

# Marion P Thomas Charter High School

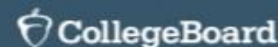
## History Department

### AP United States History II

**Advanced Placement United States II History**  
**Google Classroom Code: nunvo24**



**Summer 2025 Assignment**



This AP USH II summer assignment is designed to help students master historical thinking skills before the May exam. Advanced Placement U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

The summer assignment will include both a reading and an online component. First, Students must register and log on to the [AP Google Classroom page using class code f636dogw](#). The AP USH Google Classroom page will serve as the hub for teacher-student communication and course-related content and resources.

#### Summer Course Assignment

##### **Part 1: Gilder Lehrman AP History School [50 Points]**

The online component of the summer assignment includes student registration and attendance for the [Gilder Lehrman Institute of American History AP USH History School \[Hidden Figures\]](#).

##### **Key Information about the Gilder Lehrman AP Summer History School**

Virtual course sessions will be held weekly beginning on Monday June 30 and will end on August 4, 2025.

- Classes will be held once a week for six weeks.
- **The deadline to register is June 27, 2025.**
- Classes will begin at 5:00 p.m. ET.
- Classes are 60 minutes in length on Zoom. They will incorporate a combination of lectures, sample exam questions, and time for Q&As.
- Students will need to attend 5 out of the 6 live sessions and complete the feedback survey to earn a certificate of completion, which they will upload in Google Classroom no later than August 30, 2025.

##### **Part 2: Reading Questions and Written Analysis [100 Points]**

Actively read each of the following essays. As you do, be sure to identify the arguments put forward by each author and assess how each employs evidence in support of the claims. All three historiographical essays serve as critical texts whose themes and arguments will be the core of our discussions and analyses of historical processes throughout the school year. [\[Reading Analysis for the APAAS summer assignment will be posted in Google Classroom on July 22, 2024, and due no later than 5 AM August 30, 2024\].](#)

## **Part 2B: Written Analysis:**

Based on your understanding of the historical themes, debates, and content discussed by [Madaras and SoRelle](#), [the Hortons](#), [Foner](#), and [Peter Wood](#), develop an essay of at least 1000 words. Your response should align with elements listed in the [writing rubric](#), including a cohesive thesis and supporting paragraphs that respond to one the following prompts:

### **1. Prompt 1: Historical Memory and the Construction of National Narratives**

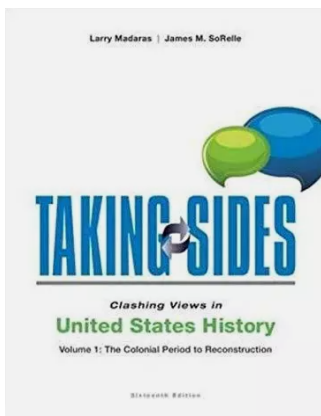
*Compare and contrast how Loewen and Stannard approach the portrayal of historical figures in U.S. history. What do their perspectives reveal about the role of national myth-making in shaping collective memory? Using SoRelle and Madaras’s framework on the study of history, analyze how historians’ choices in emphasizing certain facts while omitting others affect public understanding of the past. In your response, consider the implications of historical interpretation for national identity and civic education.*

### **2. Prompt 2: Morality, Power, and the Writing of History**

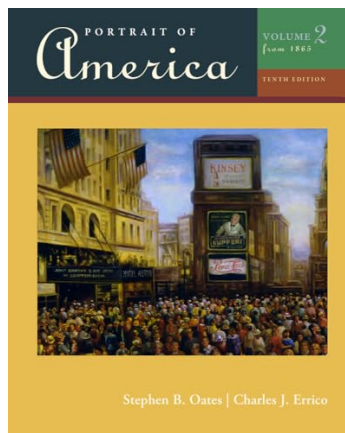
*Drawing on Stannard’s critique of the celebration of Columbus and Loewen’s examination of textbook narratives, evaluate how moral judgment and power dynamics influence the writing and teaching of history in the United States. How do these two authors address the tension between historical accuracy and national pride? Use SoRelle and Madaras’s discussion to assess the responsibilities of historians when confronting ethically complex or controversial pasts.*

### **3. Prompt 3: The Use and Misuse of the Past**

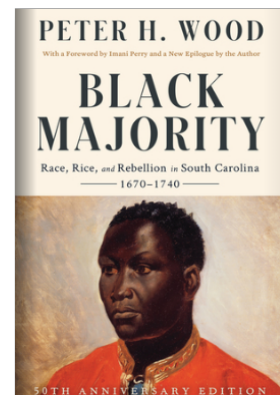
*Analyze how the authors of all three texts discuss the use of history as a tool for present-day political and cultural agendas. How does each text reflect differing assumptions about the purpose of studying history? Compare the authors’ views on whether history should inspire patriotism, provoke critical thought, or serve as a warning. What are the potential consequences—both positive and negative—of each approach for civic engagement and historical understanding?*



Larry Madaras and James SoRelle, [“The Study of History.”](#)



Selections: 1) The Hortons, [“Call Me Mister’: The Black Experience During Reconstruction.”](#) 2) Eric Foner, [“The Checkered History of the Fourteenth Amendment.”](#)



[“I Did the Best I Could For My Day’: The Study of Early Black History During the Second Reconstruction, 1960 to 1976.”](#)

### Strategies for Completing the Reading Analyses:

- As you read, annotate passages and define unfamiliar words, terms, and concepts.
- Be sure to read every page of each assigned reading.
- Read actively: Do not simply copy down sentences as you read. Stop, think about what you are reading, and write down the main idea in that section. Re-read the passage if you are unsure of what the author is attempting to express.
- REMEMBER Read actively and not as a passive couch potato.
- Take notes on the important information as you read each chapter. For example, write down each bold heading as you read and summarize what you read/learn from each section in 1-2 sentences.

### About Plagiarism and AI-Generated Student Work

Submitted assignments that are suspected of plagiarism or AI-generated will result in zero grade, a referral, and subject to further disciplinary actions and consequences.