

Name:

AP US History

2022-23 Summer Assignment

Welcome to AP US History! I am so excited for the year ahead. APUSH is a jam-packed class, so we need to start early to make sure that we cover everything by the AP exam in May. With that in mind, there are a few tasks you need to complete over the summer (most are small, while the last couple are more labor-intensive):

First (small) Task: **join the Course Google Classroom**. The class code for the site is: [kyphp23](#)

Second (small) task: you will find two documents on the Google Classroom . One is the course syllabus, which includes an overview of course policies/expectations. The other is a course manual, which provides information on the AP exam and tips on writing in the AP course. **Carefully review both of these course documents; the syllabus must be printed out and signed by both you and your parent/guardian by our second class meeting.**

Third (small) task: **Please purchase the following supplies:**

- A 3-ring binder (either one big one or a couple small ones)
- Loose Leaf paper and/or a lined notebook
- The course textbooks (if you haven't ordered them already)

Fourth (big) task: **there are TWO reading/writing assignments to complete**. These assignments are described in detail over the next few pages. I urge you to do both of them in August so that they are fresh in your mind when we return back to school.

Please feel free to email me if you have any questions (My email address is bwright@stuartschool.org). I look forward to a great year with all of you!

Best,

Dr. W

Assignment 1: Textbook Reading & Reading Notes

1. Read [Chapter 1](#) & [Chapter 2](#) of Foner's *Give Me Liberty*. (Foner's book is the required textbook for the course. I have provided a scan of the chapters here, but I strongly recommend obtaining a copy of the whole textbook as soon as possible so that you have it ready at the beginning of the school year.)
2. Complete the [reading notes on these chapters](#).

Due Date: The reading notes are due on the first day of class. (They can be submitted either as a Google Doc on Google Classroom or in hardcopy in person in class.) There will be a quiz on this material in the first week of school.

Assignment 2: Compare/Contrast Historical Accounts of the Pre-Colonial Period

Write an essay between 500-600 words that compares and contrasts Schweikart/Allen's and Zinn's depictions of Columbus' voyages to North and South America.

Due Date: This essay is due on the first day of class. It will be submitted on Google Classroom.

Reference specific sections from each reading; include MLA citations for all textual evidence. Do not use outside sources. *Do not quote whole sentences; only quote significant phrases.* Primarily summarize and paraphrase.

Write it AFTER reading both texts:

- [Schweikart & Allen, *A Patriot's History of the United States* \(Intro & Chap. 1\)](#)
- [Zinn, *A People's History of the United States* \(Afterword & Chap. 1\)](#)

Please consider the following questions when creating your essay:

What perspective does Zinn take with regard to Columbus, what evidence does he cite, and how does he support his position?

What perspectives do Schweikart & Allen take with regard to Columbus, what evidence do they cite, and how do they support their position?

What would Zinn and Schweikart & Allen say about each other's approach to the study of Columbus and history in general?

Is it fair to judge the past by our present standards? Should we celebrate Columbus Day? Why or why not?

Potential Outline:

INTRO:

- Contextualize Your Topic: Who are Zinn and Schweikart/Allen? What do they say about each other's approach to the study of Columbus and history in general?
- Thesis: How would you compare/contrast their perspectives on Columbus?

BODY PARAGRAPHS (2-3 paragraphs):

- Option 1: analyze each perspective in separate paragraphs
- Option 2: analyze both at the same through topical/thematic paragraphs
- Option 3: develop your own structure!

CONCLUSION:

- Return to your thesis (without repeating the exact wording of the introduction)
- Broaden out your thinking: Is it fair to judge the past by our present standards? Should we celebrate Columbus Day? Why or why not?

Rubric:

Essays will be evaluated using the following criteria/standards:

- **Contextualization**: Describes a broader historical context relevant to the prompt. The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.
- **Thesis/Claim**: Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. The thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Evidence & Support for Argument**: Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt. The response must identify four or more specific historical examples of evidence relevant to the topic of the prompt. The response must use this specific historical evidence to support an argument in response to the prompt.
- **Analysis & Reasoning**: Uses historical reasoning to frame or structure an argument that addresses the prompt. To earn full credit, the essay must demonstrate a complex understanding of the historical

development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.