FLHS - AP American Studies Summer Reading (all sections)

History Assignment

The purpose of the summer work is to help you practice independent learning. You will teach yourself the first unit (Contact and Exploration, approximately 1491-1607) through the activities listed below. Your textbook reading will help you understand the historical context of the books you will be reading this summer.

Tasks:

- Required-Read AP United States History (About the Course): https://apstudents.collegeboard.org/courses/ap-united-states-history
- Required-Read AP United States History (About the Exam): https://apstudents.collegeboard.org/courses/ap-united-states-history/assessment
- Optional- Complete the Unit 1 Study Guide: https://docs.google.com/document/d/1n1vbrTIVGx553Kk8xQ766Y4bqeU-Cl8T3MQxGlwFHAE/edit?usp=sharing
- Required-Read and take notes on Chapters 1-3 ("Old Worlds and New," "European Colonies and Native Nations, 1600-1660," "Creating Anglo-America") in Give Me Liberty 7th Edition. You will receive a hardy copy of this book in June from the school. If you want a digital copy, you can also access these chapters by logging into the ebook.
    - Visit: https://digital.wwnorton.com/givemeliberty7ap
    - Click the "Sign in, register a code, or purchase access" button
    - Choose "No, I need to register," then click the "Register, purchase..." button
    - Fill in the required fields. The system may not think your email address is your official school one. Just choose OK.
    - Enter your registration code (attached card found on the inside of your text) and click "Register my code." If the system previously questioned your email address, a red window will appear with a similar message. Just choose "Register my code" again.
    - Be sure to choose "high school student," then your state and school
    - Once registration is done, click the big "Ebook" icon
    - A VitalSource window will pop up and will prompt you to register for a Bookshelf ID. Please be sure to temporarily disable pop-blockers so that you may view this window.
        - Once you have completed VitalSource registration and have opened the ebook, you can read it online.
        - For offline access:
            - Click "Bookshelf" in the upper left corner.
            - Download and install the correct Bookshelf app for your device.
            - If you have any technical questions, please email Colleen Sousa (csousa@fairfieldschools.org)
    - As you take your chapter notes and read *A Mercy* and *Educated*—consider perspectives on the "American Identity". How do they connect to your understanding of the "American Identity"? What characteristics do you consider as "part" of the "American Identity". These ideas should be annotated in your notes.
        - Notes should be about 2-3 pages per chapter.

- A hard-copy of ALL notes must be submitted on the first day of school during your class period. Late work will NOT be accepted.

Please note that the school's policies against plagiarism and cheating will be strictly upheld. The use of AI is strictly prohibited. Please see the Student Handbook for details.

****Assessment: A content-specific assessment will be administered on the first day of school based on your assigned chapter readings.****

English Assignment

Each student will read BOTH of the following books this summer, one fiction and one nonfiction. Our selections for this year are as follows:

Fiction:
A Mercy by Toni Morrison

Non-Fiction:
Educated by Tara Westover

A Mercy is a novel set in early colonial America; *Educated*, on the other hand, is a memoir set in the present day. Both of them connect thematically with the material we will be covering at the beginning of the year. Work on teasing out the themes and connections between what you're learning from your history textbook and the stories told in these books.

Please also note that these books are contemporary works, written mostly for adults, and that many of them contain mature situations and conflicts such as rape, slavery, and other forms of violence, as well as some use of profane language.

Acquiring Books:
Copies of each book will be available for check-out through the FLHS Library. E-copies and audiobooks may be found through THIS LINK to the collection in Sora, an e-book app (also on Classlink). Students are encouraged to join the FLHS Library Google Classroom - code is mbfyec3. After joining that Classroom, you will receive notices about other books and resources of interest through the LLC.

Some guidance for note-taking:
It is a good idea to take notes as you read, keeping track of such things as:

- How people and characters are related to others
- Emerging thematic patterns
- What you notice about how the text is structured
- Questions you have as you read
- Research you did to help answer any of these questions
- Consider how the perspectives offered in the book challenge or reinforce your sense of American identity

More specific lens for note-taking:
In his semi-autobiographical novel, *The Things They Carried*, Tim O'Brien claims that "story-truth is truer sometimes than happening-truth... What stories can do, I guess, is make things present. I can look at things I never looked at. I can attach faces to grief, and love, and pity, and God." In another part of the novel, he states that "if truly told, [a story] makes the stomach believe." Note elements of the books you chose that feel particularly "true" to you. How does the author "make things present" for you? Take notes in preparation to discuss why some particular passages made "your stomach believe." What do you appreciate about how the author uses language and storytelling to do so? What argument is the author making about American identity?

Your notes should prepare you to write analytically about these books in class within the first week of school. Also, use the glossary provided below to prepare for our discussion of the summer reading.

Glossary of Key Terms:

- Rhetoric: The effective use of language; also, the study of effective language use. The term can also be used negatively, as when it is said that a particular argument is really just using rhetoric, that is, using words persuasively (perhaps by making emotional appeals) without making a solid argument.
- Argument: Writing that attempts to prove a point through reasoning. Argument presses its case by using logic and by supporting its logic with examples and evidence.
- Evidence: The facts that support an argument. Evidence takes different forms depending on the kind of writing in which it appears, but generally is concrete, agreed-upon information that can be pointed to as an example or proof.
- Audience: As actors have audiences who can see and hear them, writers have readers.Having a sense of audience is important in writing because we write differently depending on who we think will be reading our work. If the audience is specific, we write in such a way that will appeal to a small group; if it is general, write in such a way that as many people as possible will listen to, and be able to hear, what we have to say.
- Purpose: The author's goal or aim in writing a given piece.
- Tone: refers to the author's attitude toward the reader (e.g. formal, intimate, pompous) or to the subject matter (e.g. ironic, light, solemn, satiric, sentimental).
- Diction: refers to the choice of words used in a literary work. A writer's diction may be characterized, for example, as formal, colloquial, abstract, concrete, literal or figurative.
- Imagery: refers to the use of language in a literary work that evokes sense-impressions by literal or figurative reference to perceptible or "concrete" objects, scenes, actions, or states as distinct from the language or abstract argument or exposition. The imagery of a literary work thus comprises the set of images that it uses to appeal to senses (including, but not limited to sight).
- Symbol, Symbolism: A symbol is something that stands for something else. Unlike allegory, symbolism is multi-dimensional--it may convey a number of meanings. The symbol of the great white whale in Herman Melville's Moby Dick, for example, may stand for the devil, nature, the forces of the universe or ?

- Style: The way a writer writes. Any of the choices writers make while writing—about diction, sentence length, structure, rhythm, and figures of speech—that make their work sound like them. The tone of a particular work can be due in part to a writer's style.
- Voice: A writer's unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection.

Assessment:
During the first week of school, you will write an AP essay simulation and may be asked to complete some objective reading assessments. The timed writing assessment will require you to draw on your nuanced understanding of the assigned readings.

Some Final Words:
Completion of the summer assignment is a prerequisite for enrollment in the class. If you have any questions about the English portion of the assignment, please contact us via email at edardani@fairfieldschools.org, khilton@fairfieldschools.org or dnulf@fairfieldschools.org.