

# **A.P. U.S. Government and Politics**

FLHS/FWHS

## **2013 Summer Reading Assignment**

### Directions:

1. Select a book related to politics and/or government to read over the summer. This publication should
  - be at least 100 pages long;
  - be published after 9/11/2001; and
  - be approved by Ms. Bassett (FLHS) or Ms. MacIntosh (FWHS) by Thursday, June 20, 2013.
2. As you read your selection, make annotations and prepare to participate in a Socratic Seminar on the second day of school, Friday, August 30, 2013. Bring the following to the seminar:
  - your book;
  - at least three word processed pages of annotations;
  - a three sentence synopsis of the subject of your book; and
  - five questions you could pose to the class to encourage reflection and discussion about your book's subject matter.
3. Upon completion of the seminar, you will submit your summer work for peer review and teacher evaluation. The peer review process will include a student answering your discussion questions, and vice versa. Self-assess on the rubric listed below before submission.

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Directions: Each student should self-assess in black or blue ink. A peer will self-asses in pencil. Finally, the teacher will assess students in a different color ink.

Criteria	Outstanding	Satisfactory	Unsatisfactory
Book Annotations	<p><b>41-45 points</b>            At least three word processed pages of critical commentary and explanatory notes are thoroughly recorded, conceptually developed, and richly supported.            Sage connections are made between book content and outside knowledge of U.S. government and politics.            The student questions the text in a manner that advances personal understanding of government and politics.            Annotations clearly identify the book's major points, and connects and questions these major points.</p>	<p><b>28-40 points</b>            Annotations cover the main content of the book but development of insights and support could be more sophisticated.            The student identifies the major points of the book and attempts to question or connect to them.            However, questions may be superficial, and connections may not extend personal understanding.            Major points of the book identified may simply demonstrate reiteration of the author's points and lack original thinking.</p>	<p><b>0-27 points</b>            Annotations lack cohesion and detail.            Notes may demonstrate some reading and comprehension of the text, but clear connections or questions to indicate advancing understanding of government or politics are lacking.</p>
Book Synopsis	<p><b>4-5 points</b>            Summary of book is concise and articulate. Statements go beyond "jacket copy" to probe deeper connections to political/governmental topics</p>	<p><b>2-3 points</b>            Summary of book conveys topic matter and course relevance beyond "jacket copy"</p>	<p><b>0-1 point</b>            Summary of book does not adequately demonstrate insights gained through reading or connection to course topics</p>
Seminar Discussion Questions	<p><b>8-10 points</b>            Five deeply probing, superiorly analytical, higher-order questions are formed to foster reflection and debate</p>	<p><b>6-7 points</b>            Five discussion questions may vary in rigor and reflection, but all encourage class participation</p>	<p><b>0-5 points</b>            May not include five discussion questions, or lack requisite higher-order thinking</p>
Seminar Participation	<p><b>18-20 points</b>            Student made well-reasoned, richly supported contributions to the seminar. Participation was responsive as well as leading. Student's input included both exploratory questions and substantive answers</p>	<p><b>12-17 points</b>            Student contributed to the seminar with higher-order questions and supportive detail, but may have varied in quality, quantity, or relevance</p>	<p><b>0-11 points</b>            Student did not sufficiently engage during seminar. Though some participation may have been attempted, the contributions lacked rigor or connection</p>
Peer Review	<p><b>18-20 points</b>            Student responsibly evaluated a peer's summer work and provided analytical feedback. Student answers to peer's discussion questions were of the highest caliber with rich conceptual and factual development</p>	<p><b>12-17 points</b>            Student responsibly evaluated a peer's summer work with relevant comments. Student answers to peer's discussion questions were thoughtful and supported</p>	<p><b>0-11 points</b>            Student evaluated a peer's work without developed feedback; or student did not answer peer's discussion questions with due diligence</p>
TOTAL			