

US I Honors Summer Assignment Instructions:

Summer Reading Assignment:

- Read Chapter 1 – The Collision of Cultures (Brinkley Textbook “*American History*”) The Chapter 1 reading pdf file can be accessed via my school website under “Staff Webpages”

AP US History Period: 1491-1607 Assessment:

- In the first week of school, we will have an AP-style stimulus-based analytical multiple-choice test, as well as an in-class essay outline based on ONE of the prompts below, chosen at random. It is recommended you write your own practice essays over the summer to prepare.

Potential Essay Prompts:

1. Some historians have argued that European expansion into the Western Hemisphere in the 15th and 16th centuries was a great advancement for human civilization. Support, modify, or refute this interpretation.
2. Analyze the cultural exchanges between Native Americans and Europeans in the Americas. To what extent did these interactions lead to mutual adaptation and cultural blending, as well as cultural domination?
3. Evaluate the role of imperial competition among European powers in the exploration and colonization of the Americas. To what extent did rivalry between nations shape the development and policies of their respective colonies?
4. To what extent did the early encounters between Europeans and Native Americans set the stage for future conflicts and policies in North America? Analyze the implications for Native American societies, European settlers, and colonial administrations.
5. Some historians contend that the cultural exchanges between Native Americans and Europeans were mutually beneficial and led to significant advancements for both societies. Support, modify, or refute this interpretation.
6. Analyze the role of economic interests in driving European exploration and colonization of the Americas. To what extent were these economic motivations intertwined with religious and political goals?
7. Assess the significance of the year 1492 as a turning point in world history. To what extent does it mark the beginning of a new era, and how does this periodization affect our understanding of global history?
8. Compare and contrast the methods and motivations of Spanish conquests in the Americas with those of English and French settlers. How did their differing approaches shape their colonial enterprises?
9. Some historians have argued that the European colonization of the Americas in the 16th and 17th centuries was driven primarily by economic motivations. Support, modify, or refute this interpretation.
10. How did the interactions between European settlers and Native American populations from the 15th to the 17th centuries shape the social, economic, and political landscapes of the Americas?

Notes on the Essay Outline:

Below you will find both the instructions for how to write a proper AP Essay Outline, an example of a completed one, as well as the rubric from which you will be assessed.

You may print the out and have them with you during the test for reference.

Formulating Your Own Arguable Thesis

When crafting an analytical thesis for your history essay, it is essential to go beyond merely restating the prompt or summarizing the historical events. An analytical thesis should present a unique perspective or argument that contributes something new to the discussion. Here's how you can achieve that:

Go Beyond the Prompt while directly addressing it:

- Original Insight: Your thesis should offer an original insight or interpretation that is not directly stated in the prompt or common historical accounts. Your thesis should reflect your own critical thinking and analysis.
- At the same time, be sure to directly the question in the prompt. The reader should know what the prompt was solely from reading your thesis. (What is your favorite color? "My favorite color is..")

Introduce New Ideas:

- Novel Argument: Your thesis should propose a new idea or argument that arises from your analysis of historical events or sources. This means you should critically examine the events, looking for overlooked factors or deeper implications.
- Evidence-Based: Ensure that your new idea can be supported with historical evidence. While the idea itself should be original, it must be grounded in the historical context and sources you are analyzing.

Be Specific and Arguable:

- Specific Claim: Make sure your thesis makes a specific claim that you can argue for throughout your essay. It should not be a vague statement but a clear, precise assertion.
- Debatable: Your thesis should be debatable, meaning that someone could potentially disagree with it. This is what makes it an arguable thesis – it invites discussion and analysis.
- Avoid being *too* specific in your thesis. You should not include specific content (people, events, vocab, etc.) in your thesis or topic sentences. This will limit what evidence you can use to prove it. Save the specific evidence for your body paragraphs.

Example using your knowledge of Freshmen World History:

Prompt: *Analyze the causes of the French Revolution.*

Weak Thesis (Restating the Prompt):

"The French Revolution was caused by social inequality and financial crises."

Strong Thesis (Introducing a New Idea):

"While social inequality and financial crises are often cited as primary causes of the French Revolution, a closer examination reveals that the revolution was significantly driven by the influence of Enlightenment ideas, which fundamentally challenged the legitimacy of the monarchy and inspired a new vision of social and political order."

In this strong thesis, the writer presents a specific and arguable claim that not only addresses the causes of the French Revolution but also introduces a new perspective on the crucial role of Enlightenment ideas in shaping the revolutionary movement.

By following these guidelines, your analytical thesis will not only respond to the prompt but will also contribute a unique viewpoint that enhances the reader's understanding of the historical events.

Essay Outline Format:

Prompt Goes Here

5 sentence Introduction:

Sentence #1 - Broad Statement to establish context and time period.

Sentence #2 - Give an overview of Argument I.

Sentence #3- Give an overview of Argument II.

Sentence #4 – Give an overview of Argument III.

Sentence #5 – **Thesis Statement (Underlined)**.

I. First Argument's Topic Sentence Goes Here (The topic sentence should be an ***argument*** that supports the thesis and will be proven by your evidence and analysis in this paragraph. It ***should not*** be a statement of fact. If you are struggling with this, try adding *a cause or an effect* to your statement and see if it becomes an argument.)

A. Evidence (*What specific content from the text helps prove your argument?*)

- Explanation (*Explain the relevant info from the content. Do not attempt to narrate or educate the reader. Just explain what part of it you are using to prove your argument. Use an appropriate number of bullets points for the evidence needed*)
 - Analysis (*Explain how the evidence proves to your topic sentence. Remember your role here is not to educate the reader like a teacher in a classroom, but instead to convince the reader that your argument is correct like a lawyer in a courtroom*)

B. Evidence

- Description of Evidence
- Analysis

II. Second Argument's Topic Sentence Goes Here

A. Name the Evidence

- Description of Evidence
- Analysis

B. Evidence

- Description of Evidence
- Analysis

III. Third Argument's Topic Sentence Goes Here

A. Name the Evidence

- Description of Evidence
- Analysis

B. Evidence

- Description of Evidence
- Analysis

Note: You should aim for 2 to 3 pieces of evidence per argument.

While your arguments and analysis show your ability to apply historical thinking skills, the ***specific evidence*** is the most 'quiz' part of the assignment in which you will use vocab (people, events, ideas, etc.) from the reading to prove your arguments correct.

However, avoid fact-dumping to show how much you know about the topic.

Keep all evidence and explanations relevant to directly support the argument in each body paragraph.

Imagine you are a lawyer trying to prove an argument in court, not a professor lecturing on a topic.

Essay Outline Example:

Prompt:

Some historians have argued that economic concerns were largely responsible for the differences in regional social and political development of the British colonies in the Americas. Support, modify, or refute this interpretation, providing specific evidence to justify your answer.

From the early 17th century to the mid-18th century, British Colonies emerged in America and developed distinct characteristics. In the Caribbean Islands, the desire to profit off sugar estates led to incredibly unstable societies with strict slave codes. In the South, the economic motivation of sustaining large plantations created disorganized governments and societies that made class distinctions between wealthy whites and enslaved Africans. However, in New England, the social influence of religion shaped the independent farming economies of towns and a government heavily influenced by religious ideas. **Although some historians are correct in arguing that economic concerns were largely responsible for differences in the social and political development of the British colonies in the Caribbean and South, in New England it was mainly social concerns that caused differences in its political and economic development.**

I. The economic concerns in the Caribbean colonies, particularly those of sugar plantation owners, led to the formation of unique social and political structures.

A. Unstable Societies in the Caribbean

1. The small, wealthy, white population living in the Caribbean was motivated to extract capital from sugar plantations. They would leave their estates in the hands of overseers and return to England as they made their fortunes. Left on the Caribbean islands were poor white laborers who could not contribute to the development of society.
 - a) Wealthy plantation owners had no intention to socially or politically develop the region, and through their extractive practices left behind a badly supported population who did not have the means to stabilize their lives. Because of economic concerns, the Caribbean colonies developed an unstable and volatile society.

B. Slave Codes

1. Sugar plantations composed the primary economy of the Caribbean and required large amounts of labor. This led to a population composed mostly of African slaves who greatly outnumbered the Europeans and frequently revolted against them.
2. The islands enacted legal codes to empower white people over African Americans while providing no legal protection to African American slaves.
 - a) Monetary motivation caused the development of a large slave population in the Caribbean and political structures had to be created to disempower them, proving the direct influence of the economy on the politics of the region.

II. The economic concerns that motivated the southern colonies resulted in the development of a distinctive political system and society.

A. Slavery's Effect on Southern Society

1. Large plantations in the South were supported by African labor. The wives of plantation owners could rely on slavery to take care of the household tasks and chores, and they could devote more of their time to taking care of their families. The husbands and sons of these wives often raped these African servants.
 - a) The emphasis on the southern plantation economy caused slavery to rise in predominance not just in fields, but in wealthy households. This created a stratification of society where wealthy Southern women and men rose in stature over Africans and enforced ideas and behaviors that dehumanized African American people.

B. Self-Contained Communities Within Plantations

1. Plantations were located far from cities and towns, and therefore self-sustaining societies were formed within plantations that had schools, churches, and independent industries.
 - a) The plantation being the center of the community in the south points to the emphasis on economic life and the impact it had on society. But additionally, the location and nature of these communities point to the nature of governance in these regions. Distance would cause societal and political change to occur more slowly because governments would have less control over regions, and the actual population would be less unified.

III. The social concerns, particularly the importance of religion, in New England led to the formation of a different government and economy.

A. Theocratic Society of Massachusetts Bay

1. In order to participate in the government of New England, one had to be a white male who went to church. To have full membership in the government one had to show visible evidence of grace after conversion. Ministers had political power by exercising authority over the church members and the government would support the church with taxes.

- a) A person with more faith had more power in the government. This heavy emphasis on religion in New England showed how the social concerns of the people created unique government systems where political power was held firmly by the church and religious interests.

B. Covenants

1. Settlements drew up “covenants” which bound residents of a town to religious and social commitments. Towns were arranged around a meeting house and a central pasture, where people lived close to neighbors and developed strong communities.
 - a) The uniquely Puritan value of community and the church, caused the people of New England to develop towns that were smaller and more unified, unlike those of the South and in the Caribbean. In order to maintain these towns, they created an economy based on small independent farming that had a much smaller emphasis on making a profit.

Essay Rubric:

Reporting Category	Scoring Criteria	Common Mistake/Notes
Intro Paragraph /Thesis Responds to the prompt with a historically defensible intro and thesis/claim that establishes a line of reasoning. _____/10 Points	To earn these points, the intro and thesis must make a sophisticated and analytical claim that responds directly to the prompt, rather than merely restating or rephrasing the question. The Intro should be 5 sentences that work as a ‘table of contents’ that sets up the arguments of your essay. The thesis must be a one sentence summary of your entire argument/essay located at the end of the intro paragraph.	<input type="checkbox"/> Needs to increase the level of analysis or evaluation. <input type="checkbox"/> Thesis confuses or misses critical aspects of the prompt. <input type="checkbox"/> Thesis ¶ provides insufficient context for the argument. <input type="checkbox"/> Needs to directly address the prompt/question. <input type="checkbox"/> Problems with general flow of paragraph
Use of Content /Evidence Supports an argument in response to the prompt using specific and relevant examples of evidence _____/10 Points	To earn these points the response must use at least 2 pieces of historical evidence per paragraph to <u>support an argument</u> (topic sentence) in response to the prompt. Evidence must be <u>specific</u> , and explained to support relevant arguments. The writer should focus on explaining the <u>relevant</u> information as opposed to all related information. Focus on what will help prove your argument. Avoid fact dumping of non-relevant information.	<input type="checkbox"/> Evidence needs to be more specific <input type="checkbox"/> Evidence needs to be relevant to argument or thesis <input type="checkbox"/> Evidence needs to be explained more adequately <input type="checkbox"/> Avoid “fact dumping” non-relevant information/paragraphs reads like a reporting of facts. Stay focused on trying to prove an argument. <input type="checkbox"/> Needs more evidence or evidence is weak
Analysis and Reasoning/ Use Historical Thinking Skills Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and use of historical thinking skills. _____/10 Points	To earn these points, the response must demonstrate a complex understanding by using one or more of the AP thinking skills This can be accomplished in a variety of ways, such as: • 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 <u>This understanding must be part of the argument, not merely a phrase or reference</u>	<input type="checkbox"/> Relate evidence used back to Thesis/topic sent <input type="checkbox"/> Needs to increase the level of analysis or evaluation. <input type="checkbox"/> Needs appropriate use of historical thinking skills <input type="checkbox"/> Avoid reporting on facts without analyzing importance <input type="checkbox"/> Interpretation discusses evidence, but in a more superficial than analytical way
Organization /Mechanics Argument flows in a clear, coherent, and logical manner. Requirements met. _____/10 Points	To earn these points, the essay as a whole must be well organized and focused, demonstrating a clear flow/smooth progression of ideas. Topic sentences must articulate the main argument of the paragraph, develop a clear relationship to the thesis, & provide cogent, analytical transitions between paragraphs. No errors in grammar/spelling. The format follows directions. Exhibits skillful use of language, using a varied, accurate, and apt vocabulary, tense & voice. The required length of the assignment is met.	<input type="checkbox"/> Topic sentences need to be arguments, not statements of fact <input type="checkbox"/> Topic sentence arguments are unclear/do not relate back to thesis <input type="checkbox"/> Problems with general flow of arguments <input type="checkbox"/> Errors in grammar/spelling/format <input type="checkbox"/> Required length not met

