

Marion P Thomas Charter High School

History Department

AP United States History II

Advanced Placement United States II History

Google Classroom Code: nunvo24



Summer 2026 Assignment

AP

CollegeBoard

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 nunvo24](#). 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: 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. [\[Reading analysis for the APAAS summer assignment will be posted in Google Classroom on July 22, 2025, and due no later than 5 AM August 30, 2025\].](#)

Part 2: Written Analysis:

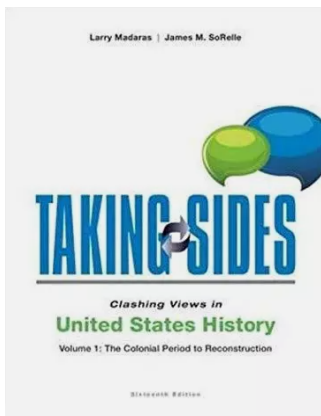
Based on your understanding of the historical themes, debates, and content discussed by [Madaras and SoRelle](#), [the Hortons](#), [Foner](#), and [Peter Wood](#), develop [an essay of at least 1000 words](#). Your response should align with elements listed in the [writing rubric](#), including a cohesive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

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

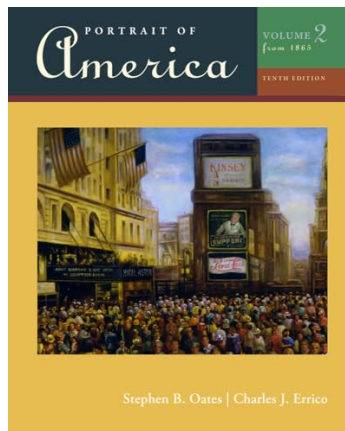
Compare and contrast how Loewen and Stannard approach the portrayal of historical figures in U.S. history. What do their perspectives reveal about the role of national myth-making in shaping collective memory? Using SoRelle and Madaras's framework on the study of history, analyze how historians' choices 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.

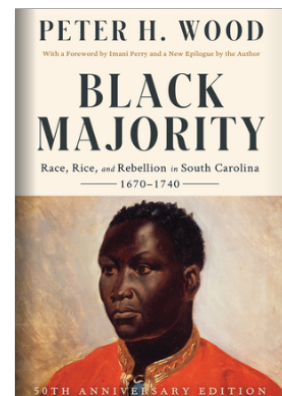
- Prompt 2: Law, Citizenship, and the Struggle for Racial Justice:** Using Eric Foner's analysis of the Fourteenth Amendment alongside the Hortons' portrayal of post-Civil War Black experiences, evaluate how constitutional promises of equality were realized—or denied—in practice. How does Foner's legal-historical approach complement or complicate the more social and experiential focus presented by the Hortons? Use Madaras and SoRelle's essay to assess how differing approaches to historical evidence (legal vs. personal/experiential) shape our understanding of racial justice in U.S. history.
- Prompt 3: The Reconstruction(s): Comparing Two Movements for Black Empowerment:** Compare the goals, challenges, and legacies of the first Reconstruction (1865–1877) as described by the Hortons, and the "Second Reconstruction" (1960–1976) discussed by Peter Wood. How do both authors characterize Black agency and resistance in these eras? In what ways continuity in U.S. civil rights struggles? Use Madaras and SoRelle's discussion to reflect on how history do the similarities and differences between the two periods reflect broader patterns of change and coorians define, interpret, and name historical periods.



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.

