

UNITED STATES HISTORY 2  
Advanced Placement

SUMMER ASSIGNMENT

Directions:

1. You will utilize a variety of primary sources from the 9 AP US History Time periods.

You may use the sources provided in the Gilder Lehrman online <http://ap.gilderlehrman.org/> or <http://www.digitalhistory.uh.edu/> or you may use any appropriate history document source

2. Choose ONE primary source from each of the 9 APUSH time periods to evaluate. Each document must be reproduced at the beginning of your submission for each time period.

You must do at least 4 different types of sources (Political Cartoon, Speech, Photograph, Essay, etc).

3. Evaluation:

**a. Author:**

Who created the source? What do you know about the author?

**b. Place and Time:**

Where and when was the source produced? How might this affect the meaning of the source?

**c. Background knowledge:**

Beyond information about the author, and the context of the document's creation, what do you know about the document, the time it was created, that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

HIPPO Stuff:

**d. Audience:**

For whom was the source created and how might this affect the reliability of the source?

**e. Author purpose:**

What is the author's purpose in writing/drawing/photographing?

**f. Reason/POV:**

What is the author's point of view? Why was this source produced and how might this affect the reliability of the source?

**g. Significance:**

Why is this source important? Ask yourself, "So what?" in relation to the question asked.

**h. Potential for Synthesis:**

What other people/places/events would be logical candidates for synthesis?

**i. Analysis of document:**

Put all of the following elements together and analyse the facts, etc., you have assembled into a 3 to 5 paragraph analysis of the document, in addition to tasks a – h.

4. Complete and turn in all pre-planning sheets, with all tasks a – h and your analysis task (i)  
See page 4 for a template

You will choose one source from each of the nine (9) time periods and two from Period 6:

Period 1: 1491–1607

Period 2: 1607–1754

Period 3: 1754–1800

Period 4: 1800–1848

Period 5: 1844–1877

Period 6: 1865–1898

Period 7: 1890–1945

Period 8: 1945–1980

Period 9: 1980–Present

You may watch the Gilder Lehrman videos to help with background on the US 2 stuff we haven't covered yet. Crash Course USH isn't a bad place to go, either.

Your paper must be typed, double spaced and submitted electronically to [wcarr@bectonhs.org](mailto:wcarr@bectonhs.org) by the first Monday the class meets.

Please include the sources in the document.

Questions, comments, criticisms: [wcarr@bectonhs.org](mailto:wcarr@bectonhs.org)

Idea credit: McCallum HS History Department  
McCallum TX  
<https://mccallumhs.com/>

A sample follows on the following page.

## Sample Primary Source Document

Source: A letter from a slave to his mother, 1859

<https://www.gilderlehrman.org/community/blog/letter-from-slave-his-mother-1859>

(note: original spellings, punctuation preserved from the original)

My Dear Mother

I take this opportunity of writing to you to let you know that I am still in Alexandria. I expect to start about next tuesday. there is a young lady here that I am very much taken with and I think that my Master will buy her and take her out with us. since I was in Rappahanock, I have been in Faquier at the Widow Bailys and have seen all my friends. I do not think I can leave Virginia without carrying out a Virginia wife with me. I went to Mrs. Bailys expecting to meet My Old Master as he said he would be there. Mrs. Bailly met me at the lot gate and was wondering who I was until I got up to her when she knew me. I expected to come back to see you all again but as I bid you all good bye I thought I would not My Dear Mother this all I can think of at present. If I succeed in my undertakings I will send you all the good news when I get home. We have bought all our servants.

Direct your letters to Portland, Alabama

Festus

Author: Unidentified Slave

Place and Time: Alexandria, Virginia 1859

Background knowledge: This letter is on the verge of the Civil War. The 1860 census indicates that a Robert W. Smith had a plantation with 74 slaves in Portland, Alabama. Genealogical records show that he had a brother, Francis Lee Smith, who lived in Alexandria, Virginia.

Audience: The letter is to the slave's mother

Reason/POV: He is separated from his mother, and is writing to inform his mother of his condition.

Author purpose in writing: That he is moving

Significance: Demonstrated slaves ability to write and communicate with this family on other plantations. Demonstrates the status of slaves and their lack of control in life. Further demonstrates the resiliency of slaves to carry on a normal life in spite of their slave status

Potential Synthesis: Lowell Girls, newly arrived 1890s immigrants.

APUSH 2 Summer Assignment  
Pre-planning sheet (Copy and paste additional sheets)

Period : \_\_\_\_\_

Source description:

Source title:

Author:

Place and Time:

Background knowledge:

Audience:

Author purpose:

Author POV:

Significance:

Potential for synthesis:

Analysis outline: