



AP United States History

Summer Assignment

Merri Beth Harger

Summer Contact: mbharger@tka.net

Dear Students and Parents:

We are excited that you have decided to accept the challenge of taking an Advanced Placement class, which is a university-level course taught in high school. The History Department's goal is that through this course you strengthen your academic, intellectual, observation, and discussion skills. Additionally, your ability to write argumentatively and analytically will grow stronger and make you a better student. Through class you will discover the patterns and themes that have shaped the development of American politics, economics, and culture and understand how these events influence today's world. We are excited about the opportunities we will have to grow and look forward to our course together.

An AP History student must be dedicated whole-heartedly to this course. It is expected that you will spend several hours weekly preparing for this course. As a part of this course, you will consistently be reading from the textbook, academic articles, primary sources, and a review book. It is important to stay up on the readings as this is college-level course and is important for strong performance in this course. Part of entering an AP class is an assumption of a certain level of background knowledge and skills. With this in mind, the course requires the completion of a summer assignment. Additionally, we want to warn each of you that the summer assignment has been designed to preclude students leaving the assignment until the last few days of summer break. So, begin now and do a little each day knowing that we expect to see quality work submitted. Starting early will make the end of your summer break more enjoyable. It is vital that you complete the summer assignments. If you fail to complete the summer assignments, you will be asked to transfer to an honors offering of the course.

During my summer break, I will be available to help students via email. Students, and parents, may feel free to email me at: mbharger@tka.net. I will be checking my email occasionally and will answer any questions you may have. As the school year approaches in August, I will be checking my email more regularly as questions arise. If you email, please be specific about who you are and what exactly you need help with. I am looking forward to meeting you in August!

Sincerely,

Mrs. Merri Beth Harger

Part 1 - History Day Assignment (100-point Test Grade)

This part includes 2 sections:

- A. Topic Research and Topic Exploration Presentation
- B. Research Essay

A. TOPIC RESEARCH and TOPIC EXPLORATION PRESENTATION

1. Select a topic that fits within each of the time periods. All topics must be historical and must have a strong connection to the theme – *Revolution, Reaction, and Reform*.
2. Choose 3 to explore and research - You must pick one topic from each of the time periods below. The door is super wide open for this theme so if you think of something else, that is okay as long as your topic focused on changes within the US.
3. Take time to read reference articles about the topics that you are considering. You may utilize sites like Wikipedia and history.com for *initial reading to gauge interest* and understanding about a topic, **however**; you will not use these sites as cited references for your History Day project.
4. Begin research utilizing TKA databases and other reliable websites. The database links are provided for you below. You must cite 1 primary source and 1 secondary source for each of your 3 topics.
 - Britannica - <https://school.eb.com/>
 - Username: kingsacademy
 - Password: lions
 - ABC Clio - <https://databases.abc-clio.com/Authentication/LogOn>
 - Username: kingaca
 - Password: kingstudent
 - GALE - <https://infotrac.gale.com/itweb/wes2147?db=SUIC>
 - Password: king
5. For each topic, create no more than two PowerPoint slides that include the following information in brief bullet points – not full paragraphs:
 - a. Title of Topic and Date
 - b. Overview of the Topic
 - c. Contextualization – what is going on in the region at this time?
 - d. How this topic is an example of the theme *Revolution, Reaction, and Reform*.
 - e. Short- and Long-Term Impacts of the topic
 - f. A map and picture related to your topic
6. Have Title Slide with your name. At the end of the PowerPoint, include a Bibliography Slide that lists your required sources in proper MLA or Chicago format.
 - a. [Sample - PPT](#)
7. Email your completed assignment to Mrs. Harger at mbharger@tka.net before the first day of school on Thursday, August 14th. **Include “APUSH – Your Name” in the subject of your email.**

B. RESEARCH Essay

1. You will select 1 of the topics from your Exploration to write a research essay. This paper must be 500-700 words (about 4-6 paragraphs). The paper will allow you to dive deeper into a topic and explore both primary and secondary sources. You will discover that each topic can be explored and developed in many ways.
2. Your research paper should include the following:
 - a. Clear **thesis** that relates directly to the theme “*Revolution, Reaction, and Reform*” and creates and argument.
 - b. **Contextualization**: What events influenced the event locally, nationally, and globally?
 - c. **Point of View**: Be sure to examine various perspectives on your topic.
 - d. **Short Term Impact**: What immediate changes occurred?
 - e. **Long Term Impact**: What changes occurred over time?
3. You will create an Annotated Bibliography and will need to include at **least 4 different** cited sources in your research paper (2 are from the Topic Exploration portion above) with at least 1 primary source.
 - a. Citations must be in the Chicago Manual of Style/Turabian and sorted Primary/Secondary.
 - b. Your annotations must include 2 sentences that summarize the main idea of the source and describe the value/importance of the source.:

POTENTIAL RESEARCH TOPICS

You must pick 1 topic that fits within each time period listed below that relates to US History –

Topic Choices

Time Period 1 -1450-1877

Time Period 2 – 1877-1945

Time Period 3 – 1945-2011

Paper Instructions

- Format your essay in at least 5 paragraphs that includes an introduction and conclusion.
 - This paper is your chance to showcase your writing skills. AP is a writing heavy course that will challenge you as a student. This helps me to know where we need to start as a class.
 - Please use font size 11 or 12 in Times New Roman or Arial
- Start the paper with historical context leading to the topic or event that you are writing about. This context should be part of your research and should provide background and “set the stage” for your topic.
- Develop a thesis regarding your chosen topic and the theme of Revolution, Reaction, and Reform in History. This should be a statement or argument that you intend to prove and should demonstrate a strong connection to the theme.
- Prove the thesis by using supporting evidence from your research.
- Look for various perspectives on your topics to get different points of view.
- Demonstrate the short- and long-term impact of your topic in history.
 - Be sure to cite references to research with in-text citations in MLA format or footnotes in Chicago/Turabian format. You should have at least one or two in-text citations (or footnote if using Chicago) per body paragraph.

RESEARCH GRADING RUBRIC

| | Exceeds (A) | Meets (B) | Approaching (C) | Below (D) |
|---|--|--|--|---|
| Research | | | | |
| Content | Information is presented in a compelling way that demonstrates excellent knowledge of material. Content is detailed and accurate. | Demonstrates adequate knowledge of material. Content is accurate and explanations provide sufficient detail. | Demonstrates limited knowledge of material. Content is generally accurate but requires more detail. | Demonstrates little to no knowledge of material. Content is inaccurate and contains insufficient information. |
| Places topic in historical context. (Analysis and Application) | Clearly illustrates how historical event influenced and was influenced by social, cultural, political, and economics of the time period through multiple cited examples. | Illustrates how historical event influenced and was influenced by social, cultural, political, and economics of the time period through some cited evidence. | Unclear about how historical event influenced and was influenced by social, cultural, political, and economics of the time period. | Does not address how historical event influenced and was influenced by social, cultural, political, and economics of the time period. |
| Demonstrates significance of topic in history and draws conclusions. (Synthesis and Evaluation) | Explains how the topic was significant in history and draws an independent conclusion. Explains how the topic developed over time and documents that change. Describes why that change occurred. | Explains how the topic was significant in history. Explains how the topic developed over time and documents that change. | Topic may be historically significant, but conclusions are unclear. Fails to explain how the topic developed over time | Topic is not historically significant. Merely describes an event. |

| Communication and Presentation | | | | |
|---|--|--|--|--|
| Project's written material is original, clear, appropriate, and organized. | Organization is logical. Transitions smoothly link points together. There is a clear sequence to main ideas and supporting details. Word choice is specific and accurate. Student uses his or her own words. | Organization is orderly. Some transition words are used to connect information. There is a logical flow. Word choice is accurate. | Organization is unclear. Very few transitions connect information. Word choice is unclear. | Organization is random or disconnected. Writing does not have a natural flow. Word choice is not appropriate. Student simply paraphrases content from sources. |
| Text is clear and grammar and spelling are correct. Paper is neatly prepared. | Writing is clear and expressive. Sentences connect with a natural flow and rhythm and are varied in style. Few conventional errors occur. | Writing is understandable. Sentences are complete but mechanical. Some conventional errors are present. | Writing is simplistic. Many conventional and grammatical errors are present. | Writing is unclear and simplistic. Multiple sentence fragments or run-ons are present. Paper is not proofread. |
| Sourcing | | | | |
| Citations and Bibliography | All sources are credible and properly cited within the project and Bibliography is complete and formatted according to MLA or Chicago conventions. | Most sources are credible and properly cited within the project and Bibliography is formatted according to MLA or Chicago conventions. | Some sources are improperly cited within the project and Bibliography is not completely formatted according to MLA or Chicago conventions. | Sources are not credible and/or improperly cited within the project and Bibliography is incomplete and not formatted according to MLA or Chicago conventions. |

Part 2 – Introduction to AP-Level Reading (50-point Daily Grade)

One of the keys to success in AP classes is being able to read and process information from the material. The AP US History Course routinely requires students to work with primary and secondary sources written at the collegiate level. My job is to help you process and break down the ideas in these texts. Reading guides are the best way to help you organize the information and begin to make the connections between ideas we study.

The assignment below is the first chapter of your AP textbook *America's History* by Dr. James Henretta. Please follow the directions on the assignment below. Do not feel like you need to memorize every single detail or date from the reading but focus on the main ideas and themes.

Here is a link to Chapter 1 of the Henretta text:

- https://thekingsacademy-my.sharepoint.com/:b:/g/personal/bgay_tka_net/Ec7-ZIXjJ05Mhqf1oPqINM4Bvef8HRnhDM6q57MR6MbLeQ?e=mGRQAb (you can download this file)

Here is a link to a word document version of the Chapter 1 Assignment:

- https://thekingsacademy-my.sharepoint.com/:w:/g/personal/bgay_tka_net/EbHm-0j83LJBlrLiEipKPoUBLIMHBIInRVRW7dNnNINvCaw?e=uotF5M (you need to download a copy of the file to edit)

HOW TO SUBMIT YOUR SUMMER WORK

Part 1

- Email a copy of your completed PowerPoint to mbharger@tka.net prior to the first day of school on Thursday, August 14th - **Include “APUSH – Your Name” in the subject of your email.**
- Bring a printed copy of your research paper with works cited page (sorted by primary and secondary sources) on the first day of school.
 - Please make sure your name and topic are on a title page before your written response.
 - Assignments submitted on Friday will earn a 5-point deduction. Papers submitted on Monday will earn a 10-point deduction.

Part 2

- Type your answers on the worksheet included below. Be sure that you answer all parts of the questions and read the directions carefully.
 - Your answers should not be long but should directly answer the question. You should not be writing complete sentences for questions that are not AP Skills.
- Bring a printed copy of the assignment the first day of school on Thursday, August 14th.
 - Assignments submitted on Friday will earn a 10-point deduction. Assignments submitted on Monday will earn a 20-point deduction. Assignments submitted after Monday will not be accepted.
- On Friday, August 15th there will be a short quiz on the Chapter 1 materials