

Advanced Placement English/U.S. History 11: Summer Assignment 2013

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Introduction: the summer assignments for AP Language/Composition and U.S. History are designed to provide you with an introduction to *rhetoric* and the interpretation of some specific examples of *rhetoric* taken from U.S. History as well as begin our process of analyzing and writing about the history we will explore. You will be asked to read in the Language/Composition text in order to develop an understanding of some ways that language is used in the formation of arguments, respond to some questions about that reading, do some simple research/review in history, and then apply all that you have learned to the interpretation of some primary source documents from early American history. You will be asked to read in the APUSH text in order to review and add to your content knowledge as well as begin to establish your own narrative about American history. It is absolutely critical that you understand that your effort and your thought are the essential components of this assignment. It is not about filling in a blank on a piece of paper, the assignment is about you learning how we present arguments and then thinking about some influential arguments that have been made that shaped our nation in important ways.

Materials:

- *Everything's an Argument* (textbook)
- Guided reading questions for chapters 2-4 in the Rhetoric book (handouts)
- *America: Past and Present* (aka the Divine text)
- Synthesis questions for the Divine Text
- *A Model of Christian Charity* and *Bacon's Declaration* (in packet)
- Guided questions for the primary sources

Assignments

- The summer assignment will be worth 100 points in each class for the first marking term.
- Read the first four chapters of the text *Everything's an Argument* focusing on chapters two through four and:
 - Complete the set of Guided Reading Questions included in this packet for chapters 2, 3 and 4. Be sure to write in complete sentences and in paragraph form where appropriate. (Yes Virginia, that is a test. Can you decipher where paragraph form is appropriate?)
 - Read *A Model of Christian Charity* and *Bacon's Declaration*.
 - Respond to the analysis questions for those primary sources keeping in mind you are looking at the rhetoric (argument) through the lens of historical context.
- Outline chapters 1-2 in *America Past and Present*, by Divine, et al. This is our primary text for the year. It provides a strong survey of both political as well as social history that will give us a good foundation for our consideration of US History. You may complete the outlines on a computer or by hand. If you handwrite the outlines, please use 3-hole punch paper since you will need to keep your outlines in a binder for the year.

- Respond in essay form to some questions that ask you to consider the textual sources. The questions can be found at the end of this assignment along with the general AP grading rubric. The questions require thought and synthesis of information. The purpose of these questions is to begin to introduce us to the kind of reading and thinking that we need to do in order to be successful on the AP test. Please understand, these questions only begin a journey that will lead us to much more difficult and evaluative questions and writing as we move through the first semester. These responses should be typed or word processed, in 12-point Times New Roman font, double-spaced, with 1" margins and your name as a header for the assignment.
- You will also see a list of *Key Terms* for each chapter that will be critical to your success on tests and essays and should be defined as well as have their importance explained. We strongly encourage you to create Flashcards for the terms but at a minimum they must be word processed in a bulleted list format.
- The second part of the assignment will utilize BlackBoard. On BlackBoard will be posted several short quizzes that you will be asked to take on-line. The system will grade the quizzes and give you immediate feedback as to your performance.
 - How to get to BlackBoard:
 - Go to www.rsd.k12.pa.us
 - Click on Blackboard.
 - At the login prompt, enter your username which is rv09.xxxx where the last four digits are the remainder of your student number. The default password is *welcome*. You should change the password once logged in.
 - Choose the APUSH link. On the left side you will see a link called *Course Documents*. Select that link and then you will see the units for the year. Click on Summer, select the chapter that you need and then click on the quiz you need and off you go!
 - The only "trick" to BlackBoard is that you need to sure you click on the *submit* or *OK* buttons at the bottom of each page so that your responses are recorded. Also, please note that the quizzes are timed so you need to do the work before you try to take the quiz!

All work will be due on the first day of school. The assignment must be fully completed. An incomplete assignment will qualify as not turning in the assignment. Failure to turn in the assignment on the first day of school will result in a zero, which means you will be beginning the year in a very serious grade deficit. Remember, once you have signed up for the class, you have committed to it and there is no dropping out of the class. If there are any summer commitments that might make this deadline difficult to reach, you must see Mr. Carlin or Mr. Lindeman before you leave so that we can work out a way for you to complete your work. If any emergency should arise over the summer, **you must** contact us **before school begins** so we can equitably work out your summer commitment.

Assignment Rubric

Content	A	B	C	D	Incomplete
	Each question is answered fully and completely with all necessary detail. Where required examples are provided which clearly illustrate the concept	Each question is answered, but not quite as completely and with less detail. Examples are provided but they don't illustrate the concept as clearly	All questions are answered, but not very thoroughly and with little detail. Examples are provided, but they only weakly illustrate the concept	The questions are answered, but often not very completely and they lack detail. Examples are not always provided and some or many of the examples don't seem to illustrate the concept	The questions are answered with little attempt to provide thorough answers. No examples are provided or very few are provided and they may lack much connection to the concept

Chapter Questions for Divine Text - APUSH

Chapter One

1. Describe the settlement of the Western Hemisphere from the perspective of a Native American. What were the positives and negatives of European expansion from their point of view?
2. What conditions existed in Europe that not only allowed for but encouraged the Age of Exploration? Be sure to be specific as to the conditions and explaining the importance of each.
3. Compare and contrast the causes, elements, and impact of the different approaches to exploring and colonizing the western hemisphere followed by the Spanish, French, and English.
4. Describe the English Reformation and discuss the impact of the Reformation on English colonization.
5. What is the relationship between Capitalism and Calvinism?
6. What's the big deal with the Columbian Exchange? What if there had been no exchange?

TERMS

Bering Straits	Anne Boleyn
Aztec	Mary I
Ferdinand and Isabella	Columbian Exchange
Conquistadore	Treaty of Tordesillas
Amerigo Vespucci	Herman Cortez
Bernal Diaz del Castillo	Encomienda system
Bartolome d Las Casas	Protestant Reformation
Samuel de Champlain	Henry VIII
Sir Walter Raleigh	Elizabeth I
Agricultural Revolution	Roanoke

Chapter Two

1. Identify the motivation for colonizing the Chesapeake and discuss how the nature of the colonial experiment (joint-stock) played out in the governing of the colony. Then discuss the impact of the geography of the region, the reasons for migration, and the type of migrants (like indentured servants) on the socio-political make-up of the colony. (You would, of course, mention Jamestown, but do not restrict your discussion to Jamestown. Cover the entire colony.)
2. Describe and discuss the Chesapeake scandal and hypothesize how it might impact the later nature of Virginia. (Recall Mr. Biehl's class and what you remember of Virginia up to the American Revolution.)

3. Describe the motivations for settling New England and how those motivations translated into life in the proverbial “City on a Hill.”
4. What is “A City on a Hill” and how did the Bay Colony leaders attempt to become that city? How does the covenant with God translate into daily life and congregationalism? Consequently, how do Mass. Bay settlers deal with dissent?
5. Discuss the dissenting voices in the Mass. Bay colony and describe the fate of the dissenters and their impact on colonization.
6. Describe the colonization of New York. Then explain how the unstable pluralism under the Dutch led to the eventual take-over by the British. (If you don’t know what unstable pluralism is, look it up in the dictionary or email me. It’s your responsibility to define terms you don’t immediately know off the top of your head.)
7. Define and describe Penn’s “Holy Experiment” – discussing, of course, its roots in Quakerism and the impact Quakers had on colonization. Then discuss how Penn’s experiment would prove to be a template for later American socio-political endeavors/happenings.
8. Discuss the colonization of the Carolinas, providing the obvious “who, what, where, when, why and how” and then discussing the possible connection between why the Carolinas were colonized and why those colonies seemed so reluctant to participate in the American Revolution.
9. Explain the founding of Georgia – both as a buffer zone against the Spanish and as a colony for debtors. What were problems the Georgians faced?

TERMS

Charles I
Oliver Cromwell
Glorious Revolution
Joint-stock company
Jamestown
John Smith
Tobacco
Headright
Indentured servitude
Lord Baltimore
Plundering Time
Pilgrims

Mayflower Compact
William Bradford
Puritans
John Winthrop
Massachusetts Bay Colony
Congregationalism
Roger Williams
Anne Hutchinson
Antinomianism
Henry Hudson
Quakers
William Penn

Name: _____

Class: _____

Everything's an Argument

Chapter 2 - Pathos

Guided Reading Questions

1. What is a Pathos Argument?
2. What is the value of getting an audience to believe you can, “feel their pain”?
3. What is the value of telling a story of a personal experience (anecdote) when presenting an argument as Georgina Kleege and Michael Pollan do in the book? (52-53) Consider the power of a personal anecdote and explain how they may be used unfairly.
4. Why can an effective use of images lend emotional power to an argument?
5. Explain some ways in which humor can help someone make an effective argument?

6. Turn to page 58 of the book and find the section marked **RESPOND**. Read **Question 1**, and choose **two slogans from the list** and choose **two contemporary slogans not on the list** which are currently used to market a product and answer the question about each. Be very specific in identifying each emotional appeal (don't simply write down sad or happy, but find words to identify what specific form of sad or happy)

Name: _____

Class: _____

Everything's an Argument

Chapter 3 – Ethos Guided Reading Questions

1. Provide a short definition of what Ethos is as part of an argument.
2. When a speaker or writer tries to establish credibility they often want to do that as quickly as possible so the audience will give the rest of their argument a fair hearing. Looking on page 64 what are some ways in which a speaker can “at the very moment they make any argument” establish credibility.
3. Read Peggy Noonan’s response to Anna Quindlen on pages 66-67 and provide two quotes from Peggy Noonan that are examples of her providing expertise (or experience) which makes her knowledgeable on this topic.
4. After reading the section, **Establishing Credibility**, explain five ways in which a speaker/writer can establish credibility by demonstrating authority over a topic. Provide an example for each one (you may provide a real world example or make up an example).
5. Read through the section, **Coming Clean about Motives**. Why is it important to a speaker/writer that an audience needs to believe in their integrity, why is honesty is an important component to Ethos?

6. Please read through **Respond Question 1** on page 76. Choose two figures from the list and select two other more contemporary figures who are not on the list and answer the question. The two figures you choose, must have a powerful public ethos, I strongly suggest you avoid any public celebrity who lacks credibility or VERITAS (if you don't know what veritas is, use a dictionary).

Name: _____

Class: _____

Everything's an Argument

Chapter 4 – Logos

Guided Reading Questions

The book defines Logos Arguments as arguments based on Facts and Reason. The most basic structure of a Logos argument is one in which you first make a **Statement** and then offer **Proof** as support or in a different language, you make a **Claim** and then offer **Supporting Evidence**.

1. The Book suggests that there are various types of **Hard Evidence** that are used in Logos Arguments. For each one listed below, explain what it is and a strength and weakness to each kind of evidence:

A. Facts –

B. Statistics –

C. Surveys and Polls –

D. Testimonies, Narratives and Interviews

2. What is an enthymeme and provide an example of one (come up with your own example) and label its parts.

3. Clearly whenever making an argument, understanding your audience is important. Explain how and why understanding cultural values can be important when making an argument.

4. There are a variety of Logical Structures for arguments. For the Following types of structures, explain what they are and provide an example of your own:

A. Degree

B. Analogies

C. Precedent

5. There are two more types of Logical structures not mentioned directly in the book, but referenced in the AP Test. Please look these up, provide a definition of the argument and an example of that type of argument:

A. Cause and Effect

B. Slippery Slope

6. Turn to page 100 and Read **Respond Question 1**. Choose two from the list you think are hard evidence and explain why. Choose two you think are rational appeals and explain why. Are there any that could be both, if so choose one and explain why.

Name: _____ Date: _____ Period: _____

“A Model of Christian Charity” John Winthrop, 1630

After carefully reading the Sermon by John Winthrop, answer the following questions.

1. In a short paragraph, explain the historical and circumstantial (circumstances of) **Context** for this speech (If necessary you may need to look this up).

2. Who is Winthrop’s **Audience**?

3. What is the **Purpose** of Winthrop’s Sermon?

4. What is Winthrop’s **Authority** to speak to his audience (Is he a credible speaker to his audience and if so, what makes him credible)? As a speaker how does he come across to his listeners or, other than his authority, why would they listen to him and accept what he has to say (Ethos).

5. What is Winthrop’s **Major Claim** (thesis) in his speech? Provide at least three quotes as support.

6. Logically (**Logos**), why does he open with a justification for accepting our station in life (the introduction may help you with this)?

7. According to Winthrop’s argument, how do the colonists fulfill their covenant with God?

8. Quote two powerful images that Winthrop uses in his speech and explain their impact.

9. List two quotes in which he appeals to the audience's emotions and explain what emotion or emotions he is trying to elicit in those quotes.

Name: _____ Date: _____ Period: _____

Nathaniel Bacon's Declaration

(July 30, 1676)

1. In a short paragraph, explain the historical **Context** for this document (If necessary you may need to look this up).
2. Who are Bacon's **Intended** and **Invoked Audiences**?
3. What is the **Purpose** of Bacon's Declaration?
4. What is Bacon's **Authority (Ethos)** to speak to his audience? Is he a credible speaker to his audience and if so, what makes him credible (**Ethos**)? As a speaker how does he come across to his listeners or, other than his authority, why would they listen to him and accept what he has to say (**Ethos**).
5. What is Bacon's **Major Claim** (thesis) in his speech? Provide a quote as support.
6. Read Bacon's grievances (1-8) and provide a short one to two sentence synopsis of each one (these serve as his supporting evidence for his major claim - **Logos**).

7. Select four to six words (diction) or phrases (syntax) out of the Declaration that Bacon uses to create a strong emotional response (**Pathos**) from his audience. For each word or phrase provide an explanation of the emotional response the word or phrase attempts to elicit.

8. Explain Bacon's Attitude towards:

a. Sir William Berkeley and those he believes act in league with him (Chichley, Wormeley, Whitacre, Spencer).

b. Native Americans

c. Other farmers in the western frontier of Virginia

d. King Charles II of England

John Winthrop, "A Model of Christian Charity" (1630)

When the first settlers came to Virginia they were faced with numerous hardships that nearly devastated their entire venture. In contrast, when the Puritans settled in Massachusetts in 1630 they experienced few major difficulties and grew into a thriving community. The major difference between these two colonies was in their leadership and organization. Specifically, the strict religious beliefs and firm authority of the Puritans' leader, John Winthrop, and the established order he created before arriving in America enabled the Puritans to meet the challenges of colonization better than the Virginia colonists did.

*On board the ship *Arabella*, Winthrop delivered the following sermon, called "A Model of Christian Charity," as a final dedication for the Puritans and their cause in the New World. Notice how Winthrop portrays their purpose in America as a divine mandate to serve as an example for the rest of the world.*

God almighty in His most holy and wise providence hath so disposed of the condition of mankind, as in all times some must be rich, some poor, some high and eminent in power and dignity, others mean and in subjection.

Reason: First, to hold conformity with the rest of His works, being delighted to show forth the glory of His wisdom in the variety and difference of the creatures and the glory of His power, in ordering all these differences for the preservation and good of the whole.

Reason: Secondly, that He might have the more occasion to manifest the work of His spirit. First, upon the wicked in moderating and restraining them, so that the rich and mighty should not eat up the poor, nor the poor and despised rise up against their superiors and shake off their yoke. Secondly, in the regenerate in exercising His graces in them, as in the great ones, their love, mercy, gentleness, temperance, etc., in the poor and inferior sort, their faith, patience, obedience, etc.

Reason: Thirdly, that every man might have need of other, and from hence they might all be knit more nearly together in the bond of brotherly affection. From hence it appears plainly that no man is made more honorable than another, or more wealthy, etc., out of any particular and singular respect to himself, but for the glory of his creator and the common good of the creature, man.

Thus stands the cause between God and us. We are entered into covenant with Him for this work, we have taken out a commission, the Lord hath given us leave to draw our own articles we have professed to enterprise these actions upon these and these ends, we have hereupon besought Him of favor and blessing. Now if the Lord shall please to hear us, and bring us in peace to the place we desire, then hath He ratified this covenant and sealed our commission, [and] will expect a strict performance of the articles contained in it, but if we shall neglect the observations of these articles which are the ends we have propounded, and dissembling with our God, shall fall to embrace this present world and prosecute our carnal intentions seeking great things for ourselves and our posterity, the Lord will surely break out in wrath against us, be revenged of such a perjured people, and make us know the price of the breach of such a covenant.

Now the only way to avoid this shipwreck and to provide for our posterity is to follow the counsel of Micah, to do justly, to love mercy, to walk humbly with our God. For this end we must be knit together in this work as one man, we must entertain each other in brotherly affection, we must be willing to abridge ourselves of our superfluities for the supply of others' necessities, we must uphold a familiar commerce together in all meekness, gentleness, patience, and liberality, we must delight in each other, make others' conditions our own, rejoice together, mourn together, labor and suffer together, always having before our eyes our commission and community in the work, our community as members of the same body So shall we keep the unity of the spirit in the bond of peace.

The Lord will be our God and delight in all our ways, so that we shall see much more of His wisdom, power, goodness, and truth than formerly we have been acquainted with. We shall find that the God of Israel is among us, when ten of us shall be able to resist a thousand of our enemies, when He shall make us a praise and glory, that men shall say of succeeding plantations, the Lord make it like that of New England. For we must consider that we shall be as a city upon a hill, the eyes of all people are upon us. So that if we shall deal falsely with our God in this work we have undertaken and so cause Him to withdraw His present help from us, we shall be made a story and byword throughout the world, we shall open the mouths of enemies to speak evil of the ways of God and all professors for God's sake, we shall shame the faces of many of God's worthy servants, and cause their prayers to be turned into curses upon us till we be consumed out of the good land whither we are going.

And to shut up this discourse with that exhortation of Moses, that faithful servant of the Lord in His last farewell to Israel, Deut. 30., Beloved there is now set before us life and good, death and evil, in that we are commanded this day to love the Lord our God, and to love one another, to walk in His ways and to keep His commandments and His ordinance, and His laws, and the articles of our covenant with Him that we may live

and be multiplied, and that the Lord our God my bless us in the land whither we go to possess it. But if our hearts shall turn away so that we will not obey, but shall be seduced and worship other Gods, our pleasures, our profits, and serve them, it is propounded unto us this day we shall surely perish out of the good land whither we pass over this vast sea to possess it. Therefore let us choose life, that we, and our seed, may live, and by obeying His voice, and cleaving to Him, for He is our life and our prosperity.



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Nathaniel Bacon's Declaration (July 30, 1676)

Nathaniel Bacon was a tobacco farmer from the frontier in western Virginia. He was also a member of a group that appealed to Governor William Berkeley in Jamestown in 1676 to raise an expedition against the Susquehannock Indians, who had been periodically attacking the farmers. Berkeley denied the request and refused to hear the farmers' grievances.

In response Bacon led a group of 500 farmers first against the native populations in West Virginia and then against the government in Jamestown. Bacon's men were victorious over both targets, slaughtering numerous Indians and burning Jamestown before British troops could be called in to subdue the rebellion. Before the military could capture Bacon, however, he passed away from illness. This excerpt is from "Declaration of Nathaniel Bacon in the Name of the People of Virginia, July 30, 1676," a list of grievances to King Charles II on behalf of the frontier settlers.

1. For having, upon specious pretenses of public works, raised great unjust taxes upon the commonalty for the advancement of private favorites and other sinister ends, but no visible effects in any measure adequate; for not having, during this long time of his government, in any measure advanced this hopeful colony either by fortifications, towns, or trade.
2. For having abused and rendered contemptible the magistrates of justice by advancing to places of judicature scandalous and ignorant favorites.
3. For having wronged his Majesty's prerogative and interest by assuming monopoly of the beaver trade and for having in it unjust gain betrayed and sold his Majesty's country and the lives of his loyal subjects to the barbarous heathen.
4. For having protected, favored, and emboldened the Indians against his Majesty's loyal subjects, never contriving, requiring, or appointing any due or proper means of satisfaction for their many invasions, robberies, and murders committed upon us.
5. For having, when the army of English was just upon the track of those Indians, who now in all places burn, spoil, murder and when we might with ease have destroyed them who then were in open hostility, for then having expressly countermanded and sent back our army by passing his word for the peaceable demeanor of the said Indians, who immediately prosecuted their evil intentions, committing horrid murders and robberies in all places, being protected by the said engagement and word past of him the said Sir William Berkeley, having ruined and laid desolate a great part of his Majesty's country, and have now drawn themselves into such obscure and remote places and are by their success so emboldened and confirmed by their confederacy so strengthened that the cries of blood are in all places, and the terror and consternation of the people so great, are now become not only difficult but a very formidable enemy who might at first with ease have been destroyed.
6. And lately, when, upon the loud outcries of blood, the assembly had, with all care, raised and framed an army for the preventing of further mischief and safeguard of this his Majesty's colony.
7. For having, with only the privacy of some few favorites without acquainting the people, only by the alteration of a figure, forged a commission, by we know not what hand, not only without but even against the consent of the people, for the raising and effecting civil war and destruction, which being happily and without bloodshed prevented; for having the second time attempted the same, thereby calling down our forces from the defense of the frontiers and most weakly exposed places.
8. For the prevention of civil mischief and ruin amongst ourselves while the barbarous enemy in all places did invade, murder, and spoil us, his Majesty's most faithful subjects.

Of this and the aforesaid articles we accuse Sir William Berkeley as guilty of each and every one of the same, and as one who has traitorously attempted, violated, and injured his Majesty's interest here by a loss of a great part of this his colony and many of his faithful loyal subjects by him betrayed and in a barbarous and shameful manner exposed to the incursions and murder of the heathen. And we do further declare these the ensuing persons in this list to have been his wicked and pernicious councilors, confederates, aiders, and assisters against the commonalty in these our civil commotions.

Sir Henry Chichley

Richard Whitacre

Lt. Col. Christopher
Wormeley

Nicholas Spencer

John West, Hubert Farrell, Thomas Reade, Math. Kempe

And we do further demand that the said Sir William Berkeley with all the persons in this list be forthwith delivered up or surrender themselves within four days after the notice hereof, or otherwise we declare as follows.

That in whatsoever place, house, or ship, any of the said persons shall reside, be hid, or protected, we declare the owners, masters, or inhabitants of the said places to be confederates and traitors to the people and the estates of them is also of all the aforesaid persons to be confiscated. And this we, the commons of Virginia, do declare, desiring a firm union amongst ourselves that we may jointly and with one accord defend ourselves against the common enemy. And let not the faults of the guilty be the reproach of the innocent, or the faults or crimes of the oppressors divide and separate us who have suffered by their oppressions.

These are, therefore, in his Majesty's name, to command you forthwith to seize the persons abovementioned as traitors to the King and country and them to bring to Middle Plantation and there to secure them until further order, and, in case of opposition, if you want any further assistance you are forthwith to demand it in the name of the people in all the counties of Virginia.

Nathaniel Bacon

General by Consent of the people.

William Sherwood

Document Analysis

1. What major accusations do Bacon and his followers make against the colonial government of Virginia?
2. What elements of class conflict (among government, planters, freemen, and indentured servants) can be found in this statement?



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