

## *Advanced Placement U.S. History 2017 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 18, 2017 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.

Tiverton High School  
School-wide Reflective Writing Rubric

Course \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

Assignment \_\_\_\_\_

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Ideas	Proficiency Criteria	Score			
		4	3	2	1
Ideas	• Adequately analyzes a situation or reflects on personal growth	4	3	2	1
	• Some elaboration techniques are used to establish a focus. (compare, describe, analyze, question)	4	3	2	1
	• Some relevant details give important information that support the focus idea	4	3	2	1
Organization	• An adequate introduction draws the reader in and sets the context.	4	3	2	1
	• Text structure is appropriate to purpose and audience and supports progression of ideas.	4	3	2	1
	• Details are relevant, and placement is logical.	4	3	2	1
	• Transitions show how ideas connect.	4	3	2	1
	• Conclusion leaves reader with a sense of closure.	4	3	2	1
Voice	• Conveys a sensible commitment to topic and its importance throughout writing.	4	3	2	1
	• Establishes and conveys an authoritative voice.	4	3	2	1
	• Writing is engaging and demonstrates a sense of audience	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
	• 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
	• Paragraphing reinforces organization.	4	3	2	1
	• Grammar/usage is generally correct and contributes to clarity and style.	4	3	2	1
	• Spelling is generally correct.	4	3	2	1
	• Punctuation is accurate, guides reader through text.	4	3	2	1
Rubric Score= _____ Grade= _____					

**Scoring Guide:**

Proficient with Distinction 80-72; Proficient 71-60; Partially Proficient 59-53; Below 52-40; Substantially Below 39-0  
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 1.25.