Advanced Placement U.S. History

Summer Reading Assignments 2017-2018

Mrs. Small

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Congratulations!

You have courageously embarked on a rigorous journey of college level study which will demand your lively engagement and diligent study of American History through historical analysis, research, debate, interpretation of primary sources and document based essay writing. AP US History is a challenging college-level course beginning at pre-discovery until the present. This course is directed toward you earning a high score on the AP U.S. History Exam, scheduled by the College Board on Friday, May 11, 2018. It is your personal responsibility to do a great amount reading, note-taking, writing, self-study, mastery and on-going review throughout the year beyond the regular class time. It is my expectation that as a student enrolled in this course you will start the year knowing the amount of work demanded and demonstrate by the summer assignments your discipline and determination to rise to the academic expectations demanded by the study of American History at the Advanced Placement level. This should be the paramount goal of every student who registers for this course.

**Stay on track!** –

Begin your summer assignments as soon as possible. **I will deduct 10 points for each day the assignments are e-mailed late.** Plan now how you will be organized and dedicate a regular study time to this course. It is your responsibility to plan ahead if you are going away on vacation. Aside from the e-mailed assignments you must be prepared to hand in a large three-ring binder with *all the assignments printed out*. I will not post grades until after I have received your binders the first day of school. ***Failure to turn in completed work may result in removal from the course.***

**Do your own work! –**

**All summer work must be done individually. Always!** The purpose of the summer work is not only to get a head start upon our work this year but also to assess your ability to do college level work. Any form of plagiarism or cheating is a major disciplinary offense in college and in this college course. Your academic integrity and honor are required at all times. You are expected to follow directions and do the assignments to the best of your ability. If you have any questions about the assignments do not hesitate to e-mail me in advance.

Buy these school supplies for this course:

1– large (3-4 inch) three ring binders

1– package of college rule paper (when school begins DBQ Essays will be completed by hand)

1– three ring zipper pocket to hold pens, pencils and highlighters and 5 thin colored markers.

1– package of dividers with tabs for your binder

1– your own personal AP U.S. History Exam Preparation Book. ***I recommend*** ***REA AP U.S. History Crash Course. (Inexpensive used copies can be bought on Amazon.)***

**Do NOT procrastinate**. There is substantial work to be done and it cannot be done well the day before the e-mail deadline.

**AN IMPORTANT WARNING ABOUT ACADEMIC DISHONESTY**

Your work and any essays in this course should be written based solely on your own reading, as well as your own understanding of the reading’s main themes. To ensure that you complete assignments with full academic honesty and avoid any possibility of plagiarism, carefully follow each of these requirements:

1. You should read all the required works on your own.
   1. You should NOT “split the reading” with a friend and share summaries or notes in place of YOUR OWN reading.
   2. You should NOT seek out summaries or analysis of the book on the internet in place of YOUR OWN reading. There is no academically accepted short cut to doing all the reading on your own.
2. Most assignments are NOT collaborative assignments. For example, you should NOT be working with any other person to select common themes, quotes or other details from the reading to incorporate into your essay. This applies during the school year, unless I specifically designate an assignment as collaborative.
3. NEVER HAND OVER, POST, or EMAIL YOUR NOTES or ESSAY to any other person. Always keep control of your own work. A persuasive friend who asks you to send your essay so they can “better understand what to do” or they “want to give you feedback” may copy your general outline, quotes/evidence and/or analysis and present it as his/her own. You will BOTH be responsible for the plagiarism, even if this was no t your intent in sharing your work.

**Your academic integrity is established in APUSH starting with this work.** Students caught being academically dishonest will receive a zero on these first assignments, in addition to having a parent-teacher conference scheduled to discuss your actions. Your character, honesty and integrity carry over to all your classes. You will lose your teacher’s trust right from day one, and this isn’t something you can easily earn back. You can avoid this by simply completing your own work at all times.

**AP College Board site – Review the details of the course, curriculum framework and exam.**

https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf

Period Date Range Approximate Percentage of … Instructional Time AP Exam

1 1491–1607 5% 5%

2 1607–1754 10% 45%

3 1754–1800 12% “

4 1800–1848 10% “

5 1844–1877 13% “

6 1865–1898 13% 45%

7 1890–1945 17% “

8 1945–1980 15% “

9 1980–present 5% 5%

**A Basic Overview of the APUSH Course**

APUSH is divided into nine time periods.

**Period Timespan Description American Pageant alignment (inclusive)**

**1 pre-1491-1607 Pre-Columbian Era & Age of Exploration (Ch. 1&2)**

**2 1607-1754 Colonialism (Ch. 3, 4, 5)**

**3 1754-1800 American Revolution (Ch. 6-10)**

**4 1800-1848 Early Republic (Ch. 11-15)**

**5 1848-1877 Civil War & Reconstruction (Ch. 16-22)**

**6 1865-1898 Industrialization, Urbanization, Westward Movement, and Gilded**

**Age (Ch. 23-26)**

**7 1898-1945 Progressivism, Imperialism, WWI, Twenties, Depression, and**

**WWII (Ch. 27-35)**

**8 1945-1980 Postwar World- Cold War, Fifties, Sixties, and Seventies (Ch. 36-39)**

**9 1980-Present Reagan Era, Nineties, and 2000s (Ch. 40-42)**

APUSH also emphasizes the following ***themes:*** **BAGPIPE**

**B**eliefs, Ideas, and Cultures

* How have changes in moral, philosophical, and cultural values affected U.S. history?

**A**merica in the World

* How has U.S. involvement in global conflicts set the stage for domestic social changes?

**G**eography and Environment

* How did the institutions and values between the environment and Americans shape various groups in North America?

**P**olitics and Power

* How have various groups sought to change the federal government’s role in American political, social, and economic life?

**I**dentity

* How has the American national identity changed over time?

**P**eopling

* How have changes in migration and population patterns affected American life?

**E**xchange, Work, and Technology

* How have changes in markets, transportation, and technology affected American society?

It is important that you become familiar with these time periods and themes as it will help you learn the content and acquire the skills throughout the course

**Assignment SCHEDULE due dates** (**by 12:00 NOON) on Turnitin.com**

**Google Classroom Code: 6g2pzl**

**Turnitin.com: Class ID: 15497585**

**Password: apushpeep30**

**Part I – *Family History Scrapbook***

**Part II-- Thesis table**

**Part III – American Pageant Chapter Guided notes – Notes can be downloaded from my teacher website. Go to school website, Faculty, Social Studies, Gracieta Small Personal Website or** [**http://historywise.weebly.com/-**](http://historywise.weebly.com/-) **under Summer Assignments. They are all listed there.**

PERIOD 1 Week 1: Monday, July 3, 2017

. American Pageant - Chapter 1 notes

Week 2: Monday, July 10, 2017

- Thesis table of – *Rhode Island History* - packet

American Pageant - Chapter 2 notes

*-Family History Scrapbook is DUE in Guidance by 12 NOON*

PERIOD 2 Week 3: Monday, July 17, 2017

American Pageant – Chapter 3 notes

Week 4: Monday, July 24, 2017

-Thesis table of – *Narrative of the Life of Frederick Douglass* – buy or borrow book – you can also access the online version at: <http://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf>

American Pageant - Chapter 4 notes

Week 5: Monday, July 31, 2017

American Pageant - Chapter 5 notes

PERIOD 3 Week 6: Monday, August 7, 2017

-Thesis table of –*What They Fought For* by James McPherson – packet

American Pageant - Chapter 6 notes

Week 7: Monday, August 14, 2017

American Pageant- Chapter 7 notes

Week 8: Monday, August 21, 2017

-Thesis table of *War’s End: An Eyewitness Account of America’s Last Atomic Mission* by Maj. Gen Charles W. Sweeney, U.S.A.F. – packet (pp. 206-258).

American Pageant – Chapter 8 notes

Assignments must be submitted on the due dates above to Google Classroom. Failure to do so will result in 10 points off each missing assignment per day. You should also print out a copy for your own binder which will be periodically checked for a grade.

Arrange Parts II and III in a three-ring binder with your *full name printed and taped to the front of the binder*. Print out all your assignments arranged neatly behind tabs for the 9 Periods.

**PART I. FAMILY ORAL HISTORY PROJECT (Test grade 1st Quarter)**

This project will allow you to investigate and preserve your family history in the context of American history. Interview your immediate family and grandparents. You do not need to include cousins, aunts and uncles in the interviews unless you want.

Start with yourself. What do you consider to be the most important event in American History that you remember in your lifetime? For example, what can you say about the significance of President Obama’s Presidential election? How about the significance of Osama Bin Laden’s capture or the Sandy Hook, CT tragedies?

Interview each member of your family concerning significant events in U.S. History. The older your relatives, the more amazing stories they will have to tell you about our nation’s history***.***

1. ***What is the most significant event in American History that you remember***? Where were you when these events happened, what were your experiences, thoughts and feelings? On this page you should highlight other important artifacts, events, inventions, music, etc. from this decade, putting the event in historical context.
2. ***What is the best event that ever happened in our nation’s history and why***?
3. ***Who was the greatest president America has ever had and why***?
4. ***Why are you proud of being an American***?

Create a diagram with a family tree of all your living and deceased relatives with birth and death dates. Then….

Option 1: Buy a scrapbook which can be bought inexpensively at JOB LOT. Include digital pictures or copies of pictures, birth and death dates, and events. (Please do not use real pictures that your family may want to keep – or get your parents’ permission).

Create your own interview form to help you keep your information organized and help you remember the specific historical events you talked about. In your preliminary interview attempt to **identify one major significant historical event(s) in American history that each of your relatives experienced, or remembered.**

**Be Creative – this is supposed to be a fun project and an opportunity to better appreciate your own family history!!**

Part II.

(Each assignment is a homework grade for the 1st Quarter)

1. During your reading, use post-it notes to take note of important points while reading. After reading the assignment, choose several excerpts from the beginning, middle and end sections of your reading. Create a thesis table for each weekly reading in which you identify the author’s thesis or main argument and explain how each excerpt supports the author’s thesis. Your explanations should consist of connections you make through a close reading of the text. The thesis table will be submitted in the following format:

THESIS TABLE

TITLE OF TEXT ASSIGNMENT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THESIS STATEMENT/PREMISE

|  |
| --- |
| After reading the assigned text, what is the author’s claim or main idea? It should be significant and able to be supported by evidence. It should be a debatable argument backed up by your evidence.  “Although the post- Civil War period saw increased labor organization, it was also a time in which the U.S. government persecution of labor unions.” |

CCSS STANDARD EVIDENCE - 10 TEXT EXCERPTS EXPLANATION

(you do not need to include this first column – just excerpts and explanations)

|  |  |  |
| --- | --- | --- |
| CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  CCSS. ELA Writing WHST 11-12 2 b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | *Write the exact text excerpt here including the page number that supports the author’s thesis as you have identified it. Be sure to include excerpts of the beginning, middle and end of the text.*  “The government made it difficult for labor unions to operate in the late 1800s and passed several laws that severely restricted their operation.” (p.7) – include page number | *This is your explanation of how this specific text excerpt supports the thesis.* |

**Part III. (Homework grade 1st Quarter**)

Take notes from your reading of each chapter of the American Pageant by using the guided notes on my website found under the Social Studies Faculty section on the school website.

**AP US HISTORY ACADEMIC STUDENT CONTRACT**

Please read carefully

**SIGN AND RETURN THIS PAPER TO MRS. SMALL**

**Due by Friday, June 9, 2017**

Room C-30

I understand that by signing this contract, I am dedicating myself to a rigorous AP US History course. I understand that the AP exam in the on May 11, 2018 is mandatory and that preparing for a high score on the AP U.S. History Exam is the primary reason for taking this course. By signing this contract, I pledge myself to take all assigned activities seriously and complete them to the best of my ability. I will seek extra help outside of class early in the semester (and whenever I feel like I need it) from either the instructor or from other suggested resources. I will complete all work independently unless expressly given permission by the instructor. I will turn in all required class and homework when it is due or accept the late penalty of a 70 for one day late or a zero beyond that. I understand unexcused late work will not be accepted for full credit. If I cannot get the answer to a question or activity, I will not give up but I will continue working on the section and complete other assigned activities. I understand that failure to complete the summer assignments by the first day of class will result in ZERO FOR EACH CHAPTER and will be an indication you are not up to taking this course.

Please sign below to indicate that you have read the course description, the summer assignments and understand the expectations for APUSH.

Student’s printed name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s signature of approval \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_E-mail:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian’s contact number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Return the signed contract to me prior to the last day of school,** at which time you can check out your copy of The American Pageant textbook.

AP textbook number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_