. Read Larry Schweikart and Michael Allen's *A Patriots History of the United States* Introduction found in the following link
<http://uscrow.org/downloads/A%20Patriots%20History%20of%20the%20US%20-%20Ytsewolf.pdf>
- c. Why do you think your teachers of American Studies asked you to read these two sources? What did reading these two texts make you realize about the study of history and language?

One page will suffice.

Formative 25 pts

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 your dialectal journal:

- 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. Use the tone word glossary to assist in your written examination of the three selected passages.

Expectations:

CRITICAL READER 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 compose. You carry on 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 the audience.