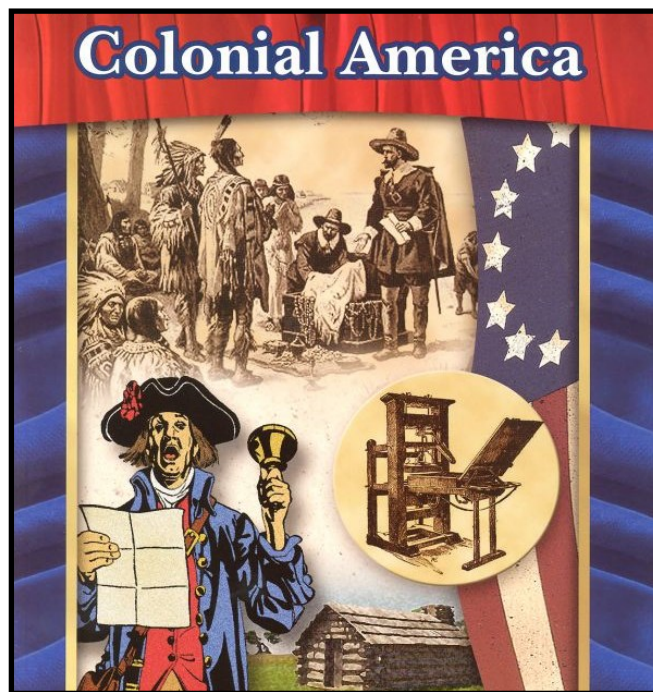




# AP UNITED STATES HISTORY

## ***SUMMER READING ASSIGNMENT***



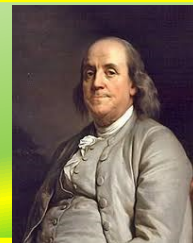
**BOOK ANALYSIS DUE:**

**FRIDAY, AUGUST 26, 2016**

# AP United States History

## Summer Reading Assignment

Due: Friday, August 26, 2016



### 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 2016-17 school year and to complete a written analysis of this book. Do NOT write in this state-owned book.

### HOW TO ORGANIZE YOUR ANALYSIS

The paper can be written in one of two ways:

(A) 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. (*Most use this method.*)

### FORMAT

The paper is due at the beginning of the mod Friday, August 26 - 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

Hint: 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 colonial middle class 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 and
- b). For each of the three colonial regions (*New England, Middle, or Southern*), briefly describe the type of people who settled in each of the three regions.

### TOPIC TWO: WHITE SLAVERY

- a). Describe white slavery and
- b). explain the impact white slavery had on the colonial middle class.

### TOPIC THREE: SLAVE TRADE & SLAVERY

Describe how slavery and the slave trade affected the middle class in the three regions (*New England, Middle, South*).

### TOPIC FOUR: THE MIDDLE CLASS

- a). Describe the colonial middle class and
- b). compare the middle class in each of the three sections (*New England, Middle, South*).

### TOPIC FIVE: STATE OF CHURCHES

- a). Describe colonial religion in 1750 and
- b). Define the "Great Awakening" and
- c). Explore how the Great Awakening affected the colonial middle class.

Due: Friday, August 26, 2016

# 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*

## 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 ath-*

## 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

	<b>Pts.</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D / F</b>
<b>Thesis Paragraph</b>	/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 para-	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.
<b>Support</b>	/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.
<b>Analysis</b>	/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 are missing or inaccurate.
<b>Usage</b>	/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 are present and terms are vaguely used.	Spelling, verb tense and agreement, pronoun agreement, and punctuation are common throughout essay. Run-on and sentence fragments hurt essay's clarity.
<b>Organization</b>	/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.
<b>Format</b>	/5	Heading is in upper left-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 answer 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.