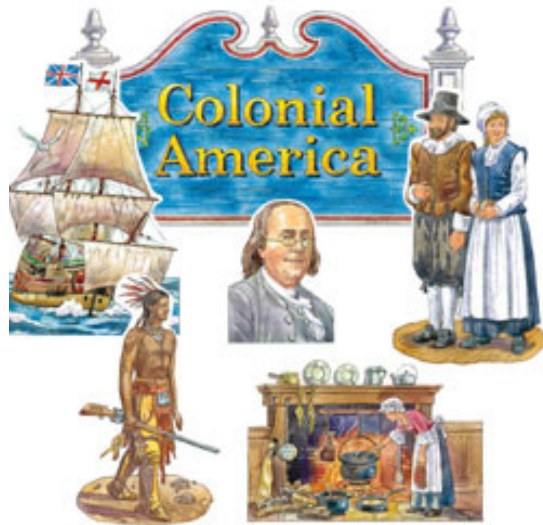




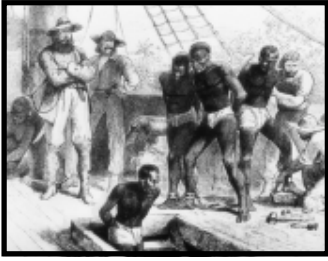
A.P. United States History



Summer Reading Analysis 2014



Due: MONDAY, August 25, 2014



A.P. United States History

2014 Summer Reading Assignment

Due: **MONDAY, August 25, 2014**



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.

In some sections of the book, there is NOT a direct connection between the topic and colonial slavery. This is where YOU have to use Hofstadter's concepts and then "draw out" his arguments to include slavery - using specific examples.

Again, this is NOT a book report - this is an analysis of a historical work.

The paper is due at the beginning of the mod Monday, August 25 - no exceptions. It must be double-spaced and use one inch margins. The paper should be stapled together.

Use the proper heading on the upper right-hand corner of the first page:

- Your first and last names
- Date
- A.P. U.S. History
- Mod ___

Hint: Print your essay out ahead of time in case there is a problem with school printers - or, have it on a thumb drive.

Two friendly reminders:

1. Do not attempt to "heighten" your writing style to impress me. This only makes your arguments more difficult to understand. Write clearly and concisely. Keep to the five page limit - if a FEW sentences "bleed over" to a sixth page this is fine.

2, **Do your own work.** Read the book and then do your own analysis. *Two people with the same arguments or examples would be quite unusual - so unusual that both would receive a zero for the assignment.* In addition, you will not be prepared for quizzes and exams later on this topic.

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 2014-15 school year and to complete a written assignment on this book. Do NOT write in this state book. After reading the book, you are to write a five-page analysis on ***America at 1750, A Social Portrait.***

FORMAT: (A) The paper can be written as a single report in one organized five-page essay **OR** (B) You may write one page on each of Hofstadter's five (5) topics.

No conclusion is needed for an analysis.

Topic One: Population & Immigration

- a). Summarize the different types of people and where they lived in the thirteen colonies in 1750 and
- b). Describe the institution of slavery used in each of the three colonial regions (*New England, Middle, or Southern*).

Topic Two: White Slavery

- a). Description/summary of white slavery and
- b). Explain the **differences** and **similarities** between white and African slavery providing *specific* examples or

Topic Three: Slave Trade and Slavery

- a). Description/summary of the slave TRADE and
- b). explain how the institution of slavery affected the Africans. Be specific and use examples from the book.

Topic Four: The Middle Class

- a). Describe the colonial middle class and
- b). How did slavery affect the colonial middle class in terms of their economic interests and/or attitudes?

Topic Five: State of Churches and Awakening

- a). Define and explain what the Great Awakening was and
- b). provide *specific* examples how the Great Awakening impacted colonial slavery or vice-versa. Be specific and use examples from the book.

Keep notes on your readings! Do not highlight or underline in your copy of the book. Your notes on America at 1750 will be a source for questions on your first quarter examinations and on the semester exam in December.

See SQ3R method of reading ---



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 or 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.

■ **In books you own**, 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.

■ **In books you rent or borrow** (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 examination.

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



Rubric for A.P. U.S. History Summer Reading Analysis

Br. Dennis, CSC - Room 201A

Name: _____

	<i>Points</i>	A	B	C	D / F
Thesis Paragraph <i>(for entire essay or each section)</i>	/10	Opening paragraph has exceptionally clear thesis and is extremely effective in stating the position of the essay. Thesis is <u>last</u> sentence of the introductory paragraph	Thesis statement is somewhat clear and is effective in stating the essay's position. There is some indication of the three main ideas.	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.
Support	/10	Facts/examples are totally accurate and thorough in supporting thesis. Specific examples are stated and thoroughly developed. Paragraphs support thesis statement.	Facts and examples are generally accurate and substantially support the thesis. Specific examples are included but are somewhat developed & occasionally mention the thesis.	Facts and examples may not be accurate or only one or two are listed. Partial support for thesis statement. Thesis position is rarely mentioned.	Facts and specific examples are missing or are incomplete. Thesis lacks total support and never mentioned in body of essay.
Analysis	/10	Excellent evaluation of author's perceptions and correct use of historical facts from all five sections and outside sources. Deeper levels of thinking used.	A good evaluation of author's points with some deeper levels of thinking employed OR excellent analysis for only two or three sections.	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.	No level of understanding of the text is demonstrated or completely inaccurate. Or, major sections of the text are missing or inaccurate.
Usage	/5	Spelling, verb tense, verb agreement, pronoun agreement and punctuation are completely correct. No run-on sentences and no fragments. Terms are specific and quite appropriate.	Spelling, verb tense, verb agreement, pronoun agreement and punctuation are generally accurate. Run-on and sentence fragments are infrequent.	Spelling, verb tense, verb agreement, pronoun agreement and punctuation have inaccuracies. Run-on sentences and/or fragments are present. Vague terms used.	Spelling, verb tense, verb agreement, pronoun agreement and punctuation are common throughout essay. Run-on and sentence fragments hurt essay's clarity.
Organization	/10	Paragraphs are quite easy to follow and follow order established in thesis paragraph. Facts/examples effectively support thesis with one main idea per paragraph.	Paragraphs are generally in order with adequate support of thesis statement. Transition is clear.	Order of paragraphs difficult 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. Transitions are missing and support of thesis is contradictory or missing.
Format	/5	Heading is in upper right-hand corner in order. Title or the number of question being answered is listed clearly. Margins are consistent.	Heading is generally accurate. Title or number of question being answered is listed. Margins are followed.	Heading is in wrong location and/or out of order. Title is not clearly seen or number of question being answered is not clearly visible. Margins vary.	Heading is missing some of the major lines. Title of essay missing OR number being answer is missing. No margins on the pages.