

Mrs. Rotenberg
AP U.S. History (APUSH)
Summer Assignment

2017-2018 APUSH Summer Work Assignment

Welcome to AP U.S. History (APUSH)! It is going to be a busy and fantastic year! On that note, you will need to complete summer readings and assignments to be successful in the course when it begins in September. The course content is very similar to a Freshman/Sophomore level college survey course. The reading, writing, and analytical demands are substantial. We will move through content fairly quickly during the school year, therefore it is *crucial* that you are properly prepared before that class begins. Students will be expected to have a foundational knowledge of Pre and Post-Columbian North America before the class begins. This corresponds to the first two chapters of the textbook.

Have a great summer ☺ and feel free to email if you have any questions:

rotenbergc@maayanot.org

SCHOOLGY (and Google Classroom)

We will be using schoology as a classroom work managing system. You should set up the settings to receive regular notifications. Please go to www.schoology.com and use the following access code to enroll in the class: N25WP-86XQK

We will also be using google classroom on occasion. You do not need to check this one as regularly. You will receive the access code on the first day of class.

ASSIGNMENTS

TEXTBOOK (All readings are due on the first day of class.)

Read Chapters 1 & 2 in *American Pageant*. (See page two of this packet for guiding questions.)

You do not have to answer these questions, *but* they will help focus your reading.

I suggest that you create **flashcards or a quizlet** for the IDs on page 2.

Use the IDs to fill out the concept outline.

ESSAYS/ARTICLES (All readings are due on the first day of class.)

Read these four short essays (links below). Take notes on the following: (1) What is the main argument? (2) What evidence does the author use to support his main argument?

1. "The Americas to 1620," by Christopher L. Miller <http://ap.gilderlehrman.org/essay/americas-1620-0?period=1>
2. "The Columbian Exchange," by Alfred W. Crosby <http://ap.gilderlehrman.org/essay/columbian-exchange?period=1>
3. "Imperial Rivalries," By Peter C. Mancall <http://ap.gilderlehrman.org/essay/imperial-rivalries?period=1>
4. "Indian Slavery in the Americas," by Allan Gallay <http://ap.gilderlehrman.org/essay/indian-slavery-americas?period=1>

READING-BASED QUESTIONS: HISTORICAL THINKING SKILLS. (Questions are due on the first day of class.)

Use *American Pageant* **AND** the essays to complete the **Historical Thinking Skills** assignments ON SCHOOLGY. See page 3-4 for questions.

**** You will have EXAM on PERIOD ONE on the 3rd day of classes. The textbook readings, essays, and reading-based assignments will prepare you for this exam.****

BOOK REVIEW: Due Monday, September 25th. See page 7 for more information.

**** AP EXAM INFORMATION IS ON THE LAST PAGE ****

American Pageant: Focus Questions

**** Recommendation:** Use the guiding questions to fill out the APUSH attached concept outline. Take notes based on the guiding questions. You **DO NOT** want to have to read these chapters over when you are reviewing for the exam in May!!

**** Requirement:** Answer the three **HISTORICAL THINKING SKILLS QUESTIONS**

CHAPTER ONE

1. What was Native American society like before European contact? What similarities and differences existed?
2. What factors led to Europe's increased exploration and to the discovery of the New World?
3. What is the Columbian Exchange? What are some of the results of the Columbian Exchange?
4. What was the role of *conquistadores* and *encomienda* in establishing a Spanish Empire in the New World?
5. What was the geographic extent of the Spanish Empire in the New World? What nations were challenging Spain's dominance in the New World and where?

CHAPTER TWO

1. What international events and domestic changes prompted England to begin colonization?
2. What was it like for the early settlers of Jamestown?
3. Why were Native Americans unable to repel English colonization of North America?
4. What crops were important to the English colonies in the south of North America? How did the cultivation of those crops shape those colonies?
5. How did the English sugar plantations in the Caribbean differ from the English colonies in the south of North America?
6. How did slavery develop in North America during colonization?
7. What features were shared by Virginia, Maryland, South Carolina, North Carolina, and Georgia? What distinguished them from one another?

IDS:

1. Pueblo	15. maize
2. Navajo	16. three-sisters farming
3. Souix	17. caravel
4. Apache	18. plantation
5. Iroquois Confederacy of the Northeast	19. COLUMBIAN EXCHANGE
6. Creek	20. ENCOMIENDA
7. Cherokee	21. BLACK LEGEND
8. Chinook	22. joint stock trading company
9. Nez Perce	23. caste system (mestizo, Zambo, mulatto)
10. St. Augustine	24. Spanish mission systems
11. 3 Gs	25. Acoma War
12. Incas	26. Juan de Sepulveda
13. Aztecs	27. Bartolome de Las Casas
14. Cahokia	28. African slavery

HISTORICAL THINKING SKILLS QUESTIONS

Cause and Effect: European Colonization

- A. Briefly explain how ONE of the following developments best represents the cause of European exploration: Gold, God, or Glory.
- B. Provide AT LEAST ONE example of a SPECIFIC historical development or event to support your explanation in (A).
- C. Briefly explain why one of the other options is NOT as persuasive as the one you chose in part (A).

Compare and Contrast: European and American Indian Cultures

- A. Briefly describe ONE key similarity between European and American-Indian cultures.
- B. Briefly describe ONE key difference between European and American-Indian cultures.
- C. Briefly explain the reason behind the similarity OR briefly explain a reason behind the difference that you discussed above.

Historical Interpretation: Assessment of Columbus

- A. Explain the difference between Taviani's and Zinn's interpretations.
- B. Provide a specific piece of historical evidence NOT MENTIONED in the text that supports Taviani's argument.
- C. Provide a specific piece of historical evidence NOT MENTIONED in the text that supports Zinn's argument.

Interpretation: Assessment of Columbus

A: The Columbian discovery was of greater magnitude than any other discovery or invention in human history. Europeans realized that in the sixteenth century. In the centuries since then, the importance of Columbus's discovery has continued to swell, both because of the prodigious development of the New World and because of the numerous other discoveries that have stemmed from it. It was after Columbus's voyages that the task of integrating the American continents into Greco-Roman-Christian-European-culture was carried out. Notwithstanding errors, egoism, and unheard-of violence, the discovery was an essential, in many ways, determining, factor in ushering in the modern age. It was brought about first and above all by the Spanish and then by the Portuguese, French, English, Italians, Irish—to some extent by all the peoples of Europe. But this recognition cannot diminish the value of the inception of that task, which was Columbus's discovery.—Paolo Emilio Taviani, *Columbus, The Great Adventure*, 1991

B: Thus began the history, five hundred years ago, of the European invasion of the Indian settlements of the Americas . . . When we read the history books given to children in the United States, it all starts with heroic adventure—there is no bloodshed—and Columbus Day is a celebration. To emphasize the heroism of Columbus and his successors as navigators and discoverers, and to deemphasize their genocide, is not a technical necessity but an ideological choice. It serves—unwittingly—to justify what was done. . . . The treatment of heroes (Columbus) and their victims (the Arawaks)—the quiet acceptance of conquest and murder in the name of progress—is only one aspect of a certain approach to history, in which the past is told from the point of view of government, conquerors, diplomats, leaders . . . Was all this bloodshed and deceit—from Columbus to Cortes, Pizarro, the Puritans—a necessity for the human race to progress from savagery to civilization?—Howard Zinn, *A People's History of the United States*, 1980

Explain the differences between Interpretation A and Interpretation B:

Nonfiction Summer Reading Possibilities

*You may read books from period 1 for fun, but only choose books for the book review assignment from **periods 2-9**.*

**** GO TO THE EXEL SPREADSHEET AND SIGN UP THERE****

https://docs.google.com/a/maayanot.org/spreadsheets/d/1wpJppzGd3MDwit12MXV7qygepd5bHfz_2o-FJobl4hg/edit?usp=sharing

All periods should be covered. Please do not sign up for a book in a period unless all periods have been covered already.

PERIOD 1: 1491-1607 (READ FOR FUN, BUT NOT FOR REVIEW)

Guns, Germs and Steel by Jared Diamond

1491 by Charles Mann

Collapse by Jared Diamond

PERIODS 2: 1607-1754

The Witches: Salem 1692, by Stacey Schiff

American Colonies: The Settling of North America by Alan Taylor

Inventing the Great Awakening, by Frank Lambert

Roger Williams: The Church and the State, by Edmund Morgan

PERIOD 3: 1754-1800

Founding Brothers by Joseph Ellis

John Adams by David McCullough

1776 by David McCullough

His Excellency: George Washington, by Joseph Ellis

Redcoats and Rebels: The American Revolution through British Eyes By: Christopher Hilbert

Our Savage Neighbors: How Indian War Transformed Early America, by Peter Silver

Empire of Liberty: A History of the Early Republic, 1789-1815, by Gordon S. Wood

His Excellency by Joseph Ellis

Benjamin Franklin: An American Life by Walter Isaacson

American Sphinx by Joseph Ellis

The Autobiography of Benjamin Franklin

Alexander Hamilton by Ron Chernow

John Adams By David McCullough

American Revolution: A History By Gordon Wood

Benjamin Franklin: An American Life By Gordon S Wood

The Radicalism of The American Revolution By Gordon S Wood

The Unknown American Revolution By Gary Nash

PERIOD 4: 1800-1848

Thomas Jefferson: The Art of Power, by John Meacham

American Sphinx by Joseph Ellis

James Madison: A Biography, by Ralph Ketcham

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The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies,
by Alan Taylor

The Great Triumvirate: Webster, Clay, and Calhoun, by Merrill Peterson

What Hath God Wrought: The Transformation of America 1815-1848 By Daniel Walker
Howe

American Lion: Andrew Jackson in the White House By: John Meacham

The Peculiar Institution: Slavery in the Ante-Bellum South By Kenneth M. Stampp

Gateway to Freedom: The Hidden Story of the Underground Railroad, by Eric Foner

Seneca Falls and the Origins of the Women's Rights Movement, by Sally McMillen

The Origins of Women's Activism: New York and Boston, 1797-1840, by Anne Boylan

Our Savage Neighbors: How Indian War Transformed Early America, by Peter Silver

Twelve Years a Slave, by Solomon Northup

PERIOD 5: 1844-1877

Polk: The Man Who Transformed the Presidency and America, by Walter Borneman

Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil
War By Eric Foner

The Fiery Trial: Abraham Lincoln and American Slavery By Eric Foner

Team of Rivals by Doris Kearns Goodwin

A Brief History of Reconstruction by Eric Foner

Battle Cry of Freedom by James M. McPherson

American Ulysses: A Life of Ulysses S. Grant, by Ronald White

PERIOD 6: 1865-1898

The Devil in the White City by Erik Larson

Mornings on Horseback by David McCullough

The Autobiography of Mark Twain by Mark Twain

Bury My Heart at Wounded Knee: An Indian History of the American West By: Dee
Brown

The Legacy of Conquest: The Unbroken Past of the American West By: Patricia Nelson
Limerick

PERIOD 7: 1898-1945

The Bully Pulpit, Theodore Roosevelt and the Golden Age of Journalism, by Doris
Kearns Goodwin

Theodore Rex by Edmund Morris

The Rise of Theodore Roosevelt by Edmund Morris

The War Lovers: Roosevelt, Lodge, Hearst, and the Rush to Empire, 1898 By: Evan
Thomas

Triangle: The Fire that Changed America by David von Drehle

A Fierce Discontent: The Rise and Fall of the Progressive Movement By Michael E.
McGerr

Flags of Our Fathers by James Bradley

Band of Brothers by Stephen Ambrose

The Power Broker by Robert Caro

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Angela's Ashes by Frank McCourt

The Zimmermann Telegram By Barbara W. Tuchman

Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion By Edward J. Larson

Freedom From Fear By: David Kennedy

Hard Times By: S. Terkel

The New Age of Franklin Roosevelt, 1932-1945 By Dexter Perkins

Citizen Soldiers By: S. Ambrose

The Conquerors By: M. Beschloss

No Ordinary Time By: D. Goodwin

Band of Brothers By Stephen E. Ambrose

Unbroken By Lauren Hillenbrand

Double Victory: A Multicultural History of America in World War II, by Ronald Takaki

PERIOD 8: 1945-1980

Truman by David McCullough

Eisenhower in War and Peace, by Jean Edward Smith

The Fifties by David Halberstam

Nightmare In Red: The McCarthy Era in Perspective By Richard M. Fried

The Passage of Power: The Years of Lyndon Johnson, Vol. IV

An Unfinished Life: JFK By: R. Dallek

Flawed Giant By: R. Dallek

Biography of LBJ Robert Kennedy & His Times By: A. Schlesinger

The Battle of Ole Miss: Civil Rights vs. States' Rights By: Frank Lambert

Backfire: How the Ku Klux Klan Helped the Civil Rights Movement By David Chalmers

The Autobiography of Malcolm X by Malcolm X and Alex Haley

All the President's Men by Bob Woodward and Carl Bernstein

Vietnam: The Necessary War: A Reinterpretation of America's Most Disastrous Military Conflict By Michael Lind

Being Nixon: A Man Divided, by Evan Thomas

Redeemer: The Life of Jimmy Carter, by Randall Balmer

Suburban Warriors: The Origins of the New American Right, by Lisa McGerr

Dear America: Letters Home from Vietnam By Bernard Edelman

PERIOD 9: 1980-2017

Reagan: The Life, by H.W. Brands

Destiny and Power: The American Odyssey of George Herbert Walker Bush, by Jon Meacham

The Age of Reagan By Sean Wilentz

Black Hawk Down Mark Bowden

The Survivor, by John Harris

Plan of Attack, Bob Woodward

The Great Deluge By: D. Binkley

BOOK REVIEW

Step #1: SIGN-UP

Sign up for a book from the summer reading handout. There will be an excel sheet with all the books. You may choose a book that is not included on the list, but you must check with me first. I am looking for a sophisticated, nonfiction American history selection covering the period 1607 through 2016. Do NOT judge the quality of a book by the amount of pages. Challenge yourself! No more than ONE person per book will be allowed. The assignment is worth 50 points.

Step #2: READING & NOTES

While reading, take a minimum of 10 pages of notes. These notes will be given a point value. They will also give you some concrete material to refer to when writing STEP #3. Please include book page numbers on your notes where applicable.

- You may “jot” notes on post-its as you read and post them in your book. When you hand in your notes, you will just transfer/stick them to paper/

Step #3: THEMATIC ANALYSIS

Use your notes to complete the following:

For each of the APUSH themes listed on the next page, write a *short* paragraph focusing on how this theme is addressed in your book. Make sure to provide specific examples to support your idea.

You will submit this via SCHOLOGY. *It will serve as a reference source for your classmates when we get to that period in history.*

AP Themes

1. American and National Identity (NAT):
 - a. This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
 - b. How and why have debates over American national identity changed over time?
 - c. How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
2. Politics and Power (POL):
 - a. This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.
 - b. How and why have different political and social groups competed for influence over society and government in what would become the United States?
 - c. How have Americans agreed on or argued over the values that guide their political system as well as who is part of the political process?
3. Work, Exchange, and Technology (WXT):
 - a. This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
 - b. How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
 - c. Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
 - d. How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
4. Culture and Society (CUL):
 - a. This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.
 - b. How and why have moral, philosophical, and cultural values changed in what would become the United States?
 - c. How and why have changes in moral, philosophical, and cultural values affected U.S. history?
5. Migration and Settlement (MIG):
 - a. This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
 - b. Why have people migrated to, from, and within North America?
 - c. How have changes in migration and population patterns affected American life?
6. Geography and the Environment (GEO):
 - a. This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
 - b. How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
 - c. How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
7. America in the World (WOR):
 - a. This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.
 - b. How have events in North America and the United States related to contemporary developments in the rest of the world?
 - c. How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

Exam Format

Section I: Part A

Multiple Choice — 55 Questions | 55 Minutes | 40% of Exam Score

- Questions appear in sets of 2 to 5.
- Students analyze historical texts, interpretations, and evidence.
- Primary and secondary sources, images, graphs, and maps are included.

Section I: Part B

Short Answer — 3 Questions | 40 Minutes | 20% of Exam Score

- Analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- **Update for 2017-18:** *The number of required short answer questions has been reduced to three, and the time allotted has been decreased to 40 minutes. Students will choose between two options for the final required short answer question, each one focusing on a different time period.*
 - *Question 1 (required): periods 3-8*
 - *Question 2 (required): periods 3-8*
 - *Students choose between Question 3, periods 1-5, and Question 4, periods 6-9*

Section II: Part A

Document Based — 1 Question | 60 Minutes (includes 15-minute reading period) | 25% of Exam Score

- Assess written, quantitative, or visual materials as historical evidence.
- Develop an argument supported by an analysis of historical evidence.
- **Update for 2017-18:** *Five minutes have been added to the time allotted for the document-based question, which will now focus on topics from periods 3 to 8.*

Section II: Part B

Long Essay — 1 Question | 40 Minutes | 15% of Exam Score

- Explain and analyze significant issues in U.S. history.
- Develop an argument supported by an analysis of historical evidence.
- **Updates for 2017-18:** *Five minutes have been added to the time allotted for the long essay. The question choices will continue to focus on the same theme and skill but will now allow students to select among three options, each focusing on a different range of time periods:*
 - *Option 1: periods 1-3*
 - *Option 2: periods 4-6*
 - *Option 3: periods 7-9*

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
Students will be assessed on their ability to...	
<p><i>Primary Sources</i></p> <ul style="list-style-type: none"> • Describe historically relevant information and/or arguments within a source. • Explain how a source provides information about the broader historical setting within which it was created. • Explain how a source’s point of view, purpose, historical situation, and/or audience might affect a source’s meaning. • Explain the relative historical significance of a source’s point of view, purpose, historical situation, and/or audience. • Evaluate a source’s credibility and/or limitations. <p><i>Secondary Sources</i></p> <ul style="list-style-type: none"> • Describe the claim or argument of a secondary source, as well as the evidence used. • Describe a pattern or trend in quantitative data in non-text-based sources. • Explain how a historian’s claim or argument is supported with evidence. • Explain how a historian’s context influences the claim or argument. • Analyze patterns and trends in quantitative data in non-text-based sources. • Evaluate the effectiveness of a historical claim or argument. 	<ul style="list-style-type: none"> • Make a historically defensible claim in the form of an evaluative thesis. • Support an argument using specific and relevant evidence. • Use historical reasoning to explain relationships among pieces of historical evidence. • Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
Students will be assessed on their ability to...	

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change Over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes, and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.