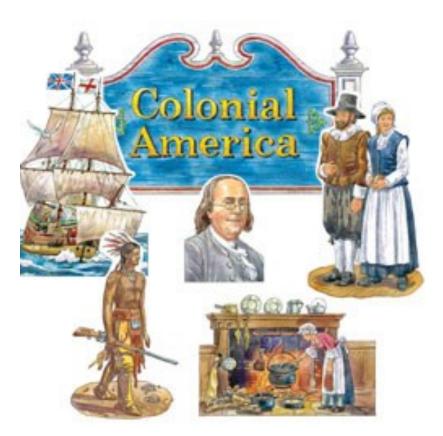
AP UNITED STATES HISTORY



SUMMER READING ASSIGNMENT



BOOK ANALYSIS DUE: MONDAY, AUGUST 24, 2015



AP United States History Summer Reading Assignment Due: Monday, August 24, 2015

THE ASSIGNMENT and BOOK

Students in Advanced Placement United States History will be responsible for reading *America at 1750, A Social Portrait* by Richard Hofstadter. You are to read this before the beginning of the 2015-16 school year and to complete a written assignment on this book. <u>Do NOT write in this state book.</u>

ORGANIZATION

The paper can be written in one of two ways: (A) as a single report in one organized <u>five-page</u> <u>essay</u>

(B) You may write <u>one page</u> on each of Hofstadter's five (5) topics.

- No conclusion is needed for an analysis.

FORMAT

The paper is due at the beginning of the period Monday, August 24 - no exceptions. It must be typed, double-spaced, and use one inch margins. The paper should be stapled together. Use the proper heading on the upper left-hand corner of the first page:

- Your first and last names

- Date

- AP U.S. History

- Mod ____

<u>Hint:</u> *Print your essay out ahead of time in case there is a problem with SEHS printers - or, have it on a thumb drive.*

This is not a book report.

Rather, you are to **analyze** Hofstadter's arguments on each of these five topics and how they relate to the western fringes of colonial settlement in 1750.

You will first need to interpret his arguments, tell what his argument is on each of these topics, and then analyze them answering the second part of the description.

TOPIC ONE: POPULATION & IMMIGRATION

1 a). Describe the types of people who lived in the thirteen colonies in 1750 <u>and</u>

b). For <u>each</u> of the three colonial regions (*New England, Middle, or Southern*), briefly describe the sort of slavery that existed in each region.

TOPIC TWO: WHITE SLAVERY

a). Describe white slavery and

b). explain the impact white slavery had on colonial **society.**

TOPIC THREE: SLAVE TRADE & SLAVERY

Explain /describe how slavery and the slaver trade affected <u>ALL</u> three sections (New England, Middle, and Southern).

TOPIC FOUR: THE MIDDLE CLASS

a). Describe the colonial middle class <u>and</u> b). How did slavery impact the colonial Middle Class in each of the three regions?

TOPIC FIVE: STATE OF CHURCHES & GREAT AWAKENING

a). Describe the denominations in each of the three regions opinion.

B) How did the Great Awakening affect colonial attitudes toward slavery?

Advanced Placement U.S. History

Due: Monday, August 24, 2015

SQ3R Method of Reading

There are various ways to read books. The one method many of my students have had the **most success** is the **"SQ3R"** method. Here is how it works. This method is for you to (1) save time and (2) earn better grades.

SURVEY or SKIM

When a reading is assigned, scan it over first very quickly to get an idea of what it is about. Look at the pictures, graphs, maps, etc. (*In athletics this is like conditioning or stretching*).

QUESTION

You are already doing this step as you skim the material. What is the book/reading dealing with? This step gets your mind ready to look at the topic or subject.

(In athletics, this is like questioning yourself about how you feel while you are stretching and getting ready to play or practice).

READ WITH A PENCIL OF PEN DO NOT MARK UP AMERICA AT 1750 - THIS IS A STATE-OWNED BOOK!

This is how you actually read the book in order to recall vital information.

- <u>In books you own</u>, underline with a highlighter or pencil/pen the key names or events or topic sentences in each paragraph. Identify the key sentence each paragraph has.
- <u>In books you rent or borrow</u> (such as school textbooks or school paperbacks), copy key names or sentences in your notebook. List the page number to help you find the material again.

(In athletics, this is similar to the way coaches "fine tune" athletes or teams during practice or how an athlete works on major aspects of his game during a practice session).

REVIEW

To study for an exam on the reading, you do not have to re-read the entire book all over again. Just simply study the notes you wrote down or the material you highlighted/underlined.

(In athletics, this is similar to reviewing game films. Not all plays are analyzed - just the plays with key accomplishments or errors).

RECITE

This is the payoff! This is when you actually take the quiz, test, or write your analysis.

(In athletics, this is hitting the ball, shooting the jumper or puck, pinning your opponent, etc.)

Rubric for AP United States History

Summer Reading Analysis

	Pts.	A	В	C	D / F	
Thesis Para- graph	/10	Opening paragraph has exceptionally clear the- sis and is extremely effective in stating the position of the essay. Thesis is <u>last</u> sentence of the introductory para- graph	somewhat clear and is effective in stating	Thesis statement lacks clarity and/or is difficult to understand. It is somewhat effective in stating the essay's position. Only lists one or two main ideas.	Paragraph lacks a thesis statement. Position is very unclear. Three main ideas not stated.	
Sup- port	/10	Facts/examples are to- tally accurate and thor- ough in supporting the- sis. Specific examples are stated and thorough- ly developed. Para- graphs support thesis statement.	rate and substantial- ly support the thesis. Specific examples are included but are	Facts and examples may not be accurate or only one or two are listed. Partial support for thesis state- ment. Thesis position is rarely mentioned.	Facts and specific examples are miss- ing or are incom- plete. Thesis lacks total support and never mentioned in body of essay.	
Analy- sis	/10	Excellent evaluation of author's perceptions and correct use of historical facts from all five sec- tions and outside sources. Deeper levels of thinking used.	of author's points with some deeper levels of thinking employed OR excel-	Evaluation of author's points show no deeper level of understanding or confusing. Basic <u>repetition</u> of what author stated in each of his sections.	is demonstrated or completely inaccu-	
Usage	/5	Spelling, verb tense verb agreement, pro- noun agreement and punctuation are com- pletely correct. No run- on sentences and no fragments. Terms are specific and quite ap- propriate.	Spelling, verb tense, verb agreement pro- noun agreement and punctuation are gen- erally accurate. Run- on and sentence fragments are infre- quent.	Spelling, verb tense, verb agreement, pronoun agree- ment and punctuation have inaccuracies. Run-on sen- tences are present and terms are vaguely used.	Spelling, verb tense and agree- ment, pronoun agreement, and punctuation are common through- out essay. Run-on and sentence frag- ments hurt essay's clarity.	
Organ- ization	/10	Paragraphs are quite easy to follow and fol- low order established in thesis paragraph. Facts/ examples effectively support thesis with one main idea per para- graph.	erally in order with adequate support of thesis statement.	Order of paragraphs diffi- cult to follow. Lack of focus on the main thesis and support of thesis may be unclear or illogical.	Essay exhibits a total lack of order and support. Tran- sitions are missing and support of thesis is contradic- tory or missing.	
For- mat	/5	Heading is in upper left- hand corner in order. Title or the number of question being answered is listed clearly. Margins are consistent.	accurate. Title or number of question being answered is	Heading is in wrong loca- tion and/or out of order. Title is not clearly seen or number of question being answer is not clearly visi- ble. Margins vary.	Heading is missing some of the major lines. Title of essay missing OR num- ber being answer is missing. No mar- gins on the pages.	