

**Course:** AP United States History

**Instructor:** Jon Nuxoll

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**Name of Assignment:** 2020 Summer History Camp

**What student will know, understand, or be able to do and why this learning matters:** Comparing the main features of responses to the pandemic in 1918 and today will help you gain perspective and understanding of current events. Analyzing factors in European colonization of North America help orient you to the Fundamental institutions of government, economics, exceptionalism, race relations and labor (slavery and indentured servitude) established necessary for an in-depth study of United States History.

**Directions:**

1. Read *The Great Influenza* (or another book of interest) and write an essay (Due **August 27**)
  - Secure a copy of John M. Barry's, *The Great Influenza: The Story of the Deadliest Pandemic in History*, or another book of your choice and **subject to my approval by June 30**. Electronic or print.
  - Write an essay or book report of 600 to 1,000 words on one of the following three topics:
    - Based on *The Great Influenza*, make any three comparisons between pandemics of 1918 and 2020 (i.e. in their spread, in responses to them and/or in each event's long-term significance).
    - OR**
    - Based on *The Great Influenza*, how effectively did American medical science and public policy (government) respond or not respond to the 1918 pandemic?
    - OR**
    - A book report on another topic in American history; if you choose this, you need my approval for your book no later than Tuesday, June 30. A list of suggested books and book-report format are attached.
  - This essay is due (or postmarked) by Thursday, August 27 (hard copies only). Mail to me at Marist HS/ 1900 Kingsley Road/Eugene OR 97401 (or drop off at the Marist office).
  - Essays should be double-spaced and typewritten, with a clear introduction (including a thesis statement). Grammar and spelling count. Also, remember the rule: "Plain paper for plain ol' Mr. Nuxoll." Also, remember that when referring to books, titles should be underlined or italicized. This same rule holds true when referring to newspapers, ships and trains, as in the following examples:
    - \**That was a fine piece of reporting in last week's Lake Chelan Mirror, don't you think?*
    - \**I shall sail to England aboard the Lusitania and return on the Titanic.*
    - \**Only a fool would travel on the Empire Builder when he could take the North Coast Limited.*
2. Read Chapters 1 and 2 of *The American Pageant* (Thomas A. Bailey and David M. Kennedy, 15th edition. Electronic or Print) and answer attached questions, (hard copy due the **first day of class**.)
  - 1 solid paragraph per question.

**DUE DATES AND FORMAT MAY CHANGE IF CONDITIONS FOR SCHOOL OPENING CHANGE. YOU WILL BE NOTIFIED BY EMAIL.**

\*AP United States history is a year-long intensive survey of American history, from colonization to the present, with college credit possible for students who pass the AP exam (scheduled for Thursday, May 6, 2021). College credit is also possible through "College Now" at Lane Community College, as HST 201, 202 and 203 for 9 credits. Text is *The American Pageant*, by Thomas A. Bailey and David M. Kennedy (15th edition). Through the year there will be assigned readings, especially of historical documents and historical interpretations, and writing assignments.

A. ORGANIZATION AND STRUCTURE

1. Opening and closing paragraphs. Does the opening paragraph introduce your entire topic? Does the closing paragraph conclude your essay by tying its main points together?
2. Development of topic:
  - a. Are general statements supported with examples?
  - b. Do paragraphs contain a topic sentence?
  - c. Effective transitions between paragraphs?

B. ACCURACY

Have you reviewed the main points? Is your information accurate and complete?

C. CLARITY

Could someone not familiar with your topic understand your essay? Are unfamiliar terms and events clearly explained?

D. MECHANICS

Consistent use of verb tense? Use of formal language (avoid contractions, slang, informal language)?

**Use of third person (“he,” “she,” “it,” “they”), NOT first (“I,” “we”) or second (“you”) person?**

Are block quotes (of four or more lines) indented and single-spaced? Are references appropriately cited?

E. SPELLING, GRAMMAR AND PUNCTUATION

Correct spelling, grammar and punctuation? Are names of books (as well as newspapers, ships and trains) underlined or *italicized*?

F. GUIDELINES FOR HISTORICAL WRITING

Do not use nicknames, whether of your own or others’ creation (it’s “de Gaulle,” not “Chuckie”). Use Roman, not Arabic, numerals in referring to royalty (it’s “Louis XIV,” not “Louis the 14<sup>th</sup>”). Use first and last names on first reference; use only the last name on subsequent references.

## Book Report Guidelines/Mr. Nuxoll

- **Evaluation of the book:**

- Show you understand of the historical background of your book. If you understand that background, the below points will be clear in your review. Show you understand new names and events you might cite in your review.



- If you were telling a friend about the book, what would you say? (Think about how you would tell a friend about a movie, TV show, a class, a game, etc.) Did you enjoy it or not? Did you learn something new or not? What?
- What does the author seem to think about the topic (point of view)? Was something stressed too much or omitted? Obvious bias? Or do you find the author objective?
- Does the book live up to its title/subtitle (especially a recent book)?

- Analyze, don't summarize! Support your analysis with evidence but avoid long quotes. Phrases like "this shows that" or "this is an example of" reflect analysis.
- Feel free to research what others are saying about the book, but give them due credit if you rely on them to support your own thinking. Book reviews published in *The New York Times Book Review* and the *New York Review of Books* (both online) are good sources. Sometimes Amazon.com, too.

- **Final draft:**

- Can someone not familiar with your topic understand your report? It may be helpful to have a parent or friend read and critique your draft; if he/she doesn't understand something, it would be prudent to revise that section until he/she does.
- At the top of the front page, indicate your book using MLA bibliographical style (**5 points**) (**single-spaced**): Double space the report itself.

**Print bibliographical style:**

Author's Last Name, First Name Middle Initial. *Title of Book: Subtitle of Book*. Place of Publication: Publisher, Year. Print.

Massie, Robert K. *Catherine the Great: Portrait of a Woman*. New York: Random House, 2011. Print

**Ebook bibliographical style:**

Author's Last Name, First Name Middle Initial. *Title of Book: Subtitle of Book*. edition. Place of Publication: Publisher, Year. Name of Database. Place of access. Web. Date of access.

Roush, Chris. *Inside Home Depot: How One Company Revolutionized an Industry through the Relentless Pursuit of Growth*. New York: McGraw, 1999. ebrary. Web. Dec. 4, 2005.

Name \_\_\_\_\_  
AP United States History/Mr. Nuxoll  
*American Pageant* Reading Questions, Chapters 1 and 2

Answer attached questions; hard copy will be due the first day of class.

1. How did the geographic setting of North America—including its relation to Asia, Europe and Africa—affect its subsequent history?
2. What were the common characteristics of the Indian cultures of the New World, and what were the important differences among them?
3. What fundamental factors drew the Europeans to the exploration, conquest and settlement of the New World?
4. What was the impact on the Indians, Europeans and Africans when each of their previously separate worlds collided with one another?
5. What were the greatest achievements of Spain's New World empire, and what were its greatest evils and disasters?
6. What was the primary purpose of the English settlement of Jamestown, and how successful were the colonists in achieving that goal in the first twenty years?

7. What features were common to all of England's southern colonies, and what features were peculiar to each one?

8. In what ways did the relationship between whites and Indians (Powhatans) in Virginia establish the pattern for later white-Indian relations across North America?

9. How did the search for a viable labor force affect the development of the southern colonies?

10. Why did African slavery become the dominant labor system in South Carolina, while only taking firm hold in England's other southern colonies?