Below are four (4) required tasks I expect you to complete during the summer and one (1) optional task. The required tasks will be due the first day of class. As you review the tasks, it should be obvious these tasks together cannot be completed in a day, or even in a weekend. Some are short while others are best spaced out over several weeks. Pace yourself through the tasks by setting aside 15 minutes every day or an hour every few days.

Details and/or resources for each task are available in the AP US History summer reading folder in the MLK summer reading Schoology group. Navigate to the resources tab, then to the Social Studies folder, and finally to the AP US history sub-folder. If you have difficulties, email me!

**OPTIONAL Task:**
*Estimated time: varies depending on reading proficiency*
Read historian Robert Remini’s book titled *A Short History of the United States*. A digital copy is available in the AP US History Summer Reading folder on Schoology.

**REQUIRED Task 1:**
*Estimated time: 10 minutes*
Complete the Class of 2021 APUSH biographical survey linked in the AP US History Summer Reading folder on Schoology. *The survey will be available by July 1st*. It’s important for me to start getting to know you as a person, and not just a history student, so I can appreciate what each of you might find relevant in the course. The survey content is confidential.

**REQUIRED Task 2:**
*Estimated time: 60-90 minutes, depending on reading speed and strength of vocabulary*
Studying is an essential component of this course – and any other college-level course for that matter. If you consistently use effective study strategies and habits, you can expect to be successful in this course and on the AP exam. Just what is effective though is not well understood by many students (and even some teachers!). To clarify this, read the article available in the summer reading folder from *Scientific American* magazine titled “How We Learn: What Works, What Doesn’t.” **Come prepared to discuss this article the first day of class.** “Come prepared” means you can identify and explain the effective and ineffective methods of studying and retaining information.
REQUIRED Task 3:
Estimated time: varies and should be ongoing
Read the article “When 30 people try to draw a world map” from the Atlantic Magazine, and review the maps that are included. It’s rather funny how silly the hastily drawn maps look, but having a good command of geography is actually a very important part of being successful in AP US History. After reading the article, study U.S. and world political and physical geography over the summer. Some helpful links will be available in the AP US History summer reading folder on Schoology. Expect to be tested on U.S. and world political and physical geography at the beginning of the course.

REQUIRED Task 4:
Estimated time: varies depending on reading and writing speed; this is the lengthiest task.
STEP 1:
Read the entire AP US History Course Framework located in the AP US History summer reading folder on Schoology before reading your selected book (see below).

STEP 2:
Select and read ONE of the books below. Keep the themes and key concepts in the Course Framework in mind as you read. You may want to use Post-it notes (or annotate in your book if you don’t mind writing in it) to mark sections or ideas that specifically reflect portions of the Course Framework.


STEP 3:
Select and record two separate passages in your selected book that strike you as interesting, unexpected, or otherwise noteworthy. Select one passage from the first half of your selected book and the other from the second half of the book. For each passage, write one substantial paragraph that clearly and effectively explains how your selected passage is connected to key concepts and themes in the Course Framework. A sample response for step 3 is included below. Pages numbers for each passage must be included.
**STEP 4:**
Write a one page (typed) personal response to the book. Do NOT summarize or retell the story. Instead, answer some or all of the following questions as they apply, and feel free to include personal reflections not mentioned in the list below.

1. Do you have a personal connection to any of the places or events in the book? If so, how did you feel reading about those event(s)/place(s)?

2. What emotional reaction(s) did you have to the book? How did it make you feel? What was most exciting? Saddest? Happiest? Most frustrating? Most inspiring? Most empowering?

3. What else do you want to learn about the topic(s) of the book?

4. What have you heard in the news that makes you think about what happened or is described in the book?

5. What makes the stories in the book compelling?

6. Did the book spark any areas of interest for you? What are you excited to learn more about this year?

**Task 4 will be a summative assessment.**
A rubric for Task 4 and a sample of Task 4, Step 3 are available below. Refer to both as you prepare and complete your responses.

- Steps 3 and 4 must be completed individually. Your responses will be scored as final drafts; revisions will not be accepted.

- Responses are not formal essays but they should be proofread. Grammatical, spelling, and usage errors should be corrected.

- Responses should be typed using normal (i.e. Times New Roman or Arial) size 11 or 12 font with normal 1” margins.

- Only hard copies of the responses will be accepted. NO digital submissions.
### Task 4, Step 3 sample

<table>
<thead>
<tr>
<th><strong>Passage</strong></th>
<th><strong>Connection to Course Framework</strong></th>
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<tbody>
<tr>
<td>“It’s relatively easy to agree that only Homo Sapiens speak about things that don’t really exist, and believe six impossible things before breakfast. You could never convince a monkey to give you a banana by promising him limitless bananas after death in monkey heaven. But why is it important? After all, fiction can be dangerously misleading or distracting. People who go to the forest looking for fairies and unicorns would seem to have less chance of survival than people who go looking for mushrooms and deer. And if you spend hours praying to non-existing guardian spirits, aren’t you wasting precious time, time better spent foraging, fighting, and fornicating?”</td>
<td>Harari argues the Cognitive Revolution gave <em>Homo Sapiens</em> a distinct advantage over other species because we have the capacity to “collectively” imagine abstract ideas and, in turn, “cooperate flexibly” with large numbers of other <em>Homo Sapiens</em> based on those ideas. According to Key Concept 1.2.I, Europeans’ dangerous and expensive exploration and conquest of the Americas was based in part on a desire to spread Christianity – an important example of what Harari calls “common myths.” Furthermore, according to Key Concept 1.2.III, when European explorers initiated contact between Africans, Europeans, and Native Americans in the 15\textsuperscript{th} and 16\textsuperscript{th} centuries, divergent worldviews based on very different abstract ideas often clashed with one another. Native Americans sought to defend some parts of their cultures, like traditional gender norms and political independence, while adopting more useful European ideas (Key Concept 1.2.III.A/B). For their part, Europeans debated how to make sense of whole societies new to them and based on very different collectively-held abstract ideas (i.e. not western Christianity) (Key Concept 1.2.III.C). The presence of different worldviews based on varying abstract ideas led to diplomatic negotiations and trade in some instances but to war in others. Competition and conflict resulted when Native Americans and Europeans first came into sustained contact with one another in part because their most basic worldviews that ordered their experience as humans were directly challenged by alien abstract ideas (WOR-1).</td>
</tr>
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Source: Harari, pg. 24-25
## Task 4 Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 (100%)</th>
<th>3 (85%)</th>
<th>2 (70%)</th>
<th>1 (50%)</th>
</tr>
</thead>
</table>
| **STEP 3: Linking passages with the Course Framework (45%)** | • Analysis *accurately* and *persuasively* connects passages and Course Framework.  
  • Pages numbers of passages are explicitly listed.  
  • Specific key concepts and themes from the Course Framework are explicitly identified in the analysis. | • Analysis *mostly accurately* connects passages and Course Framework.  
  • Pages numbers of passages are explicitly listed.  
  • Specific key concepts and themes from the Course Framework are explicitly identified in the analysis. | • Analysis demonstrates *some understanding* of connections between passages and Course Framework, but connections are only *partially successful* OR may be *incomplete*.  
  • Pages numbers of passages are explicitly listed.  
  • Key concepts and/or themes are referenced in the analysis, but no specific concepts or themes are explicitly identified. | • Analysis demonstrates *limited understanding* of connections between passages and Course Framework  
  • Analyses are *inaccurate, poorly constructed, unclear, and/or inappropriate*.  
  • Key concepts, themes, and page numbers of passages are not identified. |
| **STEP 4: Personal Reflection (40%)** | • Clearly and explicitly states personal reactions or connections to the text.  
  • Suggests thorough understanding of the text and explicitly identifies what the student hopes to learn in the future.  
  • *Effectively* uses at least TWO examples or specific details to illustrate points in reflection.  
  • Relates themes from the book to student’s own life AND to current events/news. | • Clearly and explicitly states personal reactions or connections to the text.  
  • Indicates clear understanding of the text and explicitly identifies what the student hopes to learn in the future.  
  • Uses at least ONE example or specific detail to illustrate points in reflection.  
  • Relates themes from the book either to one’s own life OR to current events/news. | • States personal reactions or connections to the text, but these may be underdeveloped.  
  • Suggests some understanding of the text and implies what the student hopes to learn in the future.  
  • Uses at least one example or specific detail but connection to a point(s) in the reflection is unclear or underdeveloped.  
  • Relates themes from the book either to one’s own life OR to current events/news, or both. | • Personal reactions or connections to the text are vague/unclear.  
  • Suggests weak understanding of the text and does NOT suggest what the student hopes to learn in the future.  
  • No examples used.  
  • Does NOT relate themes from the book student’s own life or to current events/news, or both. |
| **Mechanics (15%)** | • No grammatical, usage, spelling, or punctuation errors in analyses or reflection  
  • Follows all directions for tasks and formatting.  
  • Submitted on time. | • A few spelling, grammatical, usage, or punctuation errors, none of which affect the meaning of the analyses or reflection.  
  • Follows most directions for tasks and formatting.  
  • Submitted on time. | • Some spelling, grammatical, usage, or punctuation errors, some of which may affect the meaning of the analyses and/or reflection.  
  • Follows some directions for tasks and formatting.  
  • Submitted on time. | • Spelling, grammatical, usage, and/or punctuation errors are consistent and distracting  
  • Does not follow directions for tasks and formatting.  
  • Submitted late. |