**AP United States History (APUSH)**

**Summer Assignment - 2015-2016 School Year**

**Mrs. Parten**

***“Because a day without history is a day without sunshine!”***…Introducing the Summer 2016 APUSH assignment:

Welcome to AP US History! The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US History. The program makes demands on students, equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance. An AP student will therefore develop skills to present reasons and evidence clearly and persuasively in essay format.

The class is fast paced so that we can cover everything in order to prepare you to take the AP Exam in May 2017. As a result, a summer assignment is required as a “slow start” to help you get a handle on things and help prepare for the class. This preparation is to be done before you arrive in August. The goal of these assignments will be to introduce students to the pace of the class, the level of work that will be expected, and keep you thinking about history. The expectation is that these assignments will be completed by the first day of class in August. You can find this assignment at <http://bulldogapush.weebly.com> on the summer assignment page.

**\*\*\*ALL WORK IS DUE ON THE FIRST DAY OF CLASS, 2016\*\*\***

**Task 1: Become familiar with College Board and the AP US History Course**

a. Visit the College Board Website for AP United States History: https://apstudent.collegeboard.org

b. Create an account (if you do not already have one)

c. Explore the AP United States History Course overview and course description

d. Identify the following information by writing 2-3 sentences (minimum) for each question:

1. What suggestions does Frank Warren give for developing writing skills?

2. What suggestions are given to develop historical reading skills?

3. How is the AP US History test laid out? What types of questions will you be expected to respond to?

4. What are (explain) the 9 periods of US History that are assessed by the AP exam?

5. What are (explain) the 7 themes in US History that are developed in the AP course?

6. What are (explain) the 9 historical thinking skills that are developed in the AP course?

**Task 2: Begin to learn about the early civilizations in North America prior to the European encounter.**

a. Got to the website USHistory.org (www.ushistory.org/us/index.asp)

b. Read the first section “Native American Society on the Eve of British Colonization” and the four subsections:

i. Diversity of Native American Groups

ii. The Anasazi

iii. The Algonkian Tribes

iv. The Iroquois Tribes

c. Write an original (NOT PLAGIARIZED) one page summary of each of the four subsections.

d. Write an ORIGINAL paragraph (10-15 sentences expectation)for each of the following questions and be prepared to discuss in class:

i. Is it possible for people of different races, religion, culture, color, political ideas, and social backgrounds to live peacefully together? If so, how?

ii. Describe the diversity of cultures that existed in the Americas prior to European exploration.

iii. Why was it difficult for European explorers of the 15th and 16th centuries to understand the diversity of the native peoples who lived in the Americas?

**Task 3: Review your First Scholarly Article.**

1. Attached to this Summer Assignment (on pages 3-5) are instructions for your Scholarly Article Review.. This will be due on the first day of APUSH.
2. Article:“A Man of Courage and Activity: Thomas Tew and Pirate Settlements of the Indo-Atlantic Trade World, 1645-1730”
   1. http://escholarship.org/uc/item/7tm078mp?query=new%20england%20colonies#page-18

**Task 4:Learn Some Words.**

1. Throughout your summer work, keep a running list of words that you do not recognize.
2. Your list should include at least 15 words.
3. Define each of these words in a notebook, which you will update throughout the year.
4. Bring your list/notebook to school the first day, and every day, of school.

**Task 5: Purchase Supplemental Texts as Listed Below (these are REQUIREMENTS for this course).**

1. Zinn, Howard, Anthony Arnove, and Howard Zinn. Voices of A People's History of the United States. New York: Seven Stories Press, 2004. (from $3.99 used on Amazon.com)

2. Lebsock, Suzanne. A Murder in Virginia: Southern Justice on Trial. New York: W.W. Norton & Co, 2003. (from $5.00 used on Amazon.com)

OPTIONAL TEXT:

1. United States History: Preparing for the Advanced Placement Examination, AMSCO Publishing, **2016 Edition. (Getting the latest edition is VERY important as the APUSH test format has changed in the past 2 years). This book is the most helpful for studying APUSH out there.**

**AP United States History**

**Article Review #1**

**Mrs. Parten**

**How to Write an Article Review/Abstract**

As an AP student, you are embarking upon a course of rigorous study that will include readings in primary sources as well as various historical monographs and supplementary materials. In addition you will write extensively to develop and demonstrate your critical analysis, evaluation and understanding of historical methodology. By analyzing the work of professional historians, you’ll learn to identify arguments, assess evidence and methods, and increase your understanding of specialized topics in history.

**Formatting Guidelines**

• The review should be 2 to 2.5 typewritten pages, double-spaced, using a standard font (Times New Roman, 12 pts) and 1 inch margins on each side.

• Evidence should be cited using parenthetical notation indicating the page number where the information can be found in the article. For example: “In arguing against historians who have read the lessons of the Vietnam War into the American Revolution, Higgenbotham seeks to assert that “the present is the product of the past,” and not the other way around. (10)

• Place the correct citation at the top of the first page.

**For an article in a journal:**

Author’s Name. “Article Title in Quotes.” Journal Title in Italics. Volume and Issue and/or Date. Pages.

**For a book or essay in a book:**

Author’s Name. “Title of Essay in Quotes, if there is one.” Title of Work Underlined. City of Publication: Publisher, Year of Publication,.

**See examples below:**

John P. Student

9 September 2016

AP US History

Article Review #1

A.J.P. Taylor, “Child Labor in the West English Coal Industry: 1848-1918.”

*The Journal of British History*. May 1994. 113-129.

Elliot Gorn, “Frontier Fighting: The Importance of Saving Face.” The Social Fabric. Vol. 1. New

York: Longman Press, 1998.

**APUSH Article Review #2**

**Content Guidelines**

Your paper should contain the following in each section: Author's thesis. Early in the review you should state clearly and succinctly what the author's main point is. What is the primary argument that the author is trying to prove or present in this article? Describe the thesis and themes of the article as clearly as possible. Is the thesis proven in the text? (NOTE: You must carefully assess this point; all good essays have a primary argument about the subject.)

**Summary of the Scope of the Article.**

In the body of the review, you should summarize the content of the article. This is not a fact-by-fact replay, but rather an overview of the work as a whole. Accompany both the summary and evaluation with discussion of the kinds of evidence the author uses to make this point. Does he/she simply assert statements or does he/she supply evidence to support them?

**Reaction.**

In the final section of the review, supply your reaction to the article. In your reaction,you may choose to address questions such as:

• How does the book contribute to historical study and understanding?

• How would you rate the way author approaches the topic, the rigor of the research and scholarship, the clarity and logic of the argument, and the readability of the prose.

• Are the sources of material (facts) documented or otherwise attributed?

• Were primary sources used? Does the author distinguish between fact, fiction, and opinion?

**Style Guidelines**

Your paper must be written in formal style. Avoid first person, even in your reaction.

Refer to the author in the following ways:

• The author argues…

• Richard S. Dunn holds…

• As Dunn points out…

**Use strong action verbs:**

Shows, demonstrates, argues, contends, proves, holds, establishes.

Disproves, debunks reinterprets, revises, challenges, disputes

You may add flavor to the review by including striking or revealing quotations from the article and/or notable facts or findings. Quotations should be referenced through page-number citations placed in parentheses directly following the quotation.

**APUSH Article Review #3**

Be specific. Give details. Try not to be too abstract or vague. Avoid writing generalizations such as “the author challenged traditional views” unless you complement these with specific examples.

**\*\*\*Don’t use first person narrative.\*\*\***

Don’t write “I felt this article helped me understand more about the plight of coal miners and other laborers.” Instead, you may choose “This article highlighted the plight of industrial laborers in the late 19th century.”

**\*\*\*SEE MRS. PARTEN’S WEBSITE FOR MORE WRITING TIPS FOR APUSH\*\*\***

**\*\*\*ALL WORK IS DUE ON THE FIRST DAY OF CLASS, 2016\*\*\***