

FWHS  
AP American Studies  
Summer Work 2013



English Colony at Jamestown, Virginia  
1607

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## Advanced Placement American Studies Summer Reading

Dear 2013-2014 American Studies Students,

Welcome to AP American Studies. Over the course of the summer, you will read two major texts, three chapters in your textbook and three essays. 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 discuss these works and write about them in a meaningful manner.

### **PART 1: FWHS (school wide) Summer Reading**

You will participate in the FWHS Summer reading book chat. Your 2013-2014 English teacher will provide you with the list of summer reading books and the required assignment.

### **PART 2: AP English Language and Composition**

#### **A. Crafting an Argument: The Origins of a Nation**

*Closely read and annotate the following three essays. Then, evaluate the effectiveness of the argument made. Consider the speaker, occasion, audience, purpose, and subject of the piece.*

#### **1. Creating Justification through Ethos (ethical appeal), Pathos (emotional appeal), and Logos (logical appeal):**

John Winthrop "A Model of Christian Charity" (1630)

#### **2. Coercing with Sentimental Appeal and Cultural Bias:**

Mary Rowlandson excerpts from "Narrative of the Captivity and Restoration" (1682)

#### **3. Utilizing Scare Tactics:**

Jonathan Edwards' "Sinners in the Hands of an Angry God" (1741)

You will write a ***separate*** response for ***each*** of the essays (one-page **maximum**) addressing all of the following tasks:

- Identify the main claim of the essay.
- Evaluate how the **author's style and use of language** worked to accomplish his/her purpose.
- Research and describe how this essay reflected or rejected historical events or trends.

## **B. Judgmental Voices**

Critically read, evaluate, and annotate The Scarlet Letter (Penguin Classics, Eds. Baym, Connolly). In three analytical responses, you will:

*Respond to each of the following three directives. EACH response should be a ONE TYPED PAGE essay, citing as many specific examples and/or quotes from the work as needed to support your point. The evidence from the work is your proof that you read the work and can isolate meaningful textual passages.*

1. Choose a passage from the work that you feel delineates the author's purpose. Quote the passage; then explain the main point of the passage and analyze how it is the core of the novel.
2. Choose a passage from the work that best reflects the author's style. Quote it; then discuss the style, being sure to consider irony, tone, diction, formality, and sentence structure.
3. Choose the most striking passage of the work. Quote it; then explain why this particular passage resonated with you and reveal the larger sociological or historical implications of the passage.

## **C. On Good Writing**

This last reading component address the kind of writing we expect you to produce for this course. Being concise is essential. For AP American Studies, students show a precision of language, focus on topic, use of relevant support, and a personal voice that reveals a critical and reflective outlook. In this course, we value the kind of thinking that conveys authentic curiosity, but does so in a clear and coherent manner.

Read the following work in order to better clarify what we mean by “precision of language”:

William Zinsser's *On Writing Well* (1998) chapter “Simplicity” and “Clutter”

## **PART 3: American History Readings and Analysis**

**Task I** In your text, *Inventing America*, you are to read and take notes on chapters 1-4. This will cover the period of early exploration in the western hemisphere, the competition for empire, as well as the settlement of North America and the development of colonial society.

For each chapter you are expected to write ONE essay. Each essay should be typed and its length should be approximately two pages.

### **Chapter 1** Men Prone to Wonder pages 5-35

Choose ONE of the following:

- A. "With the dawn of the 16<sup>th</sup> century, there came together in Europe both the motivation and the means to explore and colonize territory across the seas."

Assess the validity of this statement with respect to (a) religion (b) trade and (c) technology.

- 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 this statement.

### **Chapter 2** The European Settlement of North America pages 36-72

Choose ONE of the following:

- A. In what ways did the English colonies develop differently from the Spanish and the French colonies?

- B. "From the beginning, the English colonies had democratic characteristics."

Assess the validity of this statement with reference to majority rule and representative government in Virginia and Massachusetts.

### **Chapter 3** Empires pages 73-104

Choose **ONE** of the following:

- A. Compare and contrast the English relationship and the French relationship with the Native Americans.
- B. "Beginning with the restoration of the monarchy in 1660, the English government made a continuous effort to exercise control over its American colonies."

Give examples to prove this statement.

You will be tested with multiple choice questions from the first 3 chapters in the first week of school when you return. Basically know your chapters well. I encourage you to utilize the questions provided for each of the chapters to guide your preparation.

### **Task II Historical book analysis**

*A Voyage Long and Strange* by Tony Horowitz

Peter Gomes, a Harvard chaplain of African-American and Portuguese lineage stated that:

*"Myth is more important than history. History is arbitrary, a collection of facts. Myths we choose, we create, we perpetuate."*

In each chapter Horowitz attempts to debunk a myth about history and he makes some quirky connections of historical events of the past to today. Your job is to identify in each chapter what the myth is and the ways in which Horowitz provides a new perspective on these events. You are to also identify in each chapter some of the quirky connections he makes to today.

The assessment for this book will not be a written one but instead will be based on your contributions made during small book group discussions upon the return to school. For this assessment it is suggested you have used sticky notes in the book to identify quotes and evidence that you would like to bring up during discussion. The discussion will revolve around the above quote.

### **Part III. Recommended Book**

United States History: Preparing for the Advanced Placement Examination, by John J. Newman and John M. Schmalbach, published by Amsco School Publication, Inc (purchase most recent edition)

## **Part IV. (Optional) Fun with history**

Connecticut has a rich history that often goes unnoticed by most teenagers. If perhaps your summer work has awoken a spark deep within you and a passion for history and language, then grab some friends and go take a trip to a historical site here in town, in Fairfield County, in Connecticut or somewhere else around the country. Grab some of the brochures and pamphlets at the site and take some photos of yourself and your friends enjoying history. Then when we are back in the fall you can tell us about your adventures and maybe make some recommendations on places for others to visit.