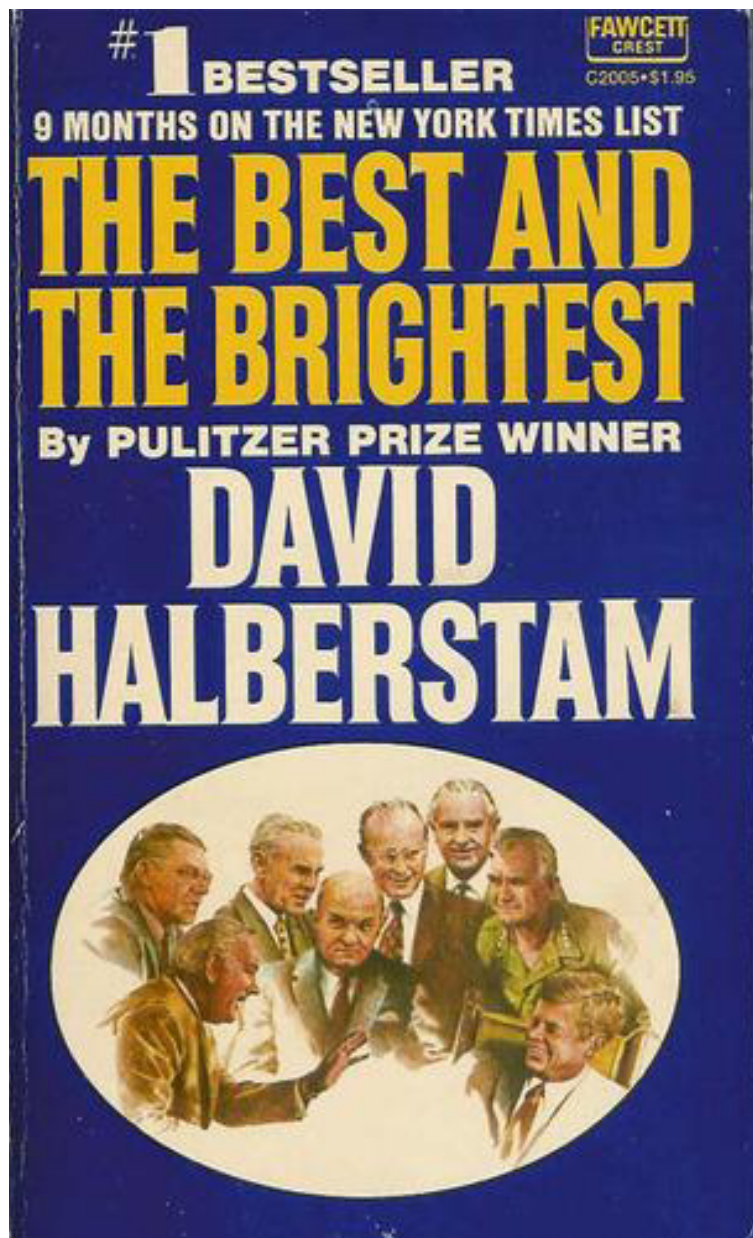


A.P. U.S. Government

Due: Friday, August 22, 2014
Summer Reading Analysis





A.P. U.S. Government

50 points

Due: Friday, August 22, 2014

The Best and the Brightest



NAME: _____

Instructions:

1. Read the entire David Halberstam's book, ***The Best and the Brightest***.
2. Keep notes of your reading. You cannot underline or highlight in this book. The book is owned by the State of Ohio. Be sure to take notes on your reading! (See the SQ3R handout for more information).
3. You will have a free response essay due **Friday, August 22**, the second day of school. The essay is to be handed in at the BEGINNING of the mod. No LATE assignments are accepted. The essay must be typed, using computer paper and one-inch margins. *This analysis DOES need a conclusion!*

4. **ESSAY QUESTION:** Answer this free-response question:

“The ‘Best and the Brightest’ functioned well in the Kennedy Administration but failed in the Johnson Administration.”
Evaluate this statement providing specific examples/people to support your thesis.

5. This is a double-relationship essay so use one of the organization models below.
6. Make sure your thesis statement is crystal clear and you provide three specific examples to support it.

ORGANIZED BY ADMINISTRATIONS

“Best and Brightest” under JFK:

1. First person or policy
2. Second person or policy
3. Third person or policy

“Best and Brightest” under LBJ:

1. First person or policy
2. Second person or policy
3. Third person or policy

ORGANIZED BY POLICY

Policy #1 / Person #1

- Successful in JFK Administration
- Failed in LBJ Administration

Policy #2 / Person #2

- Successful in JFK Administration
- Failed in LBJ Administration

Policy #3/ Person #3

- Successful in JFK Administration
- Failed in LBJ Administration

6. The essay **MUST** BE typed.

- Use computer paper with 1" margins.
- Be sure to **double-space**.
- Use the proper heading in the upper right-hand corner:

Name _____

Date _____

A.P. U.S. Government

Mod _____

- Staple the paper. (You may answer your analysis on both sides of the computer paper).



7. NOTE: You will have an in-class **QUIZ** on the entire book on Monday, August 25.
(Read the book - do not rely on shortcuts).

The essay is due Friday August 22 at the beginning of the mod.

No late assignments are accepted!

(If you are going to print the analysis at school, be sure to keep a copy on a thumb drive - just in case!)



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** •

YOU CANNOT MARK UP/HIGHLIGHT/UNDERLINE THIS 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. Government Summer Reading Analysis

Br. Dennis, CSC - Room 201A

	Points	A	B	C	D / F
Thesis Paragraph	/10	Opening paragraph has exceptionally clear thesis and is extremely effective in stating the position of the essay. Three main examples are listed.	Thesis statement is generally 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. Three major specific examples are stated and thoroughly developed. Paragraphs support thesis statement.	Facts and examples are generally accurate and substantially support the thesis. Three specific examples are included, are somewhat developed & occasionally mention the thesis.	Facts and examples may not be accurate or only two are listed. Partial support for thesis statement. Thesis position is rarely mentioned.	Three major facts and/or examples are missing or are incomplete. Thesis lacks total support and never mentioned in body of essay.
Conclusion	/5	Concluding paragraph effectively restates thesis and strongly sums up supporting examples. Nicely stated effective concluding statement.	Restatement of thesis included as well as a restatement of supporting facts but is less clear than "A" status. Interesting final statement.	Confusing restatement of thesis and summary of three supporting ideas is unclear. Final statement is trite.	Thesis statement is not restated or contradicts opening paragraph. Summary is poor, incompletely or totally missing.
Usage	/10	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 answered is missing. No margins on the pages.