

## Summer Assignment - AP US History

Welcome to AP US History! I look forward to seeing you this fall and embarking on an exciting and in-depth exploration of the history of our country. To prepare for this journey, you need to begin reading the AP US History text. Covering some of the text over the summer allows us time to focus on specific issues during the school year. Additionally, this will allow our class some much-needed review time for the AP test in May.

### Part 1 – Chapter Reading & Notes

1. Over the summer months, you will be required to read **Chapters 1-2** of your online AP US History resource book – the American Yawp. ([American Yawp](#)).
2. After you complete each chapter reading, you will be required to take notes on each chapter. Practicing this will serve you well, as we will be building and using your notes throughout the year in your AP US History class. Listed below are the specific requirements for each of the required chapter notes.
  - a. Two Chapters = 3-4 pages of notes **per** chapter. Make sure you don't overdo it. Writing 7-8 pages of notes will not be a useful study tool.
  - b. Your notes should be able to cover the following topics:
    - Compare and contrast the different regions of North America regarding native societies and their environments.
    - The context of the Old World (Europe, Africa, and Asia) prompted European exploration in the 1400s.
    - The primary objectives of Spanish exploration and colonialism
    - Effect of the Columbian Exchange on both the Old and New Worlds
    - The role of race and ethnicity in Spanish colonial society
    - The development of race-based chattel slavery in the New World.
    - Comparison of Spanish, French, and English colonialism – goals, economic activities, relations with Native Americans
    - Comparing English colonial regions: economic activities, religious and social makeup in Jamestown and New England
  - b. All of your notes **must be handwritten**, as neatly as possible. **(Typed notes will not be accepted)**
  - c. **All of your notes must be original or rephrased from the text.** Obviously copying key terms, sub-chapter headings, etc. is okay. However simply copying large areas of text, definitions from the glossary, timelines, PowerPoints or PDFs from the internet, will not be accepted.
  - d. Your notes should summarize the main concepts and terms from each chapter. Make sure to skip no more than 1 line when organizing your notes.
  - e. Notes will be turned in to Schoology during the first week of class in August **by taking pictures or scanning a PDF of your notes.** If you need assistance with this, please ask Mr. Nelson.

### Part 2 – The Narrative of US History essay

History is not merely a collection of dates, names, and places. Every historian chooses a narrative theme when they write about historical topics. A thematic approach allows the historian to create a contextual spine they can use to make connections between historical eras and ideas. For example, Columbia University historian, Eric Foner's text, *The Story of American Freedom* chooses to look at American History through the lens of the concept of freedom (the expansion and contraction of it throughout the nation's development).

For this part of the summer assignment, you will choose a narrative theme, and write a 3-4 page (750 -1000 word) essay that tells the story of America. Understandably, covering 400 years of American history in a short essay means that you will have to leave many events out of your story. That is why the idea of a narrative theme is critical. Possible themes might include (but are not limited to):

- o American Identity, Power, Migration, Settlement, Geography, and the Environment

However, this is **your** version of America's story, so choose a theme that you feel strongly about or interests you.

### DUE DATE / GRADING

By choosing to take AP, you are expected to complete this assignment. Your chapter notes and Narrative Essay will be due the first day of class, which at this point is **Wednesday, August 24, 2022**. Your summer assignment is considered homework and **may not be turned in late. If any part of your project is found to be plagiarized or copied, you will receive a zero for the summer assignment.**

### QUESTIONS / SUGGESTIONS

Please take time to enjoy your summer. But don't wait until the last minute to start your summer assignment. AP US History is going to be fun and challenging, and I want you to start the fall semester successfully. To that end, I would suggest spending a week on each portion of the assignment. Breaking the project up into small pieces will help you complete the assignment on time and will

keep your stress level at a minimum. **If you have any questions regarding the summer assignment, please feel free to contact Mr. Nelson via email at [cjnelson@vischool.org](mailto:cjnelson@vischool.org).**

### Grading Rubric – AP US History Summer Assignment

| <b>Historical Narrative Rubric</b> |  |   |  |  |  |   |
|------------------------------------|--|---|--|--|--|---|
|                                    | 6  | 5   | 4  | 3  | 2  | 1   |
| <b>Ideas &amp; Content</b>         | Focus, extensive knowledge, and thoughtful insight on historical topic are clear and definite. Approach is uncommon and original in order to engage and hold reader's attention. An interpretive theme is connected directly to a complex, meaningful central purpose.   | Demonstrates comprehensive knowledge about the topic. An original approach engages reader's attention. Theme and central purpose are interpretive.  | Demonstrates a general knowledge about topic. The approach is original and engaging. A theme and central purpose are present.  | Demonstrates some knowledge about the topic, but lacks insight and thought. Approach is common and unoriginal, but maintains reader's attention. Theme is seemingly present, but overall message or lesson is difficult to decipher. | Knowledge is lacking so that the approach is unoriginal and detracts from reader's engagement. Theme and central purpose are possible, but sketchy and convoluted. | Seems to have no background knowledge. Approach is unoriginal and boring. Theme and central purpose are undecipherable.         |
| <b>Development</b>                 | Ideas & content are developed thoughtfully, thoroughly, and originally. Frequent, effective use of literary and narrative techniques to establish and develop theme and central purpose and also to create a complex, non-stereotypical characters and an accurate, vivid setting.   | Ideas & content are developed thoughtfully and thoroughly. Many literary techniques are used to establish a theme and central purpose as well as complex characters and a detailed setting. | Ideas & content are developed thoroughly using some literary and narrative techniques to establish theme and central purpose as well as characters and setting.                  | Theme and central purpose are somewhat developed using a few literary and narrative techniques to develop character and setting.   | Development of ideas & content is lacking. Very few, if any, literary or narrative techniques are used.  | Development of ideas & content as well as of theme and central purpose is absent. No literary or narrative techniques are used. |
| <b>Organization</b>                | Exhibits a well-developed plot structure with an interesting opening; exposition; a logical, realistic initiating event; thoughtful and meaningful rising action that presents conflict and tension; a clear and engaging climax; falling action; and conclusion that ties everything together. Pacing is not only effective and logical, but creative and rhythmic. | All elements of plot are thoughtfully developed. Suspense or another pacing technique is creative as well as logical and effective.   | Opening, exposition, initiating event, rising action, climax, falling action, and resolution are all developed in plot. Pacing is effective and logical.                         | Elements of plot are mostly developed, lacking in some parts. Pacing is somewhat logical, but lacks effectiveness of a tie to emotion.   | Some elements are present, but some are partially or entirely missing. Pacing seems illogical and ineffective.   | Elements of plot are not present and pacing is confusing, boring, or seems to make no sense at all.                             |
| <b>Language Use</b>                | Writer's voice is expressed confidently with emotion and personality and connects to the audience through word choice that is intentional, precise, and vivid in sensory details. Dialogue is natural and enhances and deepens the plot. Sentences are smooth, varied in length, and expressive when read aloud.   | Writer's voice exhibits personality and precise, vivid word choice. Dialogue is natural and furthers plot in obvious way. Sentences are varied in structure and in length.                  | Personality is present in writer's voice. Word choice is precise and focuses on details. Dialogue seems mostly natural and serves a specific purpose. Sentence length is varied. | Writer's voice is present with some personality, but lacks emotion and confidence. Word choice is somewhat intentional and precise, but does not provide vivid details. Dialogue is natural, but its purpose is not clear.           | Writer's voice lacks personality and emotion. Word choice lacks intentionality and thought. Dialogue is unnatural and does not seem to serve a purpose.            | Voice is not present at all. Word choice does not convey intended meaning. Dialogue, if present, is confusing and unnatural.    |
| <b>Conventions</b>                 | A strong grasp of the standard writing conventions is apparent with no errors: capitalization is accurate, punctuation is smooth and enhances meaning, spelling is correct even on difficult words, grammar is essentially correct even when using sophisticated language, usage is correct, paragraphing (indenting) enhances organization.                         | A strong grasp of most or almost all the standard writing conventions is apparent, even when using sophisticated language with almost no errors.  | A basic grasp of almost all the standard writing conventions is apparent with few errors that do not hinder reader comprehension.  | Grasps only some of the standard writing conventions with errors that occasionally hinder reader comprehension.  | Grasp of the standard writing conventions is lacking, exhibiting errors that often hinder reader comprehension.  | Shows no grasp on the standard writing conventions, making frequent errors that hinder overall reader comprehension.            |