

APUSH Summer Assignment

Mr. Cake-

APUSH

Dear APUSH Students,

Welcome to one of the most challenging and rewarding classes you will take during your high school career. Over the summer you will have the opportunity to read a book and engage with it on a deeper level. Please thoroughly read the instructions below and email me at bcake@saviochs.org if you have any questions or concerns. Happy Summer!

-Mr. Cake

Directions:

1. Choose a book

- a. See the list below. Make sure you purchase a copy without writing/highlighting in it.
- b. Do not choose a book you have already read.
- c. If you want to choose a book not on this list, it must be a sophisticated read and relate directly to US history. Please email me for approval if you would like to choose a different book.

2. Read it and annotate it:

- a. I would recommend that you do not read your book until a few weeks before school begins. That way it will be more fresh in your mind.
- b. As you read, please annotate your book. Use the following source for instructions:
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html
 - i. If you choose to read an e-book, you will need to highlight on your e-reader edition and take your “margin” notes on actual paper (signifying page numbers).

3. Discussion:

- a. Sign up for an appointment with me to discuss your thoughts and reactions to your book.
- b. Be prepared to discuss any of the following topics, among others:
 - i. Reactions: Your reactions to the book as a whole.
 - ii. Passages: Were there any specific passages/lines/sections that you really enjoyed? You should have these pages earmarked or marked with a sticky note.
 - iii. Historical Context: Describe what is going on in America at the time and how it relates to your book/topic. Also, if you read a historical fiction book, does the author accurately portray historical fact? You will probably need to do some outside research for this.
 - iv. Analysis/Evaluation:
 1. What was the author's thesis? Do you agree with it? Did the author fully prove his/her thesis?

2. How did you feel about the portrayal of the people/characters in the story?
3. Did the author use any themes/motifs/literary devices? Were they use effectively?

Book List: The following links are to amazon.com, but please feel free to purchase these books at a bookstore, on another website, or elsewhere. If you are unsure if you obtained the correct copy of a book, please email your instructor.

- [Founding Brothers- Joseph Ellis](#)
- [Common Sense- Thomas Paine](#)
- [1776- David McCullough](#)
- [Narrative of the Life of Frederick Douglass, an American Slave- Frederick Douglass](#)
- [Uncle Tom's Cabin- Harriet Beecher Stowe](#)
- [Killer Angels- Michael Shaara](#)
- [The Devil in the White City- Erik Larson](#)
- [How the Other Half Lives- Jacob Riis](#)
- [The Jungle- Upton Sinclair](#)
- [Band of Brothers- Stephen E. Ambrose](#)
- [The Feminine Mystique- Betty Friedan](#)
- [Silent Spring- Rachel Carson](#)
- [The Autobiography of Malcolm X- Alex Haley](#)
- [All the President's Men- Woodward and Bernstein](#)
- [When Everything Changed: The Amazing Journey of American Women from 1960 to the Present- Gail Collins](#)

Scroll down to see the grading rubric.

Rubric:

| Category | 5 | 4 | 3-2 | 1-0 |
|------------------------|---|---|--|---|
| Book | The student choose an appropriate book and it was evident clearly read the book. | The student choose an appropriate book and it seemed as if the student read all/most of the book. | The student did not choose a very appropriate book OR the student did not finish the book. | The book chosen was not related to US history AND/OR the student did not read the book. |
| Annotations | The book is thoroughly highlighted and written in appropriately. It is clear that the student engaged with the book. | The student highlighted and wrote in the margins of or took notes on the book. | The student highlighted randomly and wrote random notes to just complete the requirement. OR The student either only highlighted or only took notes, not both. | The student did not highlight or take notes |
| Discussion (x2) | The student easily spoke of his/her experience with the book, readily answered all questions, and provided a sophisticated analysis/evaluation of the book. | The student was able to hold a decent discussion of the book. One of the requirements listed above may have been lacking. | The student was not able to discuss the book or topic in an analytical manner. Two or three of the requirements listed above may have been lacking. | The student did not discuss the book much at all. More than three of the requirements listed above were lacking. |
| Effort | A lot of effort was put forth completing this assignment, all deadlines were met, and the student was eager to sign up for a discussion time. | The student put forth effort and all deadlines were met. | Some effort was evident. The student dragged his/her feet in setting up a discussion meeting and/or did not meet all deadlines. | Very little effort was put forth into this assignment. It was very difficult for the student to sign up for a discussion meeting. |

TOTAL POINTS POSSIBLE: 25