

APUSH Summer Reading Assignment

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(Please email over the summer with any questions or concerns)

The following assignment is a course requirement and is due by **August 11**. After that date, only half credit will be awarded (for up to one week). AP U.S. History is a rigorous, fast-paced history survey class. You must use the summer months to acquaint yourself with the course and prepare for the first unit, which examines indigenous societies before the establishment of Jamestown, the first permanent English settlement, and the period of early contact (1491-1607). **All components of the Summer Reading Assignment should be hand-written, clearly labeled, and completed in a spiral, single-subject notebook. Please ensure that the work you submit is 100% authentic.**

Part 1

APUSH Curriculum Guide

It is critical that you carefully read the [curriculum guide](#) (click for link) for each unit as we work through the content. Students must be able to understand the course themes, learning objectives, and key concepts and apply them to the course content. ****Please note that this section will not count toward the final assignment score, but must be included (and completed per expectations) in order for the summer assignment to be scored.**

Learning Objectives and Key Concepts: Please review pages 33-46 (use numbers on the bottom of the pages) in the curriculum guide, which covers **Unit (Period) 1**. It is required that you write down each topic's learning objective (question) and take notes on the related key concepts from these pages in your summer reading notebook. Please arrange this in order, e.g. Topic 1.1, 1.2, 1.3, etc.

Course Themes: Refer to the course themes on p. 21. In your notebook, list each theme and provide a brief summary in your own words.

Part 2

Reading / Dialectical Journal (50 points)

Students are required to read Part 1: Encounters (p. 4-113) of [Alan Taylor's American Colonies: The Settling of North America](#) (click for link) and must complete a dialectical journal. Please note that we will read other sections from the book during the school year. It is important that you have a physical copy of the book. The dialectical journal must be handwritten and should be kept in a one-subject notebook. A minimum of twenty-five entries (roughly five per chapter) is required. The entries should be spaced over the book.

Dialectical Journal

The dialectical journal is like a dialogue or conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas as you read. Please complete the following:

1. Draw a line down the middle of the paper, or fold the paper in half, making two columns.
2. The left column is used for notes and direct quotations from the reading and should reference the page number. (**Also, please number the entries)
3. The right column is used for commenting on notes or quotations in the left column. The comments should be at least four to five sentences and should include a mixture of the following:
 - Your thoughts toward the author's words
 - Words or passages that seem important and why
 - Connections among passages or sections of the work
4. Finally, please include reference to both an appropriate theme and key concept from the curriculum guide for each entry. You should label the theme and key concept and ensure that you make reference to both in your response.

Example—

Quotation/Notes	Response
<p>1) “European Christians...felt hemmed in by the superior wealth, power, and technology possessed by their rivals and neighbors the Muslims, who subscribed to Islam, the world’s other great expansionist faith. Dominated by the Ottoman Turks, the Muslim realms extended across North Africa and around the southern and eastern Mediterranean Sea...The long and usually secure trade routes of the Muslim world reached from Morocco to the East Indies and from Mongolia to Senegal.. (p. 25) European leaders concluded that the Muslims’ power fed upon the wealth generated by their control of the most lucrative trade routes.” (p. 26)</p>	<p>This passage addresses the superiority of the Muslim world in comparison with medieval Europe. This challenges the persistent idea of European dominance across time and place but also directs attention to what factors ultimately made it possible for European nations to enter the age of exploration. In addition to the longstanding religious rivalry between Islam and Christendom, Europeans coveted the wealth Muslims derived from the trade networks they controlled. Though helpful, the general notion of the “3 G’s,” is inadequate without analysis of European resentment of Muslim dominance, the efforts of Europeans to find an alternative route to reach Africa and Asia, and the allure of valuable trade goods (that clearly extended beyond just gold).</p> <p>Theme: WOR – This relates to the America in the World theme in that European desire for expansion led to global interactions that ultimately had a significant impact on the Americas.</p> <p>Key Concept: KC-1.2.I.A - European expansionism was based on multiple factors, including the desire for new sources of wealth and economic power.</p>

Dialectical Journal Rubric

Critical Reader (detailed, elaborate responses)

90-100%:

- You include the minimum number of entries or more.
- You include responses to text from throughout the book
- Your quotes or notes are relevant, important, thought provoking, and representative of the themes of the text.
- You can “read between the lines” of the text (inference).
- You create new meaning through connections with your own experiences or other texts.
- You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

Connected Reader (detailed responses)

80-89%:

- A solid effort is evident.
- You include an adequate number of legible entries.
- Your quotes are relevant and connect to the themes of the text.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the text and quotes are from a range of parts of the book.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance.
- You raise interesting questions.
- You explain why you agree or disagree with the text.

Thoughtful Reader (somewhat detailed responses)

75-79:

- You include an insufficient number of entries from throughout the text.
- Sentences are mostly correct with a few careless spelling and grammatical errors.
- You selected quotes that may be interesting to you, but don't really connect to all parts of the text.
- Your response is somewhat interesting but can be confusing.
- You may agree or disagree, but often don't support your views.

Literal Reader (simple, factual responses)

70-74%:

- You include insufficient entries that do not come from throughout the text.
- Entries exhibit limited insight or none at all.
- You show some, but very few personal connections to the text
- You are sometimes confused by unclear or difficult sections of the text but don't expand on what they may mean.

Limited Reader (perfunctory responses)

Below 70%:

- You include very few entries.
- Entries don't reflect the entire book.
- Very little effort is evident.
- You do not show from the quotes or responses that you completed the book.
- You find the text confusing, but make no attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

Columbian Exchange Written Response (50 points)



Video

You will first watch the [video on Columbian Exchange](#) (click for link). This video, along with the interview transcript below (and your reading of Taylor's book), will help you respond to the written response question. Take notes on the video in your notebook (at least one page in length). **Please note that this section will not count toward the final assignment score, but must be included (and completed per expectations) in order for the summer assignment to be scored.

Interview with Historian Alfred Crosby

Read through the transcript below—Crosby on the Columbian Exchange. Take notes on the transcript in your notebook (a minimum of several key points). **Please note that this section will not count toward the final assignment score, but must be included (and completed per expectations) in order for the summer assignment to be scored.

Transcript

Alfred W. Crosby on the Columbian Exchange In 1972, Alfred W. Crosby wrote a book called The Columbian Exchange. In it, the historian tells the story of Columbus's landing in 1492 through the ecological ramifications it had on the New World. This is part of his interview with Megan Gambino on October 4, 2011 (SMITHSONIANMAG.COM)

Gambino: You coined the term "Columbian Exchange." Can you define it?

Crosby: In 1491, the world was in many of its aspects and characteristics a minimum of two worlds—the New World, of the Americas, and the Old World, consisting of Eurasia and Africa. Columbus brought them together, and almost immediately and continually ever since, we have had an exchange of native plants, animals and diseases moving back and forth across the oceans between the two worlds. A great deal of the economic, social, political history of the world is involved in the exchange of living organisms between the two worlds.

Gambino: What crops do you consider part of the Columbian Exchange?

Crosby: There was very little sharing of the main characters in our two New World and Old World systems of agriculture. So practically any crop you name was exclusive to one side of the ocean and carried across. I am thinking about the enormous ones that support whole civilizations. Rice is, of course, Old World. Wheat is Old World. Maize, or corn, is New World. The story of wheat is the story of Old World civilization. Thousands of years ago, it was first cultivated in the Middle East, and it has been a staple for humanity ever since. It is one of Europe's greatest gifts to the Americas.

Maize was the most important grain of the American Indians in 1491, and it is one of the most important grain sources in the world right now. It is a standard crop of people not only throughout the Americas, but also southern Europe. It is a staple for the Chinese. It is a staple in Indonesia, throughout large areas of Africa. If suddenly American Indian crops would not grow in all of the world, it would be an ecological tragedy. It would be the slaughter of a very large portion of the human race. Maize, potatoes and other crops are important not only because they are nourishing, but because they have different requirements of soil and weather and prosper in conditions that are different from other plants.

Gambino: What ideas about domesticating animals traveled across the ocean?

Crosby: American Indians were very, very roughly speaking the equal of Old World farmers of crops. But American Indians were inferior to the Old World raisers of animals. The horse, cattle, sheep and goat are all of Old World origin. The only American domesticated animals of any kind were the alpaca and the llama. One of the early advantages of the Spanish over the Mexican Aztecs, for instance, was that the Spanish had the horse. It took the American Indians a little while to adopt the horse and become equals on the field of battle. You talk about the horse being an advantage in war.

Gambino: What other impacts did the adoption of domesticated horses have on the Americas?

Crosby: Horses not only helped in war but in peace. The invaders had more pulling power—not only horses but also oxen and donkeys. When you consider the great buildings of the Old World, starting with the Egyptians and running up through the ages, people in almost all cases had access to thousands of very strong animals to help them. If you needed to move a ton of whatever in the Old World, you got yourself an animal to help you. When you turn to the Americas and look at temples, you realize people built these. If you need to move a ton in the New World, you just got a bunch of friends and told everybody to pull at the same time.

Gambino: What diseases are included in the Columbian Exchange?

Crosby: The Old World invaders came in with a raft of infectious diseases. Not that the New World didn't have any at all, but it did not have the numbers that were brought in from the Old World. Smallpox was a standard infection in Europe and most of the Old World in 1491. It took hold in areas of the New World in the early part of the next century and killed a lot of American Indians, starting with the Aztecs and the people of Mexico and Peru. One wonders how a few hundred Spaniards managed to conquer these giant Indian empires. You go back and read the records and you discover that the army and, just generally speaking, the people of the Indian empires were just decimated by such diseases as smallpox, malaria, all kinds of infectious diseases.

Written Response

Prompt: Evaluate the extent to which the Columbian Exchange affected the Old World and the New World

In responding to this prompt, you must identify TWO crops or animals (you may use a combination) that were introduced to America by the Spanish and explain to what extent (and how) each changed the lives of Native Americans socially, politically, or economically. In addition, identify TWO crops and/or animals (you may use a combination) that were introduced to Europe by the Native Americans and explain to what extent (and how) each changed the lives of Europeans socially, politically, or economically.

Your response should be approximately 2-3 handwritten, single-spaced pages (500 words) and should be structured as a 4 or 5-paragraph essay (with introduction and conclusion). You may write a longer response, but should not exceed 800 words.

Please note that this is a “change” prompt. Meaning, you are being asked to evaluate the extent to which change occurred. You may argue entirely for change or entirely for continuity (little to no

change). To earn a complexity point, you would need to demonstrate both change and continuity (or another appropriate skill) as indicated below in the Analysis and Reasoning section of the rubric.

Use the **A.C.E.** strategy for all evidence:

- **A**nswer the question (this is the assertion or claim)
- **C**ite specific factual evidence (name, names, etc)
- **E**xplain how the evidence proves the assertion

Your response should include information from your reading of Taylor's book, as well as the Columbian Exchange video and transcript. **Please do not directly quote from any materials.**

The written response will be scored using the rubric for Long Essay Questions (LEQ's) on the APUSH exam. You should review the rubric below and may find it helpful to view this [LEQ overview video](#) (click for link).

Rubric

Reporting Category	Scoring Criteria	Decision Rules	Responses Not Earning the Point
A THESIS/CLAIM (0–1 pt.)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the response must provide a historically defensible thesis or claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must identify a relevant development(s) in the period. The thesis must be the last sentence in the introduction. Examples to earn this point: <ul style="list-style-type: none"> Establish a line of reasoning that evaluates the topic of the prompt with analytical categories Establish a line of reasoning with analytical categories Establish a line of reasoning (minimally acceptable) 	<ul style="list-style-type: none"> The intended thesis or claim is not historically defensible The intended thesis or claim only restates or rephrases the prompt The intended thesis or claim does not respond to the prompt The intended thesis or claim offers no indication of a line of reasoning The intended thesis or claim is overgeneralized
B CONTEXTUALIZATION (0–1 pt.)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to relevant broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.	<ul style="list-style-type: none"> Provide an overgeneralized statement about the time period referenced in the prompt Provide context that is not relevant to the prompt Provide a passing phrase or reference
C EVIDENCE (0–2 pts.)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point , the response must identify at least TWO specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use at least TWO specific historical evidence examples to support an argument in response to the prompt. <ul style="list-style-type: none"> Typically, statements credited as evidence will be more specific than statements credited as contextualization. If a response has a multipart argument it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two. 	<ul style="list-style-type: none"> Identify a single piece of evidence Provide evidence that is not relevant to the topic of prompt Provide evidence that is outside the time period or region specified in the prompt Repeat information that is specified in the prompt
D ANALYSIS AND REASONING (0–2 pts.)	1 pt. Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt. OR 2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced. To earn the second point, the response may demonstrate a complex understanding. This can be accomplished in a variety of ways, such as: <ul style="list-style-type: none"> Explaining nuance of an issue by analyzing multiple variables Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects Explaining relevant and insightful connections within and across periods Confirming the validity of an argument by corroborating multiple perspectives across themes Qualifying or modifying an argument by considering diverse or alternative views or evidence This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.	<ul style="list-style-type: none"> May include evidence but offer no reasoning to connect the evidence an argument May assert the use of historical reasoning but does not use it to frame or structure an argument