

ADVANCED PLACEMENT U.S. HISTORY 2017- 2018

SUMMER READING ASSIGNMENT

Email: Heather.Butler@guhsdaz.org

Class site: <https://www.sunnyslopeapush.com>

May 16, 2017

Dear Student,

My name is Mrs. Heather Butler and it is an honor and a privilege to be your Advanced Placement United States History (APUSH) Teacher. I look forward to meeting you next fall and embarking on an exciting and in depth exploration of the history of our country. The 2017- 2018 school year will be a very busy one as we prepare ourselves for the rigorous Advanced Placement examination given in May, 2018. APUSH is a college- level course that will require you to have extensive background knowledge in U.S. History. I want to thank you for embracing this challenging undertaking. This opportunity can provide you with college credit as well as becoming a knowledgeable and articulate scholar. However, this a college level course, which means that we expect college level work. On average, **APUSH students have 45 minutes to an hour of homework EACH night.** But, if you manage your time well, this expectation will become very manageable.

Because this is a college- level course, that requires extensive background knowledge in all aspects of U.S. History, it is imperative that we get off the ground running at the beginning of the semester in August. To prepare for this journey, I need you to begin reading the introduction to the new AP US History exam and the AP US History text. We have approximately 36 weeks during the school year to cover 31 chapters of the text. Covering some of the text over the summer allows us time to focus on specific issues during the school year. Additionally, this will allow our class some much needed review time for the AP test in May. **Therefore, every APUSH student will be required to complete the following summer reading assignments by the end of your class period on Monday, August 7, 2017.**

I WILL NOT ACCEPT LATE ASSIGNMENTS

There is one book that I am insisting on you to purchase. We will be using this book the entire year, so you're not spending money for one assignment. The summer reading assignment will partially come from this text. This is an investment and this book would be a valued addition to any library. If you have any difficulties acquiring this book, please touch base with me, so that I can assist in that process.

- *John J. Newman and John M. Schmalbach. United States History- Preparing for the Advanced Placement Examination, Third Edition, 2016 Edition (AMSCO School Publications, Inc.). Item Number 1533301 ISBN 978-168240455-3. Copyright 2016, Publisher: Perfection Learning Corp. Price: \$18.95. You can purchase this book through any store that sells it. However, the direct website is: <http://www.amscopub.com/us-history-preparing-for-ap-exam>*

There is also an online program that I STRONGLY encourage you to purchase membership to. We will be using this tool throughout the school year for practice AND if you are taking an additional AP course, you can often get a "two for one" special. So, you're not spending money for one assignment or even just one class. This program has proven to be VERY helpful in preparation for the AP exam.

- *Learnerator- AP US History Price: \$25.00. You can purchase this Program at: <https://www.learnerator.com/upgrade-now#ap-exams>*

This year we will also be working with an AP US History textbook. The textbook will be provided for you to "check out," starting on May 22, 2017. You will need to "check out" your text book from the Bookstore. Be sure to bring your ID with you.

- *James A Henretta, Eric Hinderaker, Rebecca Edwards and Robert O. Self. America's History, 8th ed., Bedford/ St Martins, 2014.*

Some words of advice from Mrs. Butler:

1. **Enjoy your summer.** These few assignments should not consume all of your free time this summer. Go to the movies, take a swim, or stroll the mall with your friends. You will wish for that free time during the school year!
2. **Explore history.** If you take a vacation, see if you can stop at an historical marker along the way. Or, do a little research about the place you are visiting. Take the time to start thinking historically.
3. **Read.** Try to read several books over the course of the summer. See my suggestion list on the class website! You will do a ton of reading in this class next year and if you are not in the habit of turning pages, it will be much more difficult to adjust. Read fiction, if that is your choice, but try picking up a historical book as well.
4. **Write.** Keep a journal for the summer, or try to write a short story. The more you write the easier it is to write well. You will do a lot of writing in this class. The more comfortable you are with writing the more successful you will be.
5. **Become an informed citizen.** Read the newspaper. Watch CNN. Listen to NPR. Try to keep updated on world events. Develop an opinion about Obama's successes and failures as a president.
6. **Learn your geography.** Geography is going to play an important part of this course. The more you know about geography the farther ahead you will be.
7. **Watch history movies!** Do you really need to watch Fast and Furious 6 again? Of course not! If you have a free evening try to watch something historical. Visit <http://www.historyplace.com/films/index.html> for suggestions or type "good history movie" into Google and see what comes up!
8. **Know the major Presidents and their major accomplishments.** This will help you prepare for the AP exam in May, so you may as well get a jump-start. Try to do them in blocks of 3: Washington, Adams, Jefferson (pause) Madison, Monroe, Adams. Or, watch the Animaniacs on YouTube =)
9. **Explore your family history.** Stuck for a conversation starter at dinner? Ask your elders what it was like growing up during a major event in US History. Begin to understand that history is a compilation of people's lives, their experiences, and their decisions; we are simply a product of those things and so much more. Just think of it as an old school reality TV show (except we already know the ending!)
10. **Ask Questions.** *There is no such thing as a stupid question.* Today we live in a society where it's become okay to instantly Google and find answers whereas 5 years ago, most of us didn't have the capability to rely on our phones for such instant answers. Studies show the more you exercise your brain, the longer you will live. Continue to challenge yourself and resist the urge by taking the easy way out when posed with difficult challenges. The more you ask questions the more you will understand and the more knowledge you will gain.

Here's to learning together!

YOUR SUMMER READING ASSIGNMENT:

1. Over the summer months, you will be required to read the introduction pages, from your Preparation text and **Chapter 1** of your AP US History textbook. This information equals approximately 60 pages of college level reading and is designed to introduce you to the new APUSH exam and the material for this year's content.
2. After you complete both readings, you will be required to create 3-4 pages of original Cornell notes on each reading. Practicing this will serve you well, as we will be building and using your notes throughout the year in your AP US History Toolkit. Listed below are the specific requirements for each of the required chapter notes.
 - 3-4 pages of Cornell notes for chapter 1 (pages 2-36). 3-4 pages of Cornell notes for the introduction from your preparation text (pages xi-xxxvi). **Please check the grading rubric for notes in this handout!** Make sure you don't overdo it. Writing 7-8 pages of notes for each section will not be a useful study tool.
 - All of your notes **must be handwritten**, neatly. (Typed notes will not be accepted)
 - **Paper size must be 8.5" x 11"**. It is recommended that you use the AP History Cornell Notes Format that is attached. Paper smaller than 8.5" x 11" will not be accepted.
 - **All of your notes must be original or rephrased from the text.** Obviously copying key words, sub-chapter headings, etc... is okay. However simply copying large areas of text, definitions from the glossary, timelines etc... will not be accepted. If you do so, your notes will be considered plagiarized, and you will receive a zero on this portion of your summer assignment.
 - Your notes should be your summary of the main concepts and terms from each chapter. Make sure to skip no more than 1 line when organizing your notes.
3. **Current Event Articles:** To better understand APUSH's themes, you will be responsible for finding a current event article that represents each APUSH theme. Then, using your article, provide a level of analysis (at least 5-7 sentences) explaining what this news article reveals about the United States, in modern times, through each thematic lens. (For example, if you selected an article about identity, ask yourself what the article reveals about how the United States or Americans now identify/ define themselves.) Don't forget to provide specific pieces of the article to support your claim. Do this for each **APUSH Theme:**
 - American and National Identity- How and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
 - Politics and Power- 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- The factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
 - Culture and Society- The roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.
 - Migration and Settlement- 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- The role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
 - America in the World- The interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

YOUR SUMMER READING ASSIGNMENT:

4. **Geography:** Using your textbook and additional resources, carefully fill in the maps provided with the items listed below. Please read the list carefully and completely before beginning your work.

Political: (Label only)

Northeast: MAINE, Augusta; NEW HAMPSHIRE, Concord; VERMONT, Montpelier; MASSACHUSETTS, Boston; NEW YORK, Albany and New York; CONNECTICUTT, Hartford; RHODE ISLAND, Providence; PENNSYLVANIA, Harrisburg, Pittsburgh and Philadelphia; DELAWARE, Dover; NEW JERSEY, Trenton.

South: MARYLAND, Annapolis and Baltimore; VIRGINIA, Richmond; WEST VIRGINIA, Charleston; KENTUCKY, Frankfort; TENNESSEE, Nashville; NORTH CAROLINA, Raleigh; SOUTH CAROLINA, Columbia and Charleston; GEORGIA, Atlanta and Savannah; FLORIDA, Tallahassee and Miami; ALABAMA, Montgomery and Mobile; MISSISSIPPI, Jackson; ARKANSAS, Little Rock; LOUISIANA, Baton Rouge and New Orleans; TEXAS, Austin, Houston, and Dallas.

Midwest and Plains States: OHIO, Columbus, Cleveland, and Cincinnati; INDIANA, Indianapolis; ILLINOIS, Springfield and Chicago; WISCONSIN, Madison and Milwaukee; MICHIGAN, Lansing and Detroit; MINNESOTA, Minneapolis and St. Paul; IOWA, Des Moines; MISSOURI, Jefferson City, St. Louis, and Kansas City; NORTH DAKOTA, Bismarck; SOUTH DAKOTA, Pierre; NEBRASKA, Lincoln; KANSAS, Topeka, OKLAHOMA, Oklahoma City.

The West: MONTANA, Helena; WYOMING, Cheyenne; COLORADO, Denver; NEW MEXICO, Santa Fe; ARIZONA, Phoenix; UTAH, Salt Lake City; IDAHO, Boise; WASHINGTON, Olympia and Seattle; OREGON, Salem and Portland; NEVADA, Carson City and Las Vegas; CALIFORNIA, Sacramento and San Francisco, and Los Angeles; HAWAII, Honolulu; ALASKA, Juneau and Anchorage.

European Colonial claims by 1700.

(Use map colors to shade in the following Colonies and label the map correctly)

• English

• French

• Spanish

Physical: (Label only)

Northeast: Green Mountains, Cape Cod, Massachusetts Bay, St. Lawrence River, Gulf of St. Lawrence, Atlantic Ocean, Connecticut River, Hudson River, Long Island, Delaware River, Chesapeake Bay, Susquehanna River, Catskill Mountains, Adirondack Mountains, Appalachian Mountains, Lake Ontario, Lake Erie, Lake Champlain.

South: Blue Ridge Mountains, Allegheny Mountains, Potomac River, James River, Shenandoah River, Cape Hatteras, Okefenokee Swamp, Mobile Bay, Lake Okeechobee, Tampa Bay, Florida Keys, Gulf of Mexico, Lake Pontchartrain, Mississippi River, Tennessee River, Cumberland River, Galveston Bay, The Rio Grande, Sabine River, Nueces River, Ozark Plateau, Tidewater Region.

Midwest and Plains States: Ohio River, Lake Huron, Lake Michigan, Lake Superior, Missouri River, Green Bay, Black Hills, Platte River, Arkansas River, Red River, Ozark Plateau, The Great Plains

The West: The Rocky Mountains, Yellowstone River, Columbia River, Snake River, Strait of Juan de Fuca, Puget Sound, Pacific Ocean, Great Salt Lake, Great Salt Lake Desert, Pike's Peak, Colorado River, The Grand Canyon, Lake Powell, Gila River, Cascade Ranges, Sierra Nevada, San Joaquin Valley, San Francisco Bay, Lake Tahoe, Death Valley, Bering Sea, Gulf of Alaska, Aleutian Islands, Brooks Range, Alaska Range, Yukon River, Mount McKinley, Pearl Harbor, Mauna Loa, Location of the Bering Land Bridge.

YOUR SUMMER READING ASSIGNMENT:

5. **Current Event Articles:** To better understand APUSH's themes, you will be responsible for finding a current event article that represents each APUSH theme. Then, using your article, provide a level of analysis (at least 5-7 sentences) explaining what this news article reveals about the United States, in modern times, through each thematic lens. (For example, if you selected an article about identity, ask yourself what the article reveals about how the United States or Americans now identify/ define themselves.) Don't forget to provide specific pieces of the article to support your claim. Do this for each **APUSH Theme:**

- American and National Identity- How and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- Politics and Power- 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- The factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
- Culture and Society- The roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.
- Migration and Settlement- 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- The role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
- America in the World- The interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

DUE DATE / GRADING

By choosing to take AP, you are expected to complete this assignment. Your Summer Assignment, in its entirety, will be due the first day of class, Monday, August 7, 2017 and may not be turned in late. On the back of these instructions is the grading rubric for your summer assignment.

QUESTIONS / SUGGESTIONS:

Please take time to enjoy your summer. But don't wait until the last minute to start your summer assignment. AP US History is going to be fun and challenging, and I want you to start the fall semester successfully. To that end, I would suggest spending a week on each portion of the assignment. Breaking the project up in to small pieces will help you complete the assignment on time, and will keep your stress level at a minimum.

If you have any questions regarding the summer assignment, please feel free to contact me via email at: SunnyslopeAPUSH@gmail.com

Mrs. Heather Butler

Cornell Chapter Notes Grading Rubric – Part A
Total Point Score – 100

Listed below are the requirements for receiving full credit on your weekly chapter notes. Each set of notes is worth a total of 50 points.

1. **Notes must be handwritten!**
 - a. No exceptions. This must be legible. Notes that are sloppy will lose points.
2. **Notes must be on Cornell Note paper provided by me, or on 8.5"x11" paper.**
 - a. Paper smaller than this size will be docked points.
3. **Notes must be 3 full pages to receive full credit.**
 - a. Excessively large margins, or any move to "stretch" notes will result in loss of points.
4. **Notes must be written in your own words.**
 - a. Copying directly from the book will be considered plagiarism, and you will receive a ZERO for the assignment and you will be subject to the rules/guidelines under the SVHS Behavior Expectations.
 - b. Copying notes from someone else enrolled in AP US History will result in a ZERO for both parties.
5. **The structure of your notes must contain the following items.**

Chapter # / Title:	Name:
	Class: US / History
	Notes/Details:
Chapter Thesis	Written at across the top few lines in your own words. Main idea of the chapter. <i>Skip a line</i>
Section Heading	Write the main idea of the sub heading. Usually found at end of sub heading.
THEMES – Written under each	Bullet all factual information that supports main idea
Section heading / Abbreviations	<i>Skip a line</i>
Sub-section Heading	Write the main idea of sub-section heading. Bullet / List all factual data that support main idea. / Include Key Vocabulary
	Repeat process for each Section Heading. <i>Skip a line</i>
Lingering Questions	Write down any questions that you still have regarding the content of the chapter. These will be addressed during class. <i>Skip a line</i>
Reflection	Write a short reflection for the chapter at the end of your notes. Should be brief. At least 4 sentences. Try to connect the notes you took to the chapter thesis.

Common Ways to Lose Points on Chapter Notes:

Each Page Missing	-16 Points
Missing / Incomplete / Poor Thesis	-6 Points
Missing / Incomplete Reflection / Less than 4 complete sentences / Generalized or irrelevant comments	-6 Points
THEMES Missing / Incomplete / Not listed under subheadings	-6 Points
Missing Sub Headings / Headings	-6 Points
Lack of Detail	Varies

You do not need to write notes on everything you see.
 Instead, ask yourself the following questions as you take your notes.

1. Do the notes you are taking fit the thesis or main ideas of the chapter?
2. Is the fact, person, or event you are reading about noteworthy?
3. How can I summarize this in a way that makes sense to me?

Lecture Title:	Name:
	Class: AP US History
	Notes/Details:
Main Ideas / Questions	
Summary / Reflection	

Geography of the United States of America

Instructions: Using an atlas and the maps provided, locate and label the following locations and features. Use the map labeled "Political" to locate the political features and the other map to label the physical features. Use black or blue ink to label features EXACTLY as they are listed here. You will be graded on neatness, so print legibly. You will also need to be able to study from your maps for a Quiz the first week of school.

I. POLITICAL:

- 1. Northeast:** MAINE, Augusta; NEW HAMPSHIRE, Concord; VERMONT, Montpelier; MASSACHUSETTS, Boston; NEW YORK, Albany and New York; CONNECTICUTT, Hartford; RHODE ISLAND, Providence; PENNSYLVANIA, Harrisburg, Pittsburgh and Philadelphia; DELAWARE, Dover; NEW JERSEY, Trenton.
- 2. South:** MARYLAND, Annapolis and Baltimore; VIRGINIA, Richmond; WEST VIRGINIA, Charleston; KENTUCKY, Frankfort; TENNESSEE, Nashville; NORTH CAROLINA, Raleigh; SOUTH CAROLINA, Columbia and Charleston; GEORGIA, Atlanta and Savannah; FLORIDA, Tallahassee and Miami; ALABAMA, Montgomery and Mobile; MISSISSIPPI, Jackson; ARKANSAS, Little Rock; LOUSIANA, Baton Rouge and New Orleans; TEXAS, Austin, Houston, and Dallas.
- 3. Midwest and Plains States:** OHIO, Columbus, Cleveland, and Cincinnati; INDIANA, Indianapolis; ILLINOIS, Springfield and Chicago; WISCONSIN, Madison and Milwaukee; MICHIGAN, Lansing and Detroit; MINNESOTA, Minneapolis and St. Paul; IOWA, Des Moines; MISSOURI, Jefferson City, St. Louis, and Kansas City; NORTH DAKOTA, Bismarck; SOUTH DAKOTA, Pierre; NEBRASKA, Lincoln; KANSAS, Topeka, OKLAHOMA, Oklahoma City.
- 4. The West:** MONTANA, Helena; WYOMING, Cheyenne; COLORADO, Denver; NEW MEXICO, Santa Fe; ARIZONA, Phoenix; UTAH, Salt Lake City; IDAHO, Boise; WASHINGTON, Olympia and Seattle; OREGON, Salem and Portland; NEVADA, Carson City and Las Vegas; CALIFORNIA, Sacramento and San Francisco, and Los Angeles; HAWAII, Honolulu; ALASKA, Juneau and Anchorage.

**** Label each location EXACTLY as listed above. ****

II. PHYSICAL:

- 1. Northeast:** Green Mountains, Cape Cod, Massachusetts Bay, St. Lawrence River, Gulf of St. Lawrence, Atlantic Ocean, Connecticut River, Hudson River, Long Island, Delaware River, Chesapeake Bay, Susquehanna River, Catskill Mountains, Adirondack Mountains, Appalachian Mountains, Lake Ontario, Lake Erie, Lake Champlain.
- 2. South:** Blue Ridge Mountains, Allegheny Mountains, Potomac River, James River, Shenandoah River, Cape Hatteras, Okefenokee Swamp, Mobile Bay, Lake Okeechobee, Tampa Bay, Florida Keys, Gulf of Mexico, Lake Pontchartrain, Mississippi River, Tennessee River, Cumberland River, Galveston Bay, The Rio Grande, Sabine River, Nueces River, Ozark Plateau.
- 3. Midwest and Plains States:** Ohio River, Lake Huron, Lake Michigan, Lake Superior, Missouri River, Green Bay, Black Hills, Platte River, Arkansas River, Red River, Ozark Plateau, The Great Plains.
- 4. The West:** The Rocky Mountains, Yellowstone River, Columbia River, Snake River, Strait of Juan de Fuca, Puget Sound, Pacific Ocean, Great Salt Lake, Great Salt Lake Desert, Pike's Peak, Colorado River, The Grand Canyon, Lake Powell, Gila River, Cascade Ranges, Sierra Nevada, San Joaquin Valley, San Francisco Bay, Lake Tahoe, Death Valley, Bering Sea, Gulf of Alaska, Aleutian Islands, Brooks Range, Alaska Range, Yukon River, Mount McKinley, Pearl Harbor, Mauna Loa.

European Colonial claims by 1700.

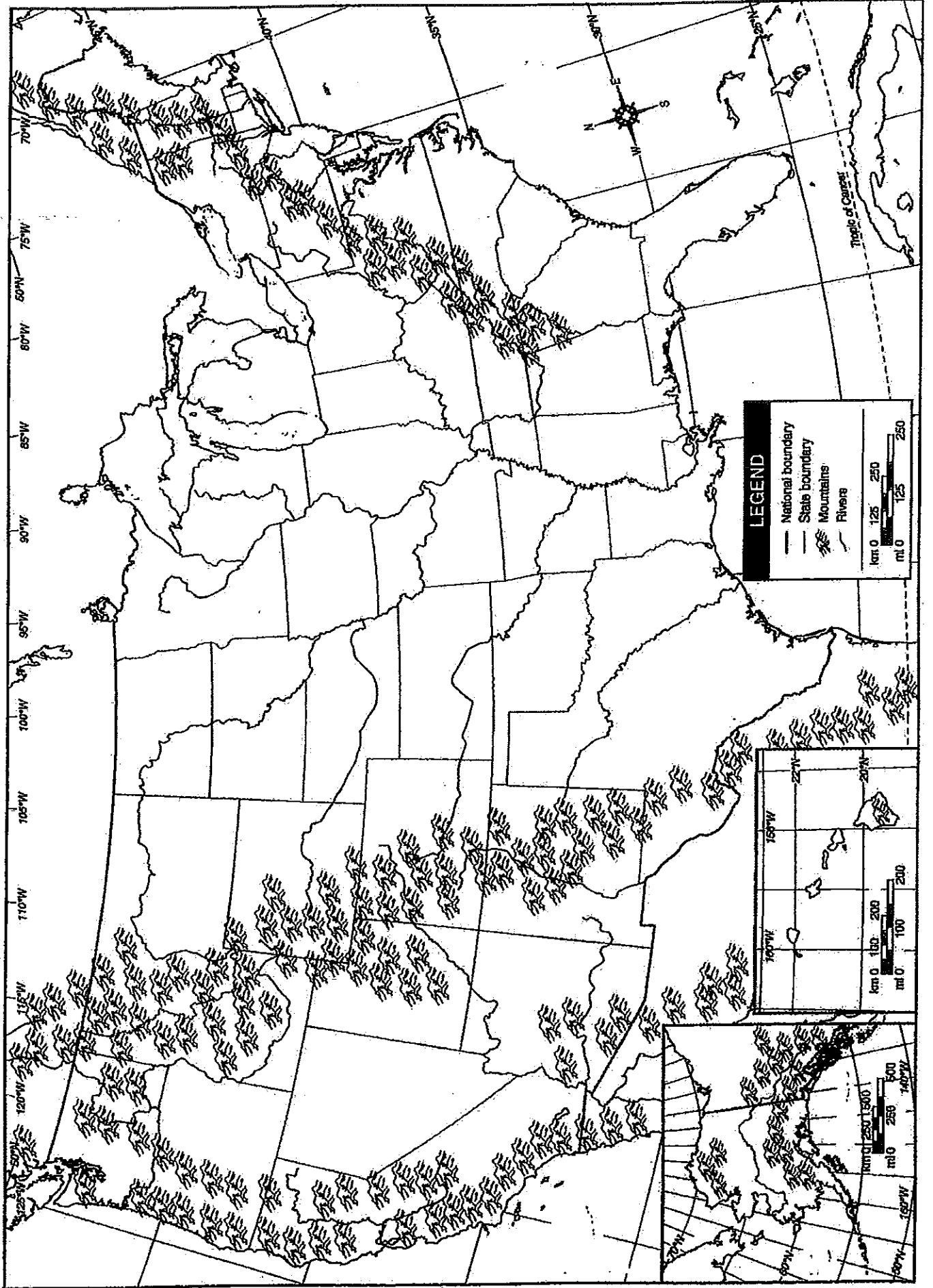
(Use map colors to shade in the following Colonies and label the map correctly)

• English

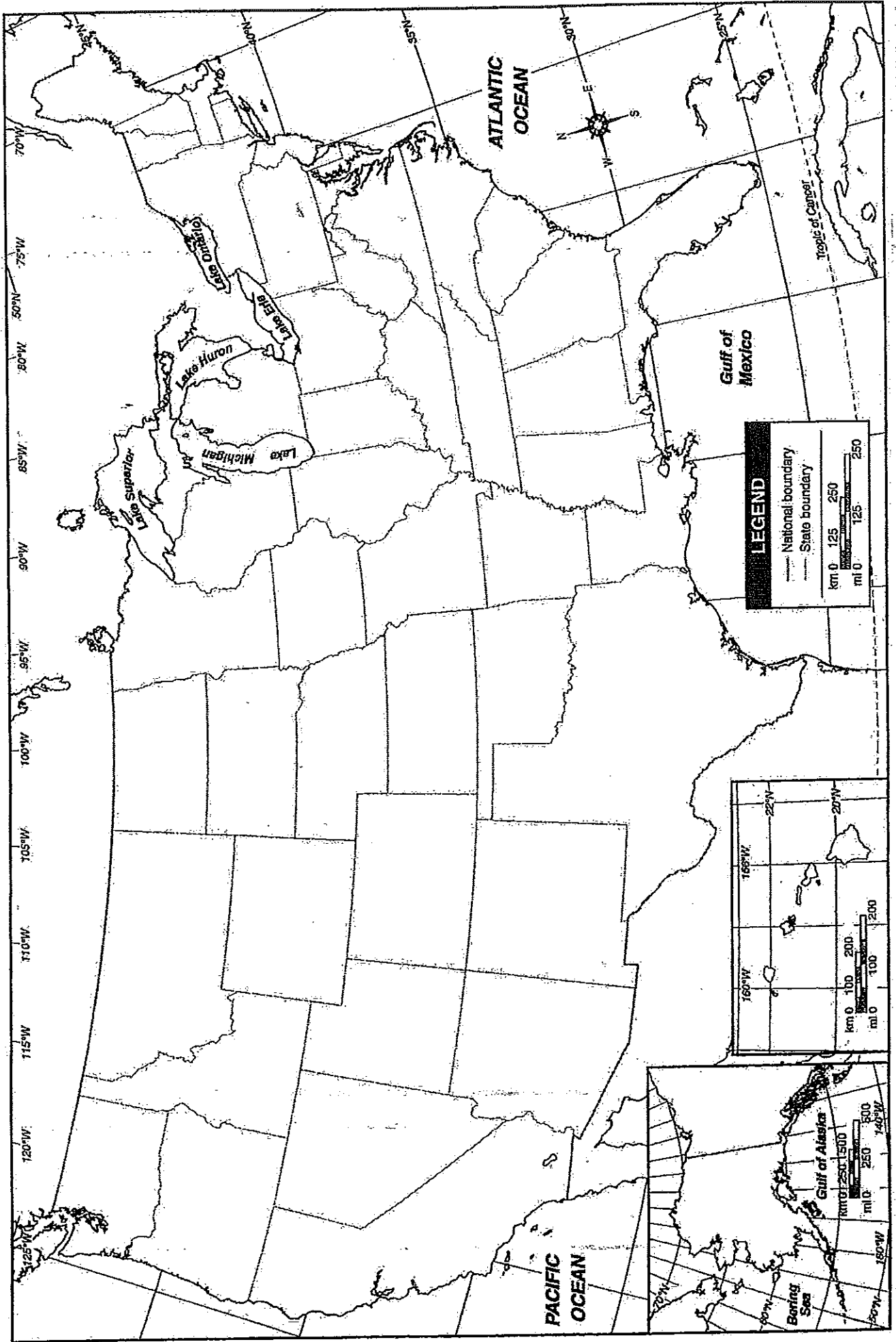
• French

• Spanish

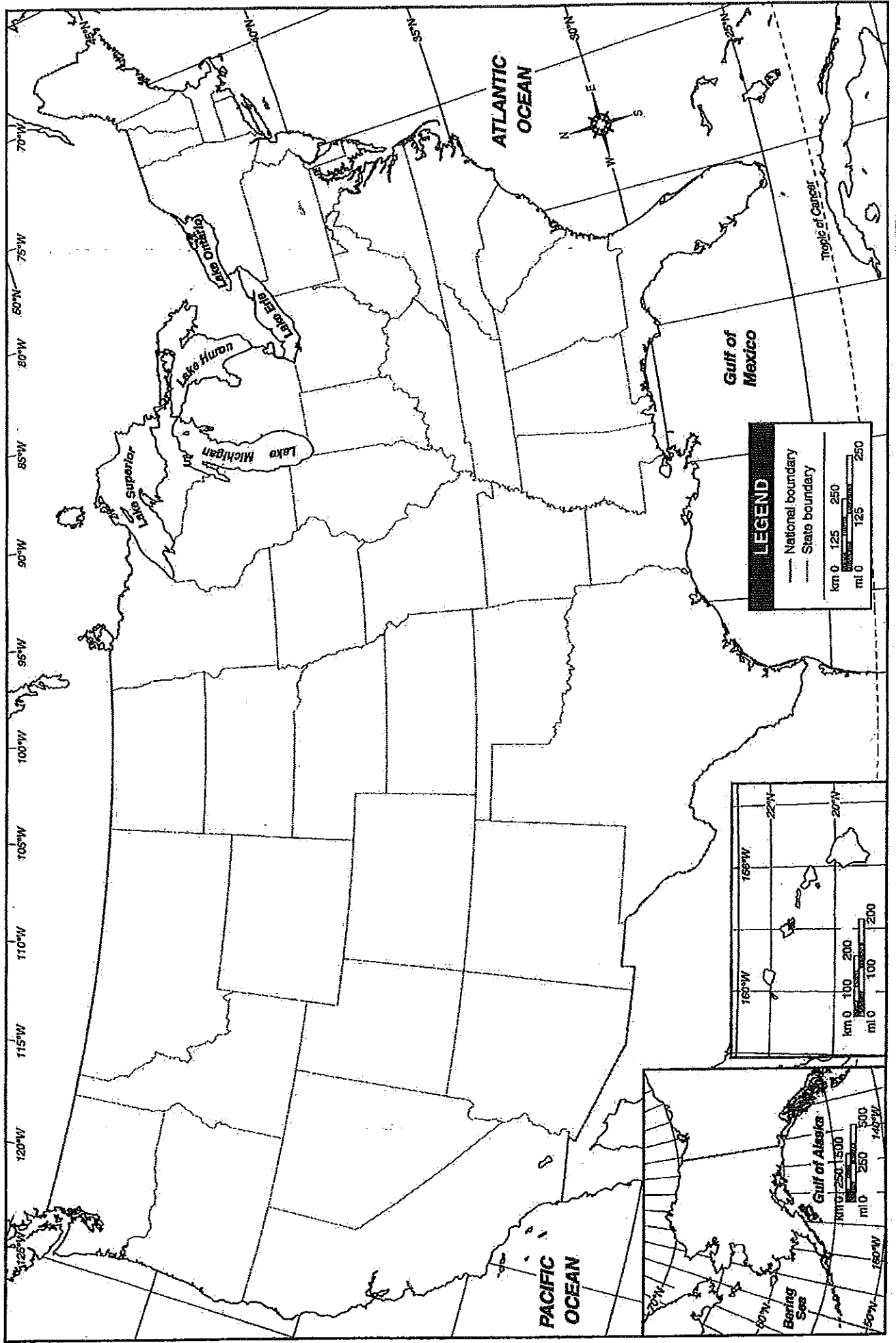
USA: Physical



United States of America



United States of America



Current Event Theme Article Assignment:

Name _____ Date _____ Period _____

Directions: *To better understand APUSH's themes, you will be responsible for finding a current event article that represents each APUSH theme. Then, using your article, provide a level of analysis (at least 5-7 sentences) explaining what this news article reveals about the United States, in modern times, through the thematic lens you have selected. (For example, if you selected an article about identity, ask yourself what the article reveals about how the United States or Americans now identify/ define themselves.) Don't forget to provide specific pieces of the article to support your claim. Do this for each APUSH theme.*

APUSH Themes:

- a. **American and National Identity**- This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- b. **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.
- c. **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.
- d. **Culture and Society**- This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.
- e. **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.
- f. **Geography and the Environment**- This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
- g. **America in 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.

BE SURE TO LABEL EACH ARTICLE AND ANALYSIS WITH THE FOLLOWING INFORMATION:

APUSH Theme: _____

Name of Article: _____

Staple your analysis of the article to the front of each article. And be sure that it is clearly labeled.