

Advanced Placement American Studies Summer Reading

Dear 2011-2012 AP American Studies Students,

Welcome to AP American Studies. Your rigorous study of the American experience commences with this summer reading assignment. Over the course of the summer, you will read two major texts, a few essays, and a number of short documents. 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 2010-2011 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. Note the focus issue for each—appeals in Winthrop, bias in Rowlandson, and scare tactics in Edwards. Use Everything's an Argument (pgs. 32-42: check out from LMC) to clarify that assignment focus. Then, evaluate the effectiveness of the argument made.

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. Using Scare Tactics:

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

You will write a **separate** response for **each** of the essays (200 word **maximum**) addressing all of the following tasks:

- Identify the main claim of the essay.
- Evaluate how the **author's argumentative tactics** reflect audience and context.
- Analyze how **style and use of language** work to accomplish writer's purpose.

4. Judgmental Voices:

The previous 3 historical documents give some context for Hawthorne's *The Scarlet Letter* [Penguin Classic Edition—Checkout from LMC]. Critically read, evaluate, and annotate the novel. 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.

- a) 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.
- b) 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.
- c) 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.

B. Crafting an Argument: America Today, the Myth and Reality

Read and analyze Chris Hedges' copied book Empire of Illusion: The End of Literacy and the Triumph of Spectacle. Think of each chapter as an essay, and the book as a sequence of essays that works toward a central purpose. Identify the thesis and 5 most essential points of each chapter. Be prepared to discuss this book when you return to school. It's where we will start.

PART 3: American History Readings and Analysis

Task 1: 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. Read and use the handout distributed on writing an argumentative essay to guide your responses to the essay questions. Essays must have an introductory paragraph with background information on the topic, and a complex, compound thesis statement. Essays must also have supporting paragraphs that provide both evidence and analysis of the argument presented, as well as a conclusion. (Check out your text from the school library)

Chapter 1 Men Prone to Wonder pages 5-35

Choose **ONE** of the following:

- A. "With the dawn of the 16th 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.

The following questions should be used to guide your reading for Chapter 1 and are NOT to be answered in written format but understand these will appear in future assessments in class.

1. What were the motives that drove European exploration during the 1400's and 1500's? What did the monarchs, the explorers themselves, and other parties hope to accomplish? What did they actually gain?
2. What natural resources, technological knowledge, and cultural strengths did various Native American peoples possess in the centuries before European conquest? Why were these things important?
3. What did the Europeans bring to the New World, in the way of both tangible and non-tangible items? What did they take home that influenced European culture?
4. What new knowledge did Europeans acquire in the process of their exploration? How did it affect their assumptions about the world?
5. Explain why the animals and plants (list/name several) of the New World become important in Europe, and what European animals and plants helped the New World.

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.

The following questions should be used to guide your reading for Chapter 2 and are NOT to be answered in written format but understand these will appear in future assessments in class.

1. What was the link between the Reformation in Europe and the settlement of America? How did the split between Catholics and Protestants affect life in the New World?
2. What was the role of religious belief in the establishment of the American colonies? Be Specific. What were the limits of religious tolerance?
3. What problems did the first colonists in Jamestown face? How did they cope?
4. Compare and contrast the history of settlement in the Chesapeake and

in New England. What were the differences in government, culture, and social values?

5. Discuss the nature of the Puritans' religious beliefs. How did those shape the communities they created in America? What did the notion of a "city on a hill" mean?

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.

The following questions should be used to guide your reading for Chapter 3 and are NOT to be answered in written format but understand these will appear in future assessments in class.

1. How did changes of reign in Britain during the 1600's affect policy toward the New World settlements? How was life in the settlements affected? Be specific. How did the Crown attempt to maintain control over distant territories, and what complications arose?
2. Describe settlers' relationships with Native Americans during this period, with specific reference to King Philip's War and Bacon's Rebellion. What do such episodes suggest about the tensions inherent in American life of the 1600s and about the problems of government?
3. What was at stake in the rivalries between England, Spain, and France in this period? How were Americans involved? How were Native Americans involved?
4. What happened in Salem in 1692, and why? What does it reveal about the structure of colonial society? What does it reveal about the beliefs and fears of Americans at that time?
5. How did British rulers envision the proper economic relationship between their country and the American colonies? How did their assumptions and decisions affect Americans, and how did people react? Discuss the Navigation Acts and their effect.

Chapter 4 Benjamin Franklin's World pages 103-136

Choose **ONE** of the following:

- A. Why did slavery in the colonies grow more rapidly in the last decades of the 17th century than in the earlier decades of that century?
- B. Comment on the extent to which each of the following contributed to a more democratic society in the American colonies: (1) the Great Awakening (b) immigration (c) the Zenger case.

C. "The American colonists of the 18th century were slow to develop academic and artistic pursuits." Assess the validity of the this statement by commenting on THREE of the following

Architecture
Science

Literature
Education

Painting

The following questions should be used to guide your reading for Chapter 4 and are NOT to be answered in written format but understand these will appear in future assessments in class.

1. What were the major factors driving colonial population growth during this period? How did this sizable population increase affect political, economic, and social conditions?
2. Compare and contrast the systems of indentured servitude and slavery as they existed in colonial America. What were the similarities and differences? What role did race and ethnicity play in these systems? How did the existence of these systems shape colonial economic development and social conditions?
3. Evaluate the significance of Ben Franklin's science during the 18th century. What did it mean to both his fellow American colonists and his European intellectual counterparts?
4. Why were the wars fought by Britain and France not necessarily advantageous to the American colonists, and how did the results of the French and Indian War affect the colonists?

You will be tested with multiple choice questions from the first 4 chapters in the first week of school when you return. Basically know your chapters well. We encourage you to utilize the questions provided for each of the chapters to guide your preparation.

Task 2: Historical book analysis

A Voyage Long and Strange by Tony Horwitz. This book will be "checked out" from the school library prior to summer.

Identify and type out what you believe was Horwitz's thesis of each chapter and what you believe to be the five (5) most significant historical points of each chapter. There are 13 chapters in total.

Task 3: Required Books to Purchase

The following book *A People's History of the United States*- Howard Zinn (purchase newest ed. available) We will utilize Zinn's Social History book extensively for the 2011-2012 academic

year. Most Zinn chapters are covered and used in class, but not all. Be sure to have chapter 1 Columbus, the Indians, and Human Progress completed before the beginning of school.

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)