

AP US History Summer Reading Assignment

Purpose: The AP US History Class is a worthy endeavor and can lead to credit for two introductory college history courses at the university level. Over the years that I have taught this class, approximately 85% of my students have made a 4 or 5 on the AP Exam. You absolutely *can* be successful in this class—and the skills you gain here will give you a tremendous edge over your peers in high school and in your first year of college. To help maintain our pacing for the year, you will complete three chapters on your own over the summer break. You should allow approximately 2-3 hours to outline each chapter and another few hours to complete the assignment packet for approximately two full days' work for the assignment. Completing these assignments over the summer will afford us room in the schedule for unexpected events such as school cancellations for bad weather etc. The summer assignment will also afford some extra-time at the end of the year for review. When we come back, we will spend a few days in class covering the information and then we will test the information during the second week back to school.

Please do not hesitate to contact me if you have any questions or concerns. I do think it will be better for you to complete this assignment in the second-half of the summer (even in the two weeks before we come back to school), but if outside obligations prevent that, then please pace yourself to ensure that you complete your assignments by **August the 16th**.

Components:

1. Read and outline **Chapters 1-3** (approximately 2-3 hours)
2. Create Vocab Cards (about 8 cards per chapter)
3. Complete **Learning Curve** Assignment for each (approximately 15-20 min. per chapter). You can stop when you reach 600 points. I will set you up with a Learning Curve Account for this assignment and email you instructions.

My expectation is that this project would take one to two complete days of work, depending on your reading and notetaking skills.

Rubric:

Outline: 20 points each (60 points total): I will provide printed copies of each chapter to you, or if a new student joins over the summer I can email the reading (contact n.marsh@runnels.org).

- Heading: Student Name & Chapter Number
- Each handwritten outline should be a minimum of three pages (write on one side only)
- Each outline should have **key terms** underlined
- Each outline should include a **timeline** at the end that includes at least 5 major events of that chapter with dates. (Every chapter in Henretta has a Timeline at the end—you can use this, but you must choose the 5 most important and be able to explain why each is significant or important).
- **Bonus assignment 20 points**

Learning Curve (self-quizzing): 10 points for each chapter

Vocab Terms: 2 points for each card = 50 points – Use the format which you are all familiar with but in my style as shown below. This will be the only time you complete terms this year.

Who/What

{Term & Significance (Back)}

Why

Where/When

How

Summer Assignment for Unit 1 & Part of 2

Vocabulary & Essential Questions

Read: Read Henretta's America's History, Chapters 1-3 and outline.

Vocabulary: *Vocabulary cards may use the Who/What, Where/When, How, Why, Significance format on index cards. All work must be hand-written. You will not do vocabulary this year for class—but to help you retain these chapters, you will complete the vocabulary for summer work for Chapters 1-3. 2 points each for definition/explanation/significance. (The quiz will be worth 1 point each).*

- | | | |
|----------------------------|---------------------------|------------------------|
| 1. African Diaspora | 9. Headright System | 18. Puritans |
| 2. Bacon's Rebellion | 10. House of Burgesses | 19. Quakers |
| 3. Casta system | 11. joint-stock companies | 20. Salem Witch Trials |
| 4. chattel slavery | 12. King Philip's War | 21. Salutary Neglect |
| 5. Columbian Exchange | 13. Mercantilism | 22. Stono Rebellion |
| 6. Dominion of New England | 14. mestizo | 23. triangular trade |
| 7. Encomienda/mi'ta | 15. Navigation Acts | 24. Virginia Company |
| 8. "Half-Way Covenant" | 16. Pequot War | 25. Zenger Trial |
| | 17. Pueblos | |

Learning Curve: *Learning Curve is a program that allows students to answer questions from each chapter until you reach a certain number of points. It is simply a self-quizzing program, in which if you miss a question the system will ask you again until you remember the correct answer. If you are achieving low accuracy, you may want to pay closer attention to the reading and perhaps outline in more detail. For outlining to be effective, you should always paraphrase and put the information in your own words. **Writing information verbatim has relatively low value as this is copying and does not require synthesis or processing of information!***

See next page for Vocab Card Instructions. Please email me if you have any questions.

Here is how we do a vocab card

Front of Card

<p style="text-align: center;">WHO & WHAT (Include and answer both)</p> <p>16th President of the United States; Civil War President, creator of the Emancipation Proclamation.</p>	<p style="text-align: center;">WHY</p> <p>A Whig with Freesoiler sentiments, Lincoln was against the expansion of slavery. His election initiated the secession of the Southern States, and he eventually made freeing of the slaves a war aim.</p>
<p>Abraham Lincoln</p>	
<p style="text-align: center;">WHERE & WHEN?</p> <p>Congressman from Illinois, unsuccessful run against Stephen Douglass for US Senate. Elected by a plurality of the vote in 1860. Reelected in 1864 and assassinated in 1865.</p>	<p style="text-align: center;">HOW</p> <p>Used technology and total war tactics to out-build and outlast the South, which had fewer resources and men to fight a long war. Used the Emancipation Proclamation to declare his intention of freeing the slaves at the end of his term.</p>

Back of Card:

Significance:

Abraham Lincoln led the union through the war, and his leadership held the union together, and ended slavery in the United States in addition to growing American into a world industrial power. Widely heralded as one of the greatest presidents of all time.

Note:
Often times students have the most problem with "How" and "Significance." How can be answered by asking yourself a series of questions about the term, and deciding which how would apply. For instance as the significance of the term was because he built a vast empire, a good question would be "how did he built this vast empire?" There are many hows that might apply, but this part actually reflects critical thinking, so you should spend a minute really thinking about the how and the significance.

AP US History Summer Bonus Assignment

The summer work includes the following bonus assignment (**optional**).

1. Watch one historical film from the list provided. You are welcome to view movies with classmates, although you must complete the writing assignment on your own with no assistance from other students or the internet.
2. After viewing the films, you will complete a movie review; an explanation of the movie review is included on the following pages.
3. The movie review is due the 4th day of class. (August 16, 2018)

We do not have time to view most of these films during class, although we will try periodically to have movie-watching events after school. These movies are designed to give you both context and synthesis for a chosen historical period— two key historical thinking skills we will need for AP US History.

AP US History Movie Review

Some of the listed movies contain distressing content, harsh language, and scenes of a sexual or violent nature. I have seen many, but not all of the movies on this list, as the list was compiled by AP US History colleagues. I have noted movies that I particularly enjoyed. Preview the content of the movie through a variety of sources including Commonsense Media, or review the ratings on each movie to determine the potential content. Many of the movies are available on Amazon or Netflix, but others can be found at the East Baton Rouge Parish libraries. Some movies are also available for purchase for under \$5.00.

P.S. I encourage you to watch these movies with your family members and seek their perspective of events that happened to better inform your own opinion.

Guidelines for Movie Review

The first sentences should include the name of the film, and identify the leading actors/actresses/, director, the date of release, and main point or thesis of the film.

Part 1: Summary of Historical Movie 1 — 2 pages (25 points)

- A summary, written in third person, essay form, describing the period, plot and main characters. Please make sure you use historical context to discuss historical perspective.

Part 2: Summary of event from a historical source (websites: .org, .gov, or .edu ONLY) 1-2 pgs. (25 points)

- A brief report from a historical source, written in third person essay form, on a period and characters (when possible) presented in the movie.

Part 3: Comparison of the two sources 1-2 pgs. (25 points)

- What historical or political differences did you find when comparing the movie to the documentary and the historical source? What type of information did you find in the source and documentary that you did not find in the historical text and vice versa?

Part 4: Your opinion of the historical movie 1 pg. (25 points)

- What is your opinion of the movie? What were its strengths and weaknesses? Would you recommend this movie to others? Why or why not? Did the movie provide an accurate insight into history that a standard text might not? Explain your opinions.

POINTS TO REMEMBER!!!

- Wikipedia is unacceptable as a source.
- Provide in text citations and a bibliography for your historical summary (Part 2).
- Plagiarism, copying, or cheating on this assignment in any way may result in disciplinary consequences noted on your permanent record and removal from the AP course.

Possible Films (note some of the films carry an “R” rating)

17th-18th Century

The Crucible (1996) — Salem Witch Trials and an allegory on the McCarthy Hearings

Last of the Mohicans (1992) — French & Indian War

*John Adams** (2008, mini-series) — Adams defends the British soldiers accused in the Boston Massacre

Founding Brothers (2002) — PBS special behind the relationship of many of America's leading Founding Fathers

Jefferson in Paris (1995) — French Revolution, Sally Hemings

19th Century

12 Years a Slave (2013) — Slavery in Louisiana

The Buccaneer (1958) — War of 1812

Crazy Horse (1996) — TV movie depicting the life of the Ogallala Sioux Crazy Horse and his refusal to surrender to U.S. forces

Amistad (1997) — 1839 Slave ship uprising and trial

The Alamo (2004) — 1836 Battle of Texas Revolution or old John Wayne version

Santa Fe Trail (1940) — Lead-up to the Civil War

*Gone with the Wind** (1939) — Antebellum and Civil War South (dated view of Reconstruction and the Civil War).

Gods & Generals (2003) — Rise and fall of Stonewall Jackson

Gettysburg (1993) — Decisive battle of the Civil War

Gangs of New York (2002) — Civil War era cities and immigrants

Glory (1989) — Civil War; African-American regiment 54th Massachusetts

The Searchers (1956) — Classic Western featuring John Wayne, and introducing the mythology of the old West to modern students; this film raises questions about the views of and treatment of Native Americans

Tombstone (1993) — Life in the old West

Buffalo Soldiers (1997) — African Americans in the West

Dances With Wolves (1990) — Civil War era relations with Native Americans

Far & Away (1992) — Immigration and Western Expansion

The Molly Maguires (1970) — 1876 Coal miners' strike

20th and 21st Century

All Quiet on the Western Front (1930) — World War I, fighting in trenches

*Inherit the Wind** (1960) — Scopes Monkey Trial

Matewan (1987) — Coal mining strike during the '20s

Cinderella Man (2005) — Depression Era boxer

Grapes of Wrath (1940) — Depression in the Plains and California from John Steinbeck's novel

Tora, Tora, Tora (1970) — Pearl Harbor

Pearl Harbor (2001) — World War II

The Longest Day (1962) — D-Day (John Wayne)

*Band of Brothers** (2001) — World War II, 101st Airborne

Letter from Iwo Jima (2006) — World War II from the Japanese Perspective

Flags of Our Fathers (2006) — American soldiers who raised the flag on Iwo Jima

*Saving Private Ryan** (1998) — World War II

The Best Years of Our Life (1946) — World War II soldiers return home

*The Right Stuff** (1983) — 1950s Cold War, beginning of the race to space

Best Years of Our Lives — Post World War II society

October Sky (1999) — Post Sputnik; boy meets rocketry

Dr. Strangelove (1964) — Cold War arms race

*Apollo 13** (1995) — NASA tries to prevent disaster after a failed attempted moon landing.
Frost/Nixon (2008) — The post-Watergate interviews between David Frost and President Richard Nixon
*The Majestic** (2001) — McCarthyism; Hollywood blacklisting
Trumbo (2015) — A top Hollywood screenwriter was jailed and blacklisted during the 1950s McCarthy Hearings
*Pleasantville** (1998) — 1950s America
Mississippi Burning (1988) — Civil Rights
*Ghosts of Mississippi** (1996) — The fight to bring the killer of Civil Rights leader Medger Evers to justice in modern times
*A Time to Kill** (1996) — A legal team defends a father who kills his young daughter's white rapists.
*Remember the Titans** (2000) — Depicts the court-forced 1970s integration of a high-school football team in Virginia.
*Thirteen Days** (2000) — Cuban Missile Crisis
JFK (1991) — Kennedy assassination
Bobby (2006) — JFK's younger brother
Mississippi Burning (1986) — The murder of three civil rights workers
The Help (2011) — Story of Civil Rights through the eyes of an idealistic young woman
Twelve Angry Men (1957) — Jury decision in the 1950s, including themes of class and justice
Malcolm X (1992) — Influential Black Nationalist leader
*Forrest Gump** (1994) — Various events 1950s through 1980s
*We Were Soldiers** (2002) — Vietnam War
The Deer Hunter (1973) — Vietnam War and its impact (graphic)
Platoon (1986) — Vietnam War (a young Charlie Sheen)
Return with Honor — PBS (American Experience) about POW's and their return home
*Good Morning Vietnam** (1987) — Vietnam War
*Bridge of Spies** (2015) — Spying between the USA and Soviet Union during the Cold War
Two Days in October — Protest of Vietnam War at University of Wisconsin
*All the President's Men** (1976) — Watergate
Black Hawk Down (2001) — USA attempts to provide humanitarian aid to Somalia
Selma (2013) — American Civil Rights Movement
Charlie Wilson's War (2007) — The Soviet Invasion of Afghanistan
*Zero Dark Thirty** (2011) — The hunt for Osama Bin Laden – the aftermath of 9/11

*A Mrs. Marsh favorite

Some movies are not on the list as they may be watched during the school year.