

AP US HISTORY

SUMMER READING ASSIGNMENT

MR. CAMEY

Congratulations! You have opted to take AP US History at SCHS next year! Since you have already learned a bit about World History, it is time to turn our attention inward and look at the history of our nation and all the glory and controversy therein. We will be looking at the history of our nation in a broad survey, but the point of the summer reading assignment is to give you all some perspective on some key concepts, events, eras, and/or individuals in history. To do this you will be to read **TWO** of the following books:

List of Books

1. *Frederick Douglass: Prophet of Freedom* by David Blight; As a young man Frederick Douglass (1818–1895) escaped from slavery in Baltimore, Maryland. He was fortunate to have been taught to read by his slave owner mistress, and he would go on to become one of the major literary figures of his time.
2. *The Bully Pulpit: Theodore Roosevelt and the Golden Age of Journalism* by Doris Kearns Goodwin; Pulitzer Prize-winning author and presidential historian Doris Kearns Goodwin's dynamic history of Theodore Roosevelt, William H. Taft and the first decade of the Progressive era, that tumultuous time when the nation was coming unseamed and reform was in the air.
3. *1776* by David McCullough; the intensely human story of those who marched with General George Washington in the year of the Declaration of Independence.
4. *Fight Like Hell: The Untold Story of American Labor* by Kim Kelly; The untold history of the labor movement and how the rights the American worker has today—the forty-hour workweek, workplace-safety standards, restrictions on child labor, protection from harassment and discrimination on the job—were earned with literal blood, sweat, and tears.
5. *Bury My Heart at Wounded Knee* by Dee Brown: The settlement of the American West from the perspective of the Natives who lived there.
6. *The Comanche Empire* by Pekka Hamalainen; The history of the Comanche tribe and their empire that spanned the American west, from the perspective of the Comanche themselves.
7. *A Fever in the Heartland: The Ku Klux Klan's Plot to Take Over America, and the Woman Who Stopped Them* by Timothy Egan; A historical thriller by the Pulitzer and National Book Award-winning author that tells the riveting story of the Klan's rise to power in the 1920s, the cunning con man who drove that rise, and the woman who stopped them.
8. *1968 in America: Music, Politics, Chaos, Counterculture, and the Shaping of a Generation* by Charles Kaiser; widely recognized as one of the best historical accounts of the 1960s, this book devotes equal attention to the personal and the political and speaks with authority about such diverse figures as Bob Dylan, Eugene McCarthy, Janis Joplin, and Lyndon Johnson.
9. *Grant* by Ron Chernow; This is the story of how Ulysses S. Grant would go from a common Midwesterner to one of the most monumental presidents in American history.
10. *Under the Banner of Heaven: A Story of Violent Faith* by John Krakauer; Beginning with a meticulously researched account of an appalling double murder, Krakauer constructs a multi-layered, bone-chilling narrative of messianic delusion, polygamy, savage violence, and unyielding faith.

Once you have chosen your book, your summer assignment is two parts: a reading/reflection journal for each book that should cover each chapter and/or section of the book. The second part will be completed on the first day of class and is a reflection paper on your summer reading. **IT IS IMPORTANT THAT YOU STAY ON TOP OF YOUR READING DURING THE SUMMER; THE ASSIGNMENT IS 200 PTS AND WILL IMPACT YOUR 1ST SEMESTER GRADE.** Contact ccamey@scspk12.org if you have questions on the assignment.

Details on the assignments can be found on the next page →

Part 1: Reading/Reflection Journal (100 pts)

Part one will be a reading journal which you will keep as you read and should span EACH CHAPTER of the book. You will need to find 2-3 passages from each chapter that you found interesting, controversial, enlightening, or otherwise remarkable, write them down (using page number and chapter), and compose a brief reflection as to why that passage stuck out to you. **THESE PASSAGES WILL BE VERY HELPFUL WHEN WRITING THE REFLECTION PAPER ON THE FIRST DAY OF CLASS.** You may submit copies of typed reading journals to the summer assignment Google Classroom page for your respective class.

Reading Journal Guidelines

- Choose 3 passages from each chapter that struck you as interesting/impactful. Record chapter and page #s. Respond to the passage in your own words, using at least one of the reader-response roles listed below per chapter/section. Write as much as you can, but no fewer than three sentences.
 - Note: Your journal must feature AT LEAST TWO examples of each role that follows:
- Reading Journal Reflection “Roles”
 - Straight Talker: Speak directly to the speaker/ a person/group of people and "give your two cents' worth." If you could stop the action at a particular point, what would you say?
 - Judge: Evaluate an action or a decision by a character or characters. Do you feel a wise or a poor decision has been made? Why? What decision would you prefer to have been made? Why?
 - Artist: What visual images come to mind as you read the story? Draw those images. Write also what your visual image means or represents in the story.
 - Palm Reader: What has occurred that you consider foreshadowing? What do you believe will occur in the future? Why?

Part 2: Reflection Paper (100 pts)

Part two will be a reflection over the books that you have read. **This paper will be written during the first meeting of the class and handed into the teacher by the end of class.** Students MUST bring copies of their reading journals to assist in the writing of the essay. Pre-written essays will not be allowed. This essay **MUST** include quotes/passages from the books you have read, which is why you get to bring your reading journals to hand in.

*Note- Your reading journals do not need to be typed. You can keep a physical journal which you can hand in on the first day of class after writing your .

Rubric: Journal (100 points total)

- Covers all chapters in the book: 50 pts (25 per book)
- Has AT LEAST 2-3 quotes/passages from each chapter & reflection on said passages: 50 pts (25 per book)

Rubric: Reflection Paper (100 points total; in-class writing)

- Meets length requirements (3 full pages minimum 4 pages maximum)*: 25 pts
- Has a concise (brief), clear, and obvious synopsis of the book (Main ideas/themes/people): 25 pts
- The paper consists mostly of a personal reflection on the book and how it reinforced/enhanced the student's understanding of US history: 25 pts
- Contains multiple references/reflections from the book (Reading Journal): 25 pts

*1 full page= one side of a piece of loose leaf paper; If papers are a little over 4 pages, that is fine.

Google Classroom Codes for Reading Journal Digital Submissions:

A1: mhptxgbv

A3: pef7fzla