

May 28, 2020

Dear APUSHers,

Congratulations on making the decision to join AP U.S. History for the upcoming school year! It is going to be a challenging road ahead, but I have confidence that all of you have the ability to do well in this course if you're willing to put in the time and effort. This will be both a sprint and a marathon, as we'll be covering an immense amount of material very rapidly and it's not going to stop until next May. As such, you should feel both motivated and introspective, as it will mean you will have to be grounded in your efforts.

Given the amount of content and skills we need to work on in the coming months, there are going to be a number of tasks that I am asking you to complete over the summer in preparation for the academic year. In completing these activities, you will be better prepared for the type of work we'll have to do as a group, you will be ahead in your understanding of the content, and you will hopefully have a deeper interest in the material you'll be learning.

American history is unique in that we can see a chronological narrative that incorporates the stories of people from many backgrounds. We'll be learning about how encounters between diverse sets of people have influenced the development of American society and how the differences in these cultures affected political, social, and economic realities for centuries to come. Throughout the course of the year, we'll work on specific historical thinking skills you'll all develop through the study of content related to America's past.

Ultimately, my goal is to foster your interest in history, increase your knowledge of American and world history as a whole, and prepare you for your AP test in May. To do so, it will take collaboration and diligence on all of our accounts, so it's important that you buy into what we are doing as a group. Our work starts now, however.

In this packet, you will find a number of resources. Included are your summer reading and writing assignments; information regarding the historical thinking skills and thematic learning elements from the CollegeBoard you'll be developing; and some instructive articles on sourcing, reading, writing, and learning in general.

I look forward to the road ahead with you all, and you should feel free to reach out to me at any point if you are having trouble. Good luck with your work this summer!

Whole Year Thematic Learning Objectives

We will examine American history both chronologically and thematically throughout the course of the year. Each theme will be incorporated in the focuses of the various periods under study. These themes will also be key components of essay questions, and it will be imperative that you are familiar with how they are reflected in the specific periods and events in history that you are studying.

They are as follows:

-American and National Identity:

- *This theme focuses on 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.*

-Politics and Power

- *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.*

-Work, Exchange, and Technology

- *This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.*

-Migration and Settlement

- *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.*

-Geography and the Environment

- *This theme focuses on 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.*

-America and the World

- *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.*

-American and Regional Culture

- *This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.*

-Social Structures

- *This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.*

In alignment with the CollegeBoard, you will also work towards completion of the following learning objectives specifically related to American history:

- Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.
- Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
- Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.
- Analyze how technological innovation has affected economic development and society. Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.
- Explain the causes of migration to colonial North America and, later, the United States, and analyze immigration's effects on U.S. society.
- Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.
- Explain how religious groups and ideas have affected American society and political life.
- Explain how ideas about women's rights and gender roles have affected society and politics.
- Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

Historical Thinking Skills

You will work towards mastery of certain key historical thinking skills through our readings, homework assignments, class discussions, and assessments. Each of the skills below will be a component of the AP exam:

Analyzing Historical Sources

- Contextualization and sourcing of primary source documents
- Interpreting secondary sources

Making Historical Connections

- Contextualization of events, individuals, creation of laws, and Supreme Court cases
- Compare/contrast events, individuals, interpretations by historians, perspectives of individuals from history
- Synthesis of information to understand similarities and differences between events from different points in American history

Chronological Reasoning

- Causation
 - Understanding how events and policies caused reactions and outcomes amongst various interdependent groups in American society and the world
- Identifying patterns of continuity and change over time
 - Students will be able to identify if events are continuations of historical trends or if they are representative of shifts in society away from a previous tendency.
- Periodization
 - Students will be able to put events into proper context given the period in which they occurred and will be able to explain how that event fits into the larger scheme of what was going on in America and the world at the time.

Creating and Supporting an Argument

- Developing a historically defensible thesis statement
- Using evidence to support an argument

You will also develop skills such as reading comprehension and recall, proper citation methods, efficient study practices, public speaking, teamwork, research methods, test-taking strategies, and overall writing competence throughout the school year.

Periods of American History

Period 1: American Colonization and the Columbian Exchange

1491-1607

In Unit 1, students are introduced to American history starting with a focus on Native American occupation of North, South, and Central America. They then begin to learn about how life and the natural environment changed as a result of European expansion from the late 15th into the early 17th centuries.

Period 2: American Colonial Society Develops

1607-1754

In Unit 2, students will continue to develop their knowledge of American history by focusing on the expanding colonial society during the 17th and 18th centuries. They will focus on how societal shifts came from a variety of factors including mass immigration, economic challenges, and interactions with and between minority groups.

Period 3: The Formation of the Republic

1754-1800

In Unit 3, students will learn about the events leading up to the American Revolution, the consequences of the American victory in their fight for independence, and the development of the American political system. Students will understand how certain internal and international economic, social, and political factors influenced the formation of the U.S. government.

Period 4: The Early Republic and Developments of Sectionalism

1800-1848

In Unit 4, students focus on how early internal and international struggles shaped American society. Additionally, they will learn about the development of the American economy and its relationship to the Industrial Revolution. Furthermore, students will understand that, as a result of American westward expansion, regional tensions over the spread of slavery began.

Period 5: Antebellum America, Sectionalism, the Civil War, and Reconstruction

1844-1877

In Unit 5, students will focus on the growing divide in the United States over the issues of slavery, expansionism, economic and sectional differences, immigration, reform movements; the

build-up to the American Civil War; and the realities and challenges of Reconstruction. They will learn about how differences of morality and economic goals contributed to what became an inevitable conflict, resulting in the emancipation of millions of African Americans and significant constitutional changes in the wake of the Civil War. Finally, students will learn how politics of the time both created and inhibited social and economic progress for certain groups as America rounded out its centennial.

Period 6: Industrial Growth, Labor Conflict, and American Imperialism

1865-1898

In Unit 6, students will continue to learn about American political, economic, and social developments, specifically looking at how the nation began to rebuild itself following the conclusion of civil war. They will work towards mastery of material focusing on the growing American economy and its relationship to technological developments and urbanization of the time. Additionally, students will learn about how growing conflicts over labor relations and emerging ideologies on the rights of workers led to change in various aspects of society. Finally, students will look at how American expansionism and concepts of exceptionalism influenced the outward reach of the United States, thus prompting it to thrust itself upon the international stage, most notably in Latin America and the South Pacific.

Period 7: America Becomes a World Power

1890-1945

In Unit 7, students learn about how the United States continued to display rapid industrial and cultural growth internally. They will also focus on how the federal government began to exert more power in domestic issues, promoting constitutional change and economic reform. Concurrently, students will examine how this affected political relations within the country, progressing more closely towards the political realities we experience today. Additionally, students will work towards an understanding of how the United States had to re-evaluate its international posture in the face of two world wars, providing economic, humanitarian, and military support in various areas around the world.

Period 8: The Shaping of Modern America

1945-1980

In Unit 8, students focus on how America emerged as a world leader in the years following World War II. They will learn about how the Cold War served as a backdrop for both internal and external conflicts. Additionally, they will look at how the contrast of prosperity and marginalization contributed to the growing protest movements of the 1950s and 1960s. Furthermore, they will learn about how differences of opinion on these issues and the war in

Vietnam gave way to the rise of conservatism in the United States and the impact of this shift economically as the country approached the end of the century. Finally, they will examine how all of these factors contributed to a growing diversity of culture within the country simultaneously.

Period 9: America at the Turn of the Millenium

1980-Present

In Unit 9, students learn about how the United States transitioned out of the Cold War and into the Digital Age. They look at how globalization influenced the growth of a distinct American society and how Americans reacted to rise of terrorism in the wake of 9/11. Finally, they will look at how political disagreement came into sharp focus in response to various internal conflicts over environmentalism, police violence, growing disparities between the wealthy and poor, and distrust over the government and bureaucracy in general.

Scope and Sequence

Period 1: 1491-1607	(Period 1: 5% of AP test in May)
Period 2: 1607-1754	
Period 3: 1754-1800	
Period 4: 1800-1848	(Periods 2-5: 45% of AP test in May)
Period 5: 1844-1877	
Period 6: 1865-1898	(Periods 6-8: 45% of AP test in May)
Period 7: 1890-1945	
Period 8: 1945-1980	
Period 9: 1980-Present	(Period 9: 5% of AP test in May)

I will provide you all with a variety of source materials throughout the academic year, but you will have to create memberships with at least a few different institutes/databases to access some

of the materials. With this in mind, the first one I'd like you to use is the [Gilder Lehrman Institute of American History](#) They have a wealth of resources that we'll be using over the course of the school year, so it will pay off to have your accounts set up sooner rather than later. A number of the essays you'll read this summer come from this webpage.

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## **Summer Reading**

### **Required**

[Ten Tips to "Win" at Grad School](#) (Rachel Toor)

[Science of Learning article](#) (Patti Shank)

[Reading, Writing, and Researching for History](#) -- skim pg. 5 - 27 (Patrick Rael)

[Why History Matters article](#) paragraphs 1-5 (Penelope Corfield)

[Colonial America: A Very Short Introduction](#) (Alan Taylor)

[Imperial Rivalries](#) (Peter Mancall)

[The Columbian Exchange](#) (Alfred Crosby, Jr.)

[Indian Slavery in the Americas](#) (Alan Galloway)

[The Americas to 1620](#) (Christopher Miller)

### **Suggested**

[1491 article](#) -- up to "Green Prisons" section (Essay by Charles Mann: This deals with Native societies before European colonization and gives a good idea of how sophisticated many societies actually were.)

*American Colonies* (This is the longer book by Alan Taylor, which I have assigned in the past—you will be reading the abridged version which I mentioned in the meeting a few weeks ago and you can find the link above. If you are interested in bolstering your knowledge of Native Americans and about the early stages of Spanish exploration and conquest, I strongly recommend reading the first two chapters of this book, but because Google Books doesn't have the rights to entire books on the same page, you will have to go back and forth between this [page](#) and this [one](#).)

*The Columbian Exchange* (This is the book by Alfred Crosby, Jr. on the same topic as the essay above. If you want more information on the Columbian Exchange, I suggest reading pg. 3-58 in this file.)

[Outfighting or Outpopulating? Main Reasons for Early Colonial Conquests, 1493-1788](#) (George Raudzens)

[The Pueblo Revolt and the Mythology of Conquest](#) -- pg. 75 - 95 (Michael Wilcox)

## **AP Skills and Thematic Learning Elements Resources:**

[AP Historical Thinking Skills](#) (CollegeBoard)

[Gilder Lehrman Period Review Videos](#)



[Adam Norris chapter review videos](#)  
[HIPPO Document Analysis Worksheet](#)  
[Thesis Statement Writing Instructions](#)  
[Library of Congress Document Analysis Sheet](#)  
[Map of Native Populations Pre-Columbus](#)

## **Summer Projects (Adapted from Jeff Keane)**

### **Assignment 1: *The Black Legend, Native Americans, and Spaniards***

Watch the first episode of Crash Course U.S. History. You can find the episode at this [link](#). Answer the following questions in a full paragraph thoughtfully *and* completely after watching the video.

1. Describe the generalizations about Native American societies at the time of European arrival. (What did they have and not have?)
2. Why does John Green think we should avoid describing Native American societies as “primitive?”
3. How did diseases such as smallpox and influenza impact Native American populations?
4. Describe other aspects of Native societies including religious beliefs, the role of private property, class distinctions, and gender roles.
5. What conclusions did Europeans draw about Native American societies? (Pay attention to the discussion of Natives as “noble savages” and what other Europeans saw as “pure Indian savagery.”)
6. Describe the various reasons for early European colonization.
7. Describe the causes for and results of Pope’s Rebellion.
8. Describe the view of Bartolome de las Casas toward Native Americans and the way in which his view differed from the majority of Spaniards.
9. What is “the Black Legend,” and why is it problematic?
10. What does John Green want us to remember as we begin our study of American history?

### **Assignment 2: Introduction to Period 1**

Your AP U.S. History course is divided into nine periods. The first period begins in pre-Columbian America and ends with the settlement of the Jamestown Colony by the English. Central to your study of this era are the following ideas and key concepts:

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

- Key Concept 1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- Key Concept 2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- Key Concept 3: Contact among American Indians, Africans, and Europeans challenged the worldviews of each group.

Read each of the four essays associated with Period 1 on the Gilder Lehrman AP Preparation Page and make a minimum of **five** annotations for each essay. Each of these essays (also listed above) deals with a specific development from pre-Columbian America through the establishment of the Jamestown colony. Annotate each essay using the following guidelines. Your annotations should include a mixture of thought-provoking questions that could lead to discussion and debate, comparisons to what was learned in the Crash Course video, connections to other historical information you may know, connections to current events, or personal connections and conclusions. Annotations should do more than simply restate the information in the essay itself; they should demonstrate your own thoughtful interaction with the material.

[Imperial Rivalries](#) (Peter Mancall)

[The Columbian Exchange](#) (Alfred Crosby, Jr.)

[Indian Slavery in the Americas](#) (Alan Galloway)

[The Americas to 1620](#) (Christopher Miller)

### **Assignment 3: Historical Thinking Skills Project**

History is not a practice in memorizing facts, names, and dates. While facts, names, and dates are important, history is actually the **study** of past events. The word study has important meaning here. To study is more than to memorize. Study requires thought, examination, and analysis. But, *why* study history? Why does it matter? For more on this, **read the first 5 paragraphs of this linked [article](#)** and think about what historian Penelope Corfield has to say.

As emerging historians, you will have multiple tasks. First, you must acquire the content. In other words, you must seek out sources for information. You must learn the *feared and hated* facts, names, and dates. What is most important, however, is what you do with that information. History, as Penelope Corfield appropriately states, “is inescapable.” To that same point writer James Baldwin also stated, “the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.”

Therefore, most of our work will not revolve around *what* we know, but instead *what we do* with what we know. In order to learn and practice the work of historians, we will focus on mastering the historical thinking skills described briefly in the table below. To read about them in more detail, use the following [link](#).

Your task is to apply each historical thinking skill to your own life -- *to your history*. Remember the *study* of history requires thought, examination, and analysis. Therefore, as you reflect on your own life (your facts, names, and dates) to apply these historical thinking skills, you must do thorough examination and analysis.

The table below contains a brief description of each historical thinking skill as well as directions for what you should produce as you apply them to your own life and history.

### Historical Thinking Skills - Description and Directions

|                                                                                                                      |                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Historical causation</b><br>Refers to the relationship among historical events, as both causes and effects        | To demonstrate this skill, choose a personal characteristic, decision you've made, or some other "effect" and describe its various causes. Write a paragraph (minimum of 6 sentences in length) that describes the causes of one important effect.                                                                   |
| <b>Patterns of continuity and change</b><br>Refers to discovering patterns and tracing change over time using themes | In your own life, think about attitudes, beliefs, and ideas that help to shape your own identity. Think about those attitudes, beliefs and ideas that have either remained constant or changed. To demonstrate this skill, write a paragraph (minimum of 6 sentences) that both describe and analyze those patterns. |

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| <p><b>Periodization</b></p> <p>Refers to analyzing and organizing history into blocks</p>                                                                | <p>Periodization can emphasize what one thinks is important. Historians might define a period as a decade, by one specific theme or central event, or by the significant events it sits between. To demonstrate this skill, create a timeline including eras, specific years, and an explanation for your choices in periodization.</p>                                                                                               |
| <p><b>Comparison</b></p> <p>Describes, compares, contrasts, and evaluates two or more developments in the same era or from different periods</p>         | <p>Choose two different events or periods in your own history to compare and contrast. You might compare the outcomes of particular choices, you might compare your experience with a certain activity at different ages or in different places, or you might choose some other characteristic or development. To demonstrate this skill, write a paragraph comparing the different ideas you develop.</p>                            |
| <p><b>Contextualization</b></p> <p>Refers to how a specific event or development fits into the context of larger and broader historical developments</p> | <p>How do events in your life fit (or not fit) within the broader context of your family? Of your school? Of New York City? Of the United States? Of the era in which we live? These are some examples of broader contexts, but you can also choose another. To demonstrate this skill, write a paragraph response (minimum of 6 sentences) to describe how you, or an important event in your life, fits into a broader context.</p> |
| <p><b>Historical argumentation</b></p> <p>Analyzing a question through the construction of a plausible and persuasive argument</p>                       | <p>Make a claim about your own life or identity that is specific, and that can be supported with relevant historical evidence. To demonstrate this skill, write a clear claim or thesis statement in one or two sentences.</p>                                                                                                                                                                                                        |

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| <p><b>Appropriate use of relevant historical evidence</b></p> <p>Analyzing evidence in terms of content, author's point of view, intended audience, purpose, or historical context</p>        | <p>Choose a minimum of two pieces of historical evidence. This might be a fact about your life, or it might be an artifact, such as a photograph, a mention of you in the local newspaper, etc. To demonstrate this skill, write a paragraph describing your evidence, and analyze that evidence according to at least one of the terms described in the column to the left. Make sure your evidence is used to support the claim you've made about yourself.</p> |
| <p><b>Synthesis</b></p> <p>Refers to developing a persuasive understanding of your own past by combining diverse and contradictory evidence to avoid a one-sided or narrow interpretation</p> | <p>Reflect on what you have produced so far and draw conclusions by examining all of the evidence from various sources and perspectives. Write a paragraph that demonstrates your own critical reflection on all of the research you've done into your own history, and especially on your claim. To demonstrate this skill, write a paragraph that does more than simply summarize what you've learned. Extend your analysis and deal with diverse evidence.</p> |

**Your application of these historical thinking skills will be assessed according to the rubric below.**

|   |                                                                                                                                                                                                                                                                                                   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | Description of relevant historical events and/or people in student's life is detailed and clear. Historical skill is applied thoughtfully, <i>authentically</i> , and appropriately to student's own life and experience. Work is of high quality and demonstrates thoughtfulness and reflection. |
| 3 | Description of relevant historical events and/or people in student's life is well done overall, but is lacking in some respect and/or the application of historical skill is lacking in some respect.                                                                                             |
| 2 | Description of relevant historical events and/or people is lacking in multiple respects. Application of the historical skill is lacking in multiple respects.                                                                                                                                     |
| 1 | Description of relevant historical events and/or people is severely lacking and / or the application of the historical skill is severely lacking. There is little to no thoughtful reflection.                                                                                                    |
| 0 | The work is not done.                                                                                                                                                                                                                                                                             |