

2021-2022 APUSH Summer Work Packet

ASSIGNMENTS: Due 9AM, Wednesday September 1

- You will have an EXAM on PERIOD ONE on Friday, September 3
- The content from the readings and reading-based assignments will be on this exam.
- **TEXTBOOK READING** (*You MUST get a textbook before you leave for vacation.*)
 - **Read** Chapter 1 *American Pageant*.
 - There are guiding questions for *American Pageant* on the next page of this packet. You do not have to answer these questions, *but* they will help focus your reading. Make sure you understand the main idea of each section and subsection.
 - There is also a period 1 [study packet](#) that can also be helpful (again, it is not required).
 - Past APUSH students strongly recommend taking notes on the readings as they help on tests and when reviewing for the final exam.
- **ARTICLES:** *Submit annotations on google classrooms in the Summer Assignment folder.*
 - “Imperial Rivals” by Peter C. Mancall
 - “The Columbian Exchange” by Alfred W. Crosby
 - **Read** and annotate each of the attached essays.
 - Summarize the main idea of each paragraph in the margin. This should **not** be more than one sentence.
 - Highlight the line/phrase in that section that supports your notation.
 - Post these annotations on google classrooms.
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- **SHORT ANSWER QUESTIONS (SAQ):** *Submit annotations on google classrooms in the Summer Assignment folder.*
 - Use information from the textbook readings AND the essays to answer the short answer questions (SAQs). The questions are in this document, and on google classrooms.
 - *In your answer for each item, make sure to use and describe a SPECIFIC piece of evidence and explain how the evidence supports the answer. Each question should be about nine sentences (three sentences for A, three for B, and three for C).*

American Pageant: CHAPTER ONE GUIDING QUESTIONS

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 *conquistadors* 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?

SAQs

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 main 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:

Themes

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)

- How and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)

- Factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)

- The role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

THEME 4: MIGRATION AND SETTLEMENT (MIG)

- 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.

THEME 5: POLITICS AND POWER (PCE)

- 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.

THEME 6: AMERICA IN THE WORLD (WOR)

- Interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)

- How and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

THEME 8: SOCIAL STRUCTURES (SOC)

- How and why systems of social organization develop and change as well as the impact that these systems have on the broader society

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.
 - o *Question 1 (required): periods 3-8*
 - o *Question 2 (required): periods 3-8 - Comparison or causation*
 - o *Students choose between Question 3, periods 1-5, and Question 4, periods 6-9 -- Comparison or causation (different skill than in question 2)*

**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.
- **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.
- *The question choices will focus on the same theme and skill, but with choice among a different range of time periods:*
 - o *Option 1: periods 1-3*
 - o *Option 2: periods 4-6*
 - o *Option 3: periods 7-9*

Historical Thinking Skills

Developments and Processes Identify and explain historical developments and processes	Sourcing and Situation Analyze sourcing and situation of primary and secondary sources.	Claims and Evidence in Sources Analyze arguments in primary and secondary sources	Contextualization Analyze the context of historical events, developments, or processes.	Making Connections Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.	Argumentation Develop an argument
Identify a historical concept, development, or process. Explain a historical concept, development, or process.	Identify a source's point of view, purpose, historical situation, and/or audience. Explain the point of view, purpose, historical situation, and/or audience of a source. Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	Identify and describe a claim and/or argument in a text-based or non-text-based source. Identify the evidence used in a source to support an argument. Compare the arguments or main ideas of two sources. Explain how claims or evidence support, modify, or refute a source's argument.	Identify and describe a historical context for a specific historical development or process. Explain how a specific historical development or process is situated within a broader historical context.	Identify patterns among or connections between historical developments and processes. Explain how a historical development or process relates to another historical development or process	Make a historically defensible claim. Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument. Use historical reasoning to explain relationships among pieces of historical evidence. Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: § Explain nuance of an issue by analyzing multiple variables. § Explain relevant and insightful connections within and across periods. § Explain the relative historical significance of a source's credibility and limitations. § Explain how or why a historical claim or argument is or is not effective

Historical Reasoning Skills

Comparison	Causation	Continuity and Change over Time
<ul style="list-style-type: none"> ● Describe similarities and/or differences between different historical developments or processes. ● Explain relevant similarities and/ or differences between specific historical developments and processes. ● Explain the relative historical significance of similarities and/ or differences between different historical developments or processes. 	<ul style="list-style-type: none"> ● Describe causes and/or effects of a specific historical development or process. ● 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 how a relevant context influenced a specific historical development or process. ● Explain the relative historical significance of different causes and/ or effects. 	<ul style="list-style-type: none"> ● Describe patterns of continuity and/or change over time. ● Explain patterns of continuity and/or change over time. ● Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

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.

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

Nonfiction Summer Reading OPTIONAL

PERIOD 1: 1491-1607

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

Benjamin Franklin: An American Life by Walter Isaacson

American Sphinx by Joseph Ellis

Alexander Hamilton by Ron Chernow

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 Jon Meacham

American Sphinx by Joseph Ellis

James Madison: A Biography, by Ralph Ketcham

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

Frederick Douglass: Prophet of Freedom, by David Blight

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

The Peculiar Institution: Slavery in the Antebellum 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

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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

Frederick Douglass: Prophet of Freedom, by David Blight
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
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

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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

Unbroken By Lauren Hillenbrand

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

Code Girls, by Liz Mundy

Wilson, by A Scott Berg

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

Vietnam: A History, by Stanley Karnow

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

LIST OF PRESIDENTS (Not testing you, but know them...trust me it will help you).

Period 3

George Washington (1789-1797)

John Adams (1797-1801)

Period 4

Thomas Jefferson (1801-1817)

James Madison (1809-1817)

James Monroe (1817-1825)

John Quincy Adams (1825-1829)

Andrew Jackson (1829-1837)

Martin Van Buren (1837-1841)

William Henry Harrison (1841)

John Tyler (1841-1845)

Period 5 and Period 6

James K. Polk (1845-1849) (also period 4)

Zachary Taylor (1849-1850)

Millard Fillmore (1850-1853)

Franklin Pierce (1853-1857)

James Buchanan (1857-1861)

Abraham Lincoln (1861-1865)

Andrew Johnson (1865-1869)

Ulysses S. Grant (1869-1877)

Rutherford B. Hayes (1877-1881)

James A. Garfield (1881)

Chester A. Arthur (1881-1885)

Grover Cleveland (1885-1889)

Benjamin Harrison (1889-1893)

Grover Cleveland (1893-1897)

William McKinley (1897-1901) (also period 7)

Period 7

Theodore Roosevelt (1901-1909)

William H. Taft (1909-1913)

Woodrow Wilson (1913-1921)

Warren G. Harding (1921-1923)

Calvin Coolidge (1923-1929)

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Herbert Hoover (1929-1933)
Franklin D. Roosevelt (1933-1945)

Period 8

Harry S. Truman (1945-1953) (also period 7)
Dwight D. Eisenhower (1953-1961)
John F. Kennedy (1961-1963)
Lyndon B. Johnson (1963-1969)
Richard M. Nixon (1969-1974)
Gerald R. Ford (1974-1977)
Jimmy Carter (1977-1981)

Period 9

Ronald Reagan (1981-1989)
George Bush (1989-1993)
William J. Clinton (1993-2001)
George W. Bush (2001-2009)
Barack Obama (2009-2017)
Donald Trump (2017-2021)
Joe Biden (2021-?)