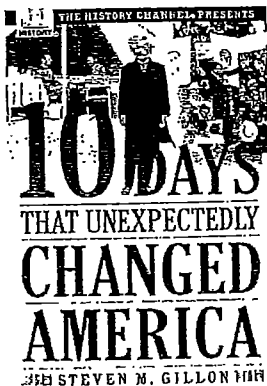


Advanced Placement U.S. History 2018 Summer Reading Assignment



The summer assignment in AP U.S. History is designed to help you understand some of the pivotal days that transformed our nation, and assist you in developing engaging accessible background knowledge for your college-level AP U.S. History course, and help you meet your goals for success on the AP exam. The book has been a top-seller, and I hope you find it to be an engaging read “about the great democratic ideals upon which our country was built.”

Reading Assignment Selection:

10 Days That Unexpectedly Changed America by Steven M. Gillon

Writing Assignment:

1. Write one to two paragraphs summarizing the key ideas of the introduction. Gillon introduces major **themes** for the book in this section. Please be sure to include these themes in the summary.
2. Choose 3 chapters (*1 of the first 4 chapters and 2 of the last 6 chapters*) and summarize the key events of the day (1-2 paragraphs) and explain why that day was so significant in our nation's history (2-3 paragraphs). Look for the event/events it triggered or the pattern of future behavior it set in place as discussed by the author, Gillon. Be sure to read the entire chapter as often the cause and effect with significance is discussed in the last part of the chapter.
3. Write one to two paragraphs summarizing the key ideas of the epilogue.

Specific Instructions for written assignment:

- Typed (double spaced, 12 font)
- MLA formatting
- Formal and academic voice

Assessment: Written summaries of the events and written analysis of the significance of the events.

As in all individual assignments for Tiverton High School, you must do your own work, and you should do your best quality work. You do not want to just quote sections of the book. Use your own skills and understanding to do the assignment

A range (90-100%) – Written summaries of the events and written analysis of the significance of the events indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.

B range (80-89%) – Written summaries of the events and written analysis of the significance of the events indicate predominantly critical and close reading, and mostly thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed.

C range (70-79%) – Written summaries of the events and written analysis of the significance of the events answers indicate some critical and close reading and analysis, although understanding of the text may be superficial. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.

D or F – (0-69%) These responses are not acceptable for AP-level work. It is unclear whether the book was read, or understood. Multiple errors in grammar, voice and formatting may be present.

Due Dates:

On or before Friday, August 17, 2018 at 2:00pm in the THS Main Office. This assignment is worth 10% of your first term grade.

Note:

You are responsible for procuring a copy of the book. Don't wait until the last minute! You may want to take advantage of used books available through on-line sources at very reasonable prices. I recommend you buy a copy if possible, as annotating is a helpful reading tool. You might also use small post-it notes for annotating.

I hope you enjoy your reading. I know you will learn important information that will help you in the class. I am looking forward to a great year with you in APUSH next year.

School-wide Informational Writing Rubric

Academic Expectations

Students will be able to read, write, and communicate effectively, concisely
 Students will be able to analyze, interpret, and evaluate information critically
 Students will demonstrate knowledge of subject matter through a variety of common course assessments

Teacher: _____

School Year _____

Course: _____

Assignment: _____

	4 Proficient With Distinction	3 Proficient	2 Partially Proficient	1 Below Proficient
Ideas	<ul style="list-style-type: none"> The focus idea is <u>clearly</u> conveyed All key ideas are summarized to set context Sufficient relevant details are used to give the reader important information The reader's questions are anticipated and effectively answered. Information from <u>extensive</u> sources is <u>analyzed</u> Ideas presented show <u>unique insight to the topic</u>. 	<ul style="list-style-type: none"> The focus idea is conveyed Most key ideas are summarized to set context Some relevant details are used to give the reader important information The reader's questions are anticipated and answered. Information from sufficient and varied sources is presented W-6.2, W-6.4a, W-6.4b, W-7.1, 7.2, W-8.1, W-8.2, W-8.3, W-8.4 	<ul style="list-style-type: none"> The focus idea is <u>somewhat conveyed</u> Few relevant details are used to give the reader important information The reader's questions are <u>somewhat</u> anticipated and answered. Information from a minimum sources of a limited type is presented 	<ul style="list-style-type: none"> The focus idea or thesis is not conveyed Relevant details are seldom used Information presented is limited
Organization	<ul style="list-style-type: none"> Text structure <u>enhances</u> topic An inviting introduction draws the reader in. Details are relevant and their placement is logical and effective. Transitional words/phrases clearly show how ideas connect Conclusion synthesizes information and leaves the reader with a sense of closure <u>Format and organization enhance the focus idea</u> Conveys a strong commitment to topic and its importance throughout text <u>Uses language appropriate to audience</u> Establishes an authoritative voice <u>Engages the reader in a unique way</u>. 	<ul style="list-style-type: none"> Text structure is appropriate to topic An inviting introduction draws the reader in. Details are relevant and their placement is logical and effective. Transitional words/phrases clearly show how ideas connect Conclusion synthesizes information and leaves the reader with a sense of closure W-1.4, W-6.1, W-6.3 	<ul style="list-style-type: none"> Text structure is <u>not entirely clear</u> and does not support progression of ideas; Introduction is <u>not entirely clear</u>. Details are <u>lacking</u> to support thesis or focus idea. Transitions are <u>vague</u> Conclusion does not support focus idea. 	<ul style="list-style-type: none"> Text structure is weak or confusing. Thesis or focus idea is not supported by relevant details. Transitions are not used effectively. Conclusion is not evident.
Voice	<ul style="list-style-type: none"> Conveys a strong commitment to topic and its importance throughout text <u>Uses language appropriate to audience</u> Establishes an authoritative voice <u>Engages the reader in a unique way</u>. 	<ul style="list-style-type: none"> Conveys a strong commitment to topic and its importance throughout text Information presented with sense of audience Establishes an authoritative voice W-7.3, W-7.4 	<ul style="list-style-type: none"> Focus and commitment to topic is inconsistent; Sense of audience is <u>not evident</u>; 	<ul style="list-style-type: none"> The lack of focus and commitment to the topic prevents the reader from interpreting the author's message.
Word Choice	<ul style="list-style-type: none"> Vocabulary is appropriate to purpose and audience. Uses precise and descriptive language that clarifies and supports intent. Word choice creates images, using sensory language <u>Striking words/phrases catch the reader's eye and linger in the reader's mind</u>. 	<ul style="list-style-type: none"> Vocabulary is appropriate to purpose and audience. Uses precise and supports intent. Word choice creates images, using sensory language W-13.1, W-7.5 	<ul style="list-style-type: none"> Vocabulary is <u>limited in conveying message</u> and in engaging the reader. 	<ul style="list-style-type: none"> Vocabulary is very limited in conveying the message.
Language and Conventions	<ul style="list-style-type: none"> Uses varied sentence structure <u>to enhance meaning</u>. Uses <u>sophisticated</u> organizational structures within paragraphs Grammar/usage is <u>consistently</u> correct Spelling is <u>consistently</u> correct. Capitalization is <u>consistently</u> correct Punctuation is <u>consistently</u> correct 	<ul style="list-style-type: none"> Uses varied sentence structure Uses organizational structures within paragraphs Grammar/usage is generally correct Spelling is generally correct. Capitalization is generally correct Punctuation is generally correct W-1.1, W-1.2, W-9.1, W-9.5, W-9.2, W-9.4 	<ul style="list-style-type: none"> <u>Little variation</u> in sentence structure <u>Little organization</u> in paragraphs Grammar/usage: <u>minor errors</u> Spelling: <u>minor errors</u> Capitalization: <u>minor errors</u> Punctuation: <u>minor errors</u> 	<ul style="list-style-type: none"> Sentences are structurally unsound and lack variation Paragraph structure is unsound Grammar/usage: <u>significant errors</u> Spelling: <u>significant errors</u> Punctuation: <u>significant errors</u> Capitalization: <u>significant errors</u>

Shaded boxes indicate criteria that students must achieve a "3" in to be proficient

Tiverton High School
School-wide Informational Writing Rubric

Course _____ Teacher _____ School Year _____

Assignment _____

Student Name _____ Date _____

	Proficiency Criteria	Score			
		4	3	2	1
Ideas	• The focus idea is clearly conveyed	4	3	2	1
	• Key ideas are summarized to set context	4	3	2	1
	• Relevant details are used to give the reader important information	4	3	2	1
	• The reader's questions are anticipated and answered.	4	3	2	1
	• Information from multiple sources is analyzed	4	3	2	1
Organization	• Text structure is appropriate to topic	4	3	2	1
	• An inviting introduction draws the reader in.	4	3	2	1
	• Details are relevant and their placement is logical and effective.	4	3	2	1
	• Transitional words/phrases clearly show how ideas connect	4	3	2	1
	• Conclusion synthesizes information and leaves the reader with a sense of closure	4	3	2	1
Voice	• Conveys a strong commitment to topic and its importance throughout text	4	3	2	1
	• Information presented with sense of audience	4	3	2	1
	• Establishes an authoritative voice	4	3	2	1
Word Choice	• Vocabulary is appropriate to purpose and audience.	4	3	2	1
	• Uses precise and descriptive language that clarifies and supports intent.	4	3	2	1
	• Word choice creates images, using sensory language	4	3	2	1
Language and Conventions	• Uses varied sentence structure	4	3	2	1
	• Uses organizational structures within paragraphs	4	3	2	1
	• Grammar/usage is generally correct	4	3	2	1
	• Spelling is generally correct.	4	3	2	1
	• Capitalization is generally correct	4	3	2	1
	• Punctuation is generally correct	4	3	2	1

Rubric Score= _____ Grade= _____

Scoring Guide:

Proficient with Distinction 88-79; Proficient 78-66; Partially Proficient 65-57; Below 56-44; Substantially Below 43-0

After receiving their initial grade, students will be provided one opportunity to revise their work to demonstrate progress towards proficiency. Revised work must be completed within one week. The initial grade will be averaged with the new grade. The final revised score may not exceed 80%. For grading purposes, the grade for this work will be calculated by multiplying the rubric score by 1.14.