

Advanced Placement US History
Summer Reading Guidelines 2018
FSA /Rodgers

THIS SUMMER ASSIGNMENT MUST BE COMPLETED BY THE FIRST DAY OF SCHOOL IN ORDER FOR YOU TO BE PLACED IN THE AP LEVEL US HISTORY COURSE IN THE 2018-19 SCHOOL TERM. If you do not complete these assignments, you will be placed in HONORS US HISTORY.

Welcome to AP US history. I am pleased that you have chosen to accept the challenge of this course. The AP U.S. history course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

In order to cover the essential topics in U.S. history during the school term we need to lay a foundation over the summer break.

The texts and materials for this course are:

The American Pageant, AP Edition, 14th Edition, David M. Kennedy, et. al.

Some of you picked up a copy of this text from me for summer break. If you did not, then you should purchase a used copy through Amazon or access a digital copy that you can find easily on line.

The supplementary text: United States History: Preparing for the Advanced Placement Examination, John Newman, 2017. **Students should purchase this text before school begins.** It is available through Amazon.com but is difficult to locate in local bookstores as it is in high demand by APUSH students.

Please purchase a copy of Jon Meacham's The Soul of America: The Battle for our Better Angels, Random House, 2018. This book is widely available in bookstores and on line.

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AN IMPORTANT MESSAGE FROM YOUR TEACHER:

During the first week of class we will have a reading test over the materials from the summer reading assignments. You will be expected to remember the ideas, events, key terms and personalities associated with the material in Chapters 1-6 of the text.

I hope you enjoy your summer reading and maybe learn something along the way.

SUMMER READING & WRITING ASSIGNMENTS :

All assignments should be submitted on the first day of school.

Assignment 1: READING

READ Chapters 1-6 in The American Pageant. Answer the GQs for each chapter. Be sure to provide thorough responses to the questions. **DO NOT COPY THE WORK OF OTHER STUDENTS or SOMETHING THAT YOU FIND ON LINE. USE YOUR OWN WORDS, USE YOUR OWN BRAINS!!!!**

To review the material from each chapter, be sure to access the COURSE NOTES for our text at:

http://www.course-notes.org/us_history/notes/the_american_pageant_14th_edition_textbook_notes

Assignment 2: KEY TERMS

Define and explain the significance of the KEY TERMS listed at the end of Chapters 1-6 in your text. Create some type of VOCAB REVIEW DEVICE for this. In the dark ages, I had students create PowerPoint study guides for their vocabulary terms. Now that new technology has rained down upon us an abundance of technological options, I will let you BE THE DETERMINER of how you will maintain this important learning and review device for the duration of the course. This will be an ongoing project that you will HATE all year and then LOVE that you did it so well when you begin to review for the exam. **DO NOT SIMPLY COPY OTHER STUDENTS WORK THAT YOU FIND ON A QUIZLET SOMEWHERE.** There are no short-cuts for learning in this course!!!! Do the work – **YOU DO THE WORK** – and you will reap the reward of learning and performing well in the course and on the exam.

Assignment 3: The Soul of America: The Battle for our Better Angels

We will be reading this book throughout the school year. For your summer assignment, please read the “Introduction: To Hope Rather Than to Fear,” and then “Part One: The Confidence of the Whole People.”

The introduction is a little on the sanctimonious side for me, but worth a read through anyway.

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In Part One, "The Confidence of the Whole People," Meacham does a tremendous job of describing how various American presidents and other INTERESTED PARTIES have interpreted EXECUTIVE POWER, by examining their words and their actions. After reading this section, using the information provided by Meacham and any other sources you like – perhaps your textbook or knowledge from the University of Virginia Miller Center site on the US Presidents (accessible through: <https://millercenter.org/president>), explain how these men have understood and used their office to lead the American people. In some cases, the men I have listed were not US presidents, but rather INTERESTED PARTIES who understood the potential power of the office and the dangers of imbuing the Executive with either too much or too little power.

Choose 2 men from this list and explain your thoughts in a COMPARATIVE ESSAY:

George Washington

Alexander Hamilton

James Madison

Andrew Jackson

Abraham Lincoln

Theodore Roosevelt

Franklin D. Roosevelt