

# Advanced Placement United States History

Summer 2018



## Expectations

As a student in AP US History you will have several responsibilities during this summer. Specifically, you must complete 1 and 2 below:



1. Handwrite 2 column notes for chapters 1-3 in Give Me Liberty: An American History Volume I (pages 4- 133).

A. You must identify “BAGPIPE” themes for each section of the reading.  
See example of student work!

The content learning objectives for the APUSH course and exam are organized under seven themes. These themes will help you focus and understand major historical issues and developments, recognize broad trends and processes that have emerged over centuries in what has become the United States. You will need to identify these themes within your reading notes in the margins.

- It may be helpful to use a different color pen to do your IDs.
- You must ID each sub-heading in the reading.

B. At the end of each chapter there are review questions AND “freedom” questions. Answer those at the end of your chapter notes. Please write the question and the answer underneath it.

2. Write a long essay (LEQ) on the prompt at the end of this booklet.

**\* Make your life easy and do not wait to the last minute to do these. \***

**No, really.**

You are expected to come prepared on the first day of class with this assignment completed. You should be expecting a test/quiz within the first week of school on this material. If you have questions over the summer you may reach me through email at [balbian.ashley@whrsd.org](mailto:balbian.ashley@whrsd.org)

You are also strongly encouraged, but not required, to:

- Purchase and organize 2, two inch 3-ring binders and folder for exclusive use in this class.

## Copying and Plagiarizing

It is essential that you do not copy these assignments from someone else or from internet sources. This class is largely about reading, so if you are tempted not to read and think about how to formulate your answers on your own, then you may not want to take this class. Just so we are on the same page, plagiarism as defined by Merriam-Webster means, “to steal and pass off (the ideas or words of another) as one’s own; to use (another’s production)” without crediting the source.” Copying and/or plagiarizing assignments will earn you a zero on the assignment, and you will not have the opportunity to recover that grade.


## Due Dates

The summer assignment will be due the first day of class. Late assignments will not be accepted.



<b>BAGPIPE</b>	<b>Definition of Theme</b>
<b>Belief Systems</b>	<ul style="list-style-type: none"> <li>• Ideologies</li> <li>• Religion</li> <li>• Art/Literature, Artistic expression</li> <li>• Cultural Values</li> <li>• Science/Philosophy</li> <li>• Ideals</li> <li>• Morality, moral values</li> <li>• Popular culture</li> </ul>
<b>America in the World</b>	<ul style="list-style-type: none"> <li>• Competition for resources, dominance</li> <li>• Foreign Policy/Diplomacy</li> <li>• Expansionism/Imperialism</li> <li>• Increasing global connections/global trade/communications</li> <li>• Global conflicts: World Wars</li> <li>• Motivations as world actors</li> <li>• Military and Economic involvement in the developing world</li> </ul>
<b>Geography &amp; Environment</b>	<ul style="list-style-type: none"> <li>• Climate</li> <li>• Geography</li> <li>• Environment, natural and man-made</li> <li>• Interaction with the environment: how man shapes and is shaped by his environment</li> <li>• Natural resources</li> <li>• Exchanges: plants, disease, animals, technologies</li> </ul>
<b>Peopling</b>	<ul style="list-style-type: none"> <li>• Movement to, from and within the US</li> <li>• Nativism</li> <li>• Immigrant groups' impact on US Society</li> <li>• Demography</li> <li>• Impact of European exploration on Indigenous populations</li> <li>• Debates over immigration</li> </ul>
<b>Identity</b>	<ul style="list-style-type: none"> <li>• Gender, gender roles</li> <li>• Class</li> <li>• Racial/Ethnic identities</li> <li>• National Identity</li> <li>• Regional identity</li> <li>• Nationalism/Patriotism</li> <li>• Group Identities</li> <li>• Assimilation</li> </ul>
<b>Politics and Power</b>	<ul style="list-style-type: none"> <li>• Constitution/interpretation</li> <li>• Role of the state in society</li> <li>• Political process</li> <li>• Role of the political party systems</li> <li>• Government</li> <li>• Struggles over Federalism</li> <li>• Federal, state, and local government interaction</li> <li>• Liberty</li> <li>• Rights</li> <li>• Democracy</li> <li>• Citizenship</li> <li>• Authority/power</li> </ul>
<b>Economy</b>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Commerce/Trade</li> <li>• Manufacturing and Industrialization</li> <li>• Labor systems</li> <li>• Jobs/ways of working</li> <li>• Labor &amp; social class</li> <li>• Economic developments</li> <li>• Land distribution</li> <li>• Trade patterns/exchange</li> <li>• Innovation and Technology</li> <li>• Transportation</li> <li>• Globalization of economic systems</li> <li>• Economic ideologies: Capitalism, free markets, communism, socialism, regulation</li> </ul>

## Two-Column Notes Template APUSH

<b>1. FOCUS QUESTION guides your note-taking</b>	
<b>Focus Question:</b> What factors led to the American colonists' victory in the Revolutionary War?	
Main Idea	Details
<p><b>Battle of Trenton</b></p>  <p>The Battle of Trenton was won by <u>strategy</u>. <u>Washington gained the upper hand through the element of surprise.</u></p> <p><b>3. Use the details to find the main idea of the section of text/film clip</b></p>	<p><b>Date:</b> Christmas Eve and Day 1776 <b>Location:</b> Trenton, NJ</p> <p>1.) What is inaccurate about the painting to the left? (Hint: What was that night REALLY like?)</p> <p><b>2. Details are the notes you take that relate to the Focus Question</b></p> <p>2.) Finish the following statement: <i>George Washington was like a magician because...</i></p>

**DIRECTIONS:** Use the steps below to complete 2 column notes for chapters 1-3 this summer.

### STEPS:

1. At the top of the page, write down chapter number and title
2. Copy down focus questions from the beginning of the textbook chapter
3. Write down heading name within the chapter on the left-hand side
  - a. Do this for EACH new heading
4. On the right-hand side, take notes on important information from that section
5. Next, under the section heading, write the MAIN IDEA: How does the information on the right help to answer one or more of the focus questions?
6. Unsure of whether you're doing it correctly? Try doing it for one section, take a picture of what you've done, and email it to Ms. Balbian to get feedback: [balbian@whrsd.org](mailto:balbian@whrsd.org) (please allow up to 3 or 4 days for me to get back to you, so do not leave questions until the very last minute).

Sample 2 Column Notes from past APUSH student:

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Chapter Twenty Five: The Sixties, 1960-1968

pages 1034-1079

Focus Questions:

1. What were the major events in the civil rights movement of the early 1960s?
2. What were the major crises and policy initiatives of the Kennedy presidency?
3. What were the purposes and strategies of Johnson's Great Society programs?
4. How did the civil rights movement change in the mid-1960s?
5. How did the Vietnam War transform American politics and culture?
6. What were the sources and significance of the rights revolution of the late 1960s?
7. In what ways was 1968 a climactic year for the Sixties?

The Freedom Movement

The Rising Tide of Protest  
main idea: the formation of the SNCC led to more protests against the treatment towards blacks, and the Freedom Riders among other protesters caused a reaction from the government

(ID) Student Non-Violent Coordinating Committee- SNCC; a civil rights movement group dedicated to replacing the culture of segregation with a "beloved community" of racial justice and to empowering ordinary blacks to take control of the decisions that affected their lives

- other forms of direct action followed

(ID) Freedom Rides- launched in 1961 by the Congress of Racial Equality (CORE); integrated groups traveled by bus into the Deep South to test compliance with court orders banning segregation on interstate buses and trains and in terminal facilities; often faced with violence by Klansmen and arrested, but did successfully convince the Interstate Commerce Commission to order buses and terminals desegregated

- peaceful protests turned violent by response

Chapter 25



## The Changing Black Movement

### The Ghetto Uprisings

main idea: the civil rights movement

became more radical in the mid-1960s

- the first riots - really, battles between angry blacks and the predominantly white police - erupted in Harlem in 1964

- during the Watts uprising of 1965, 50,000 persons attacked police and firemen, looted white-owned businesses, and burned buildings

- (ID) Kerner Report - released in 1968 by Illinois governor Otto Kerner; blamed the violence on "segregation and poverty," and offered a powerful indictment of "white racism," but failed to offer any clear proposals for change

### Malcolm X

main idea: the civil rights movement activists moved towards relying on their own resources,

in order to make the desired changes, in the mid-1960s

- the fiery orator Malcolm X had insisted that blacks must control the political and economic resources of their communities and rely on their own efforts rather than working with whites

- (CUL) Malcolm X converted to the teachings of the Nation of Islam, or Black Muslims

- when members of the Nation of Islam assassinated him in February 1965 after he had formed his own Organization of Afro-American Unity, Malcolm X left neither a consistent ideology nor a coherent movement, but younger civil rights activists did like his call for blacks relying on their own resources

### The Rise of Black Power

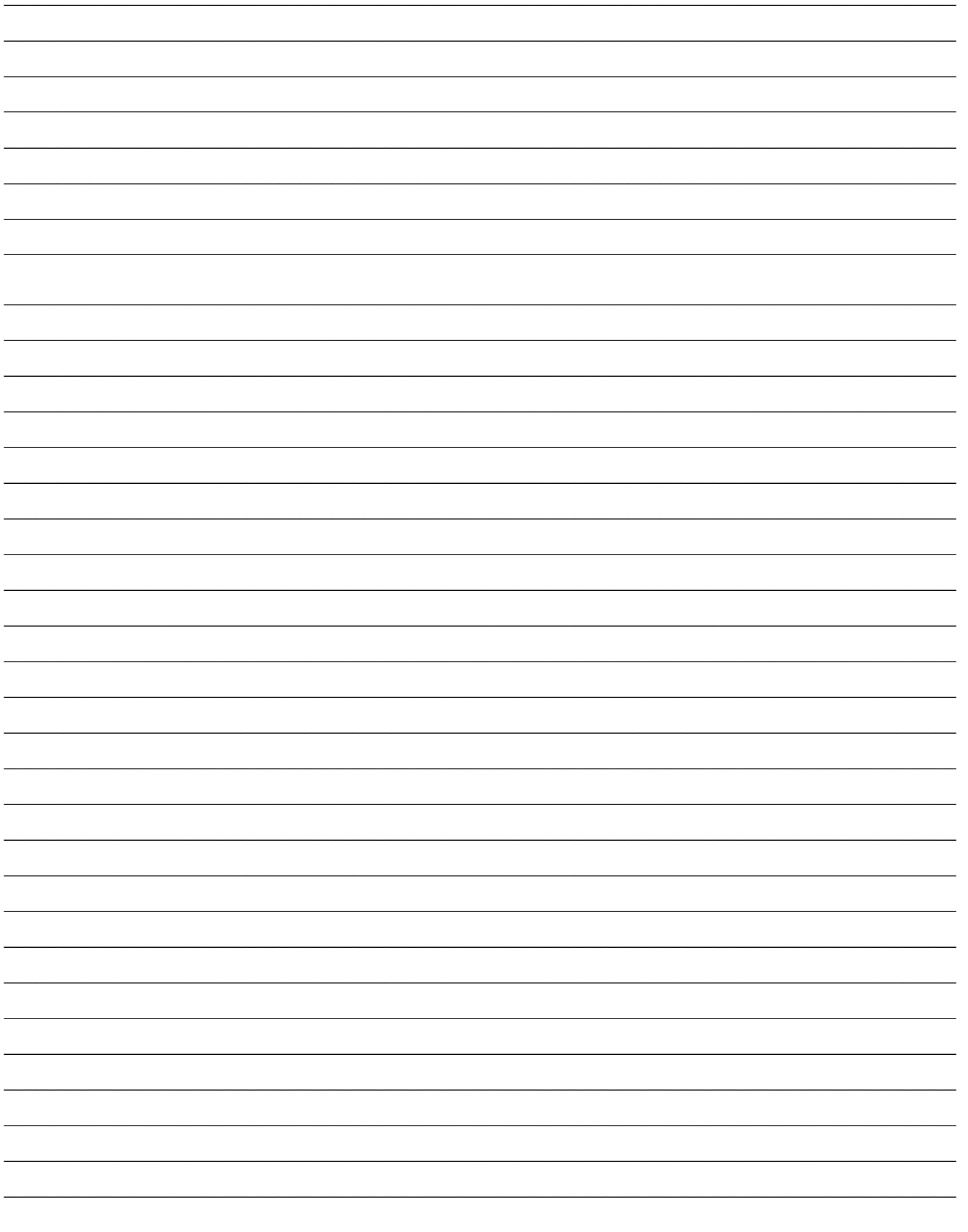
main idea: black Americans

reflected a new sense of racial pride and a rejection of white norms in the mid-1960s

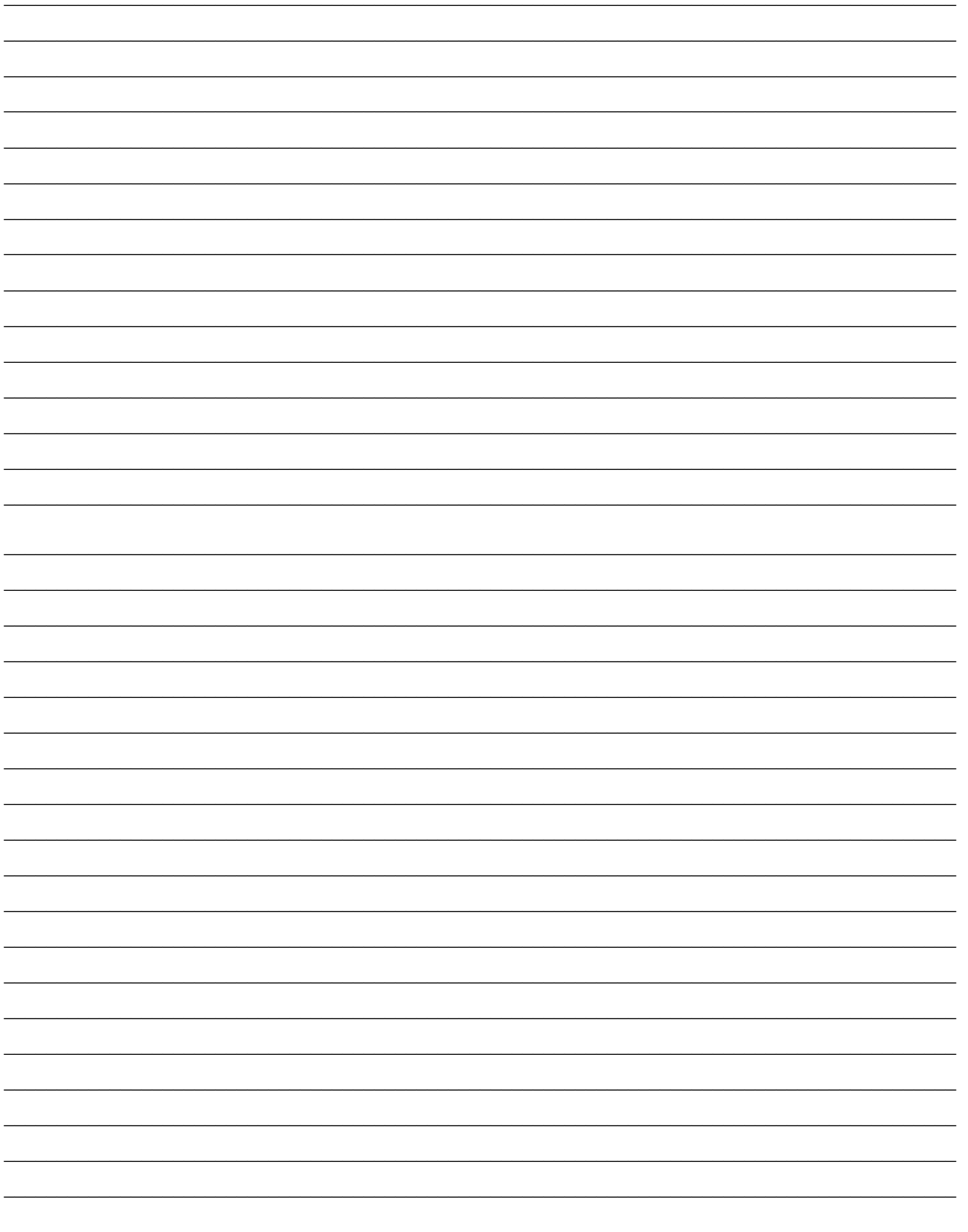
- (ID) Black Power - Malcolm X was the intellectual father; a slogan that came to national attention in 1966 when SNCC leader Stokely Carmichael used it during a civil rights march in Mississippi; became a rallying cry

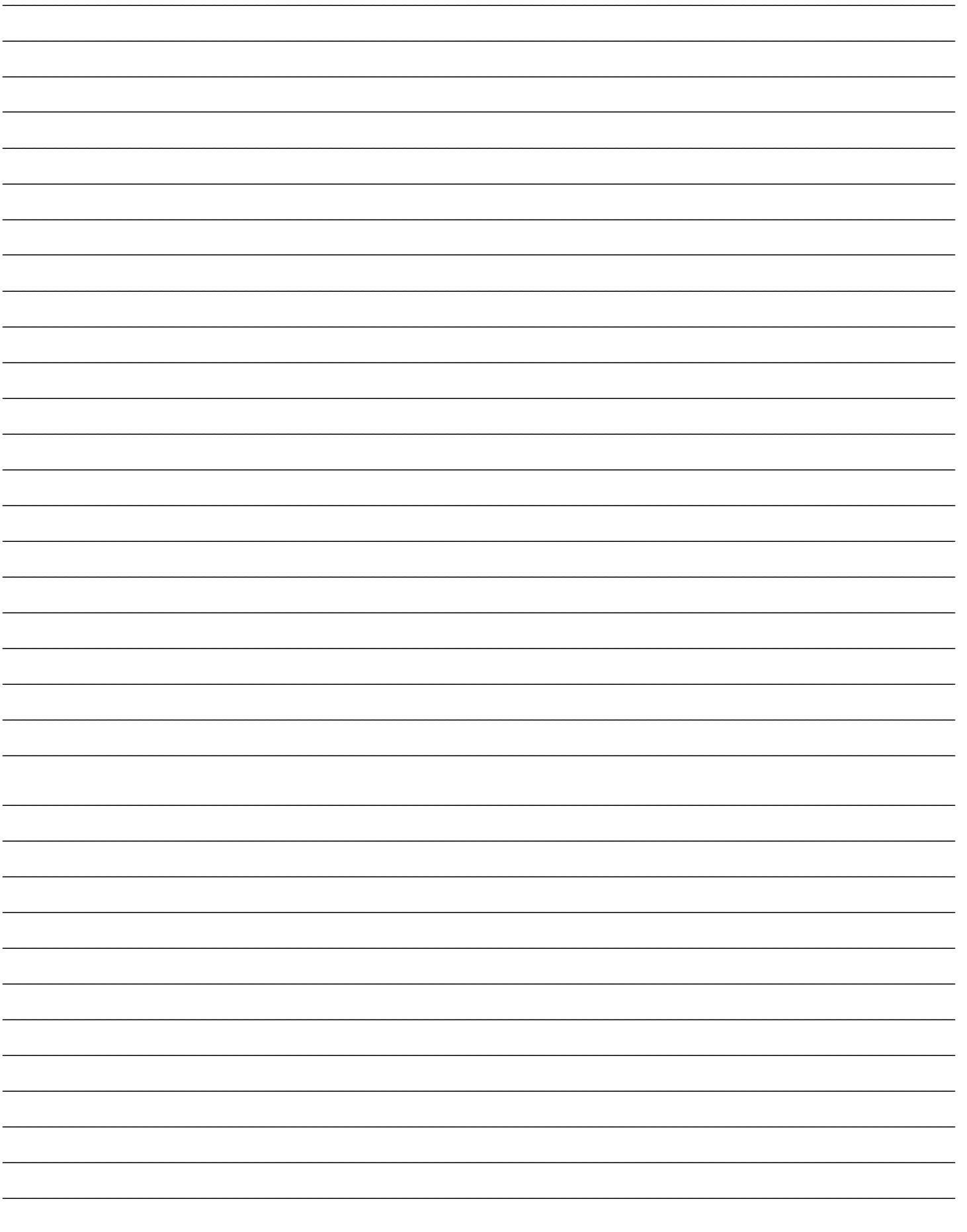
- black unemployment declined throughout the second half of the 1960s, but was halted due to the Vietnam War

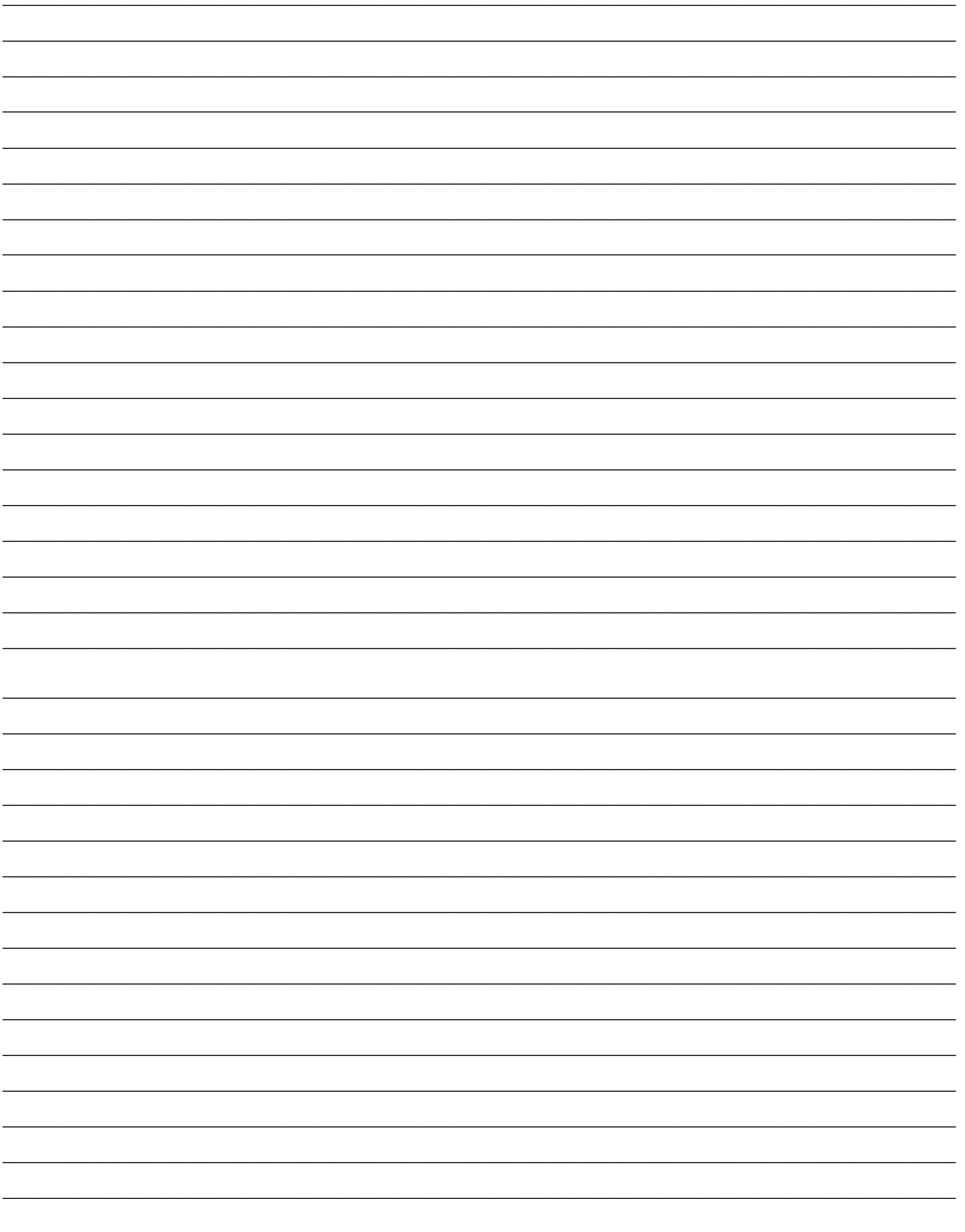


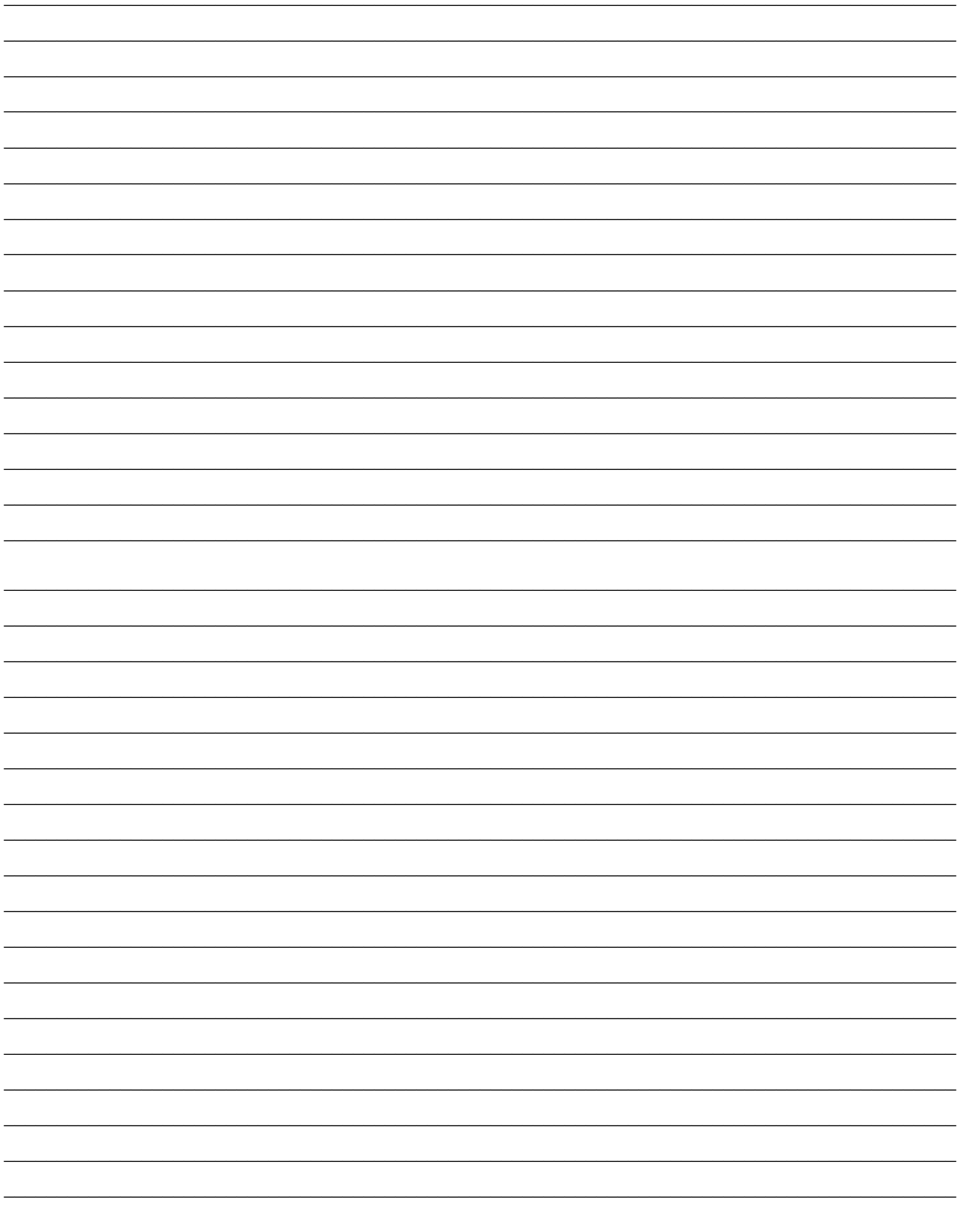


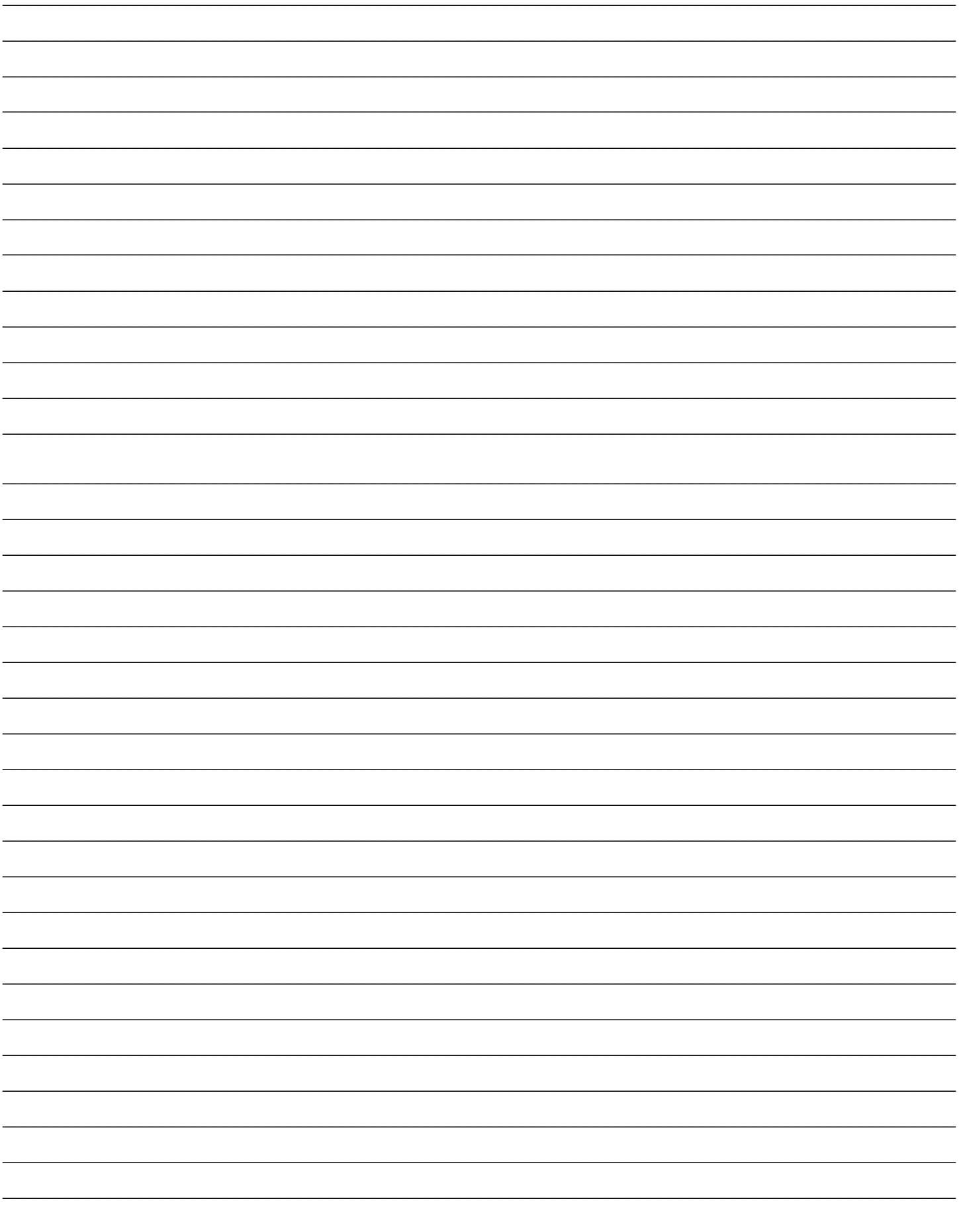




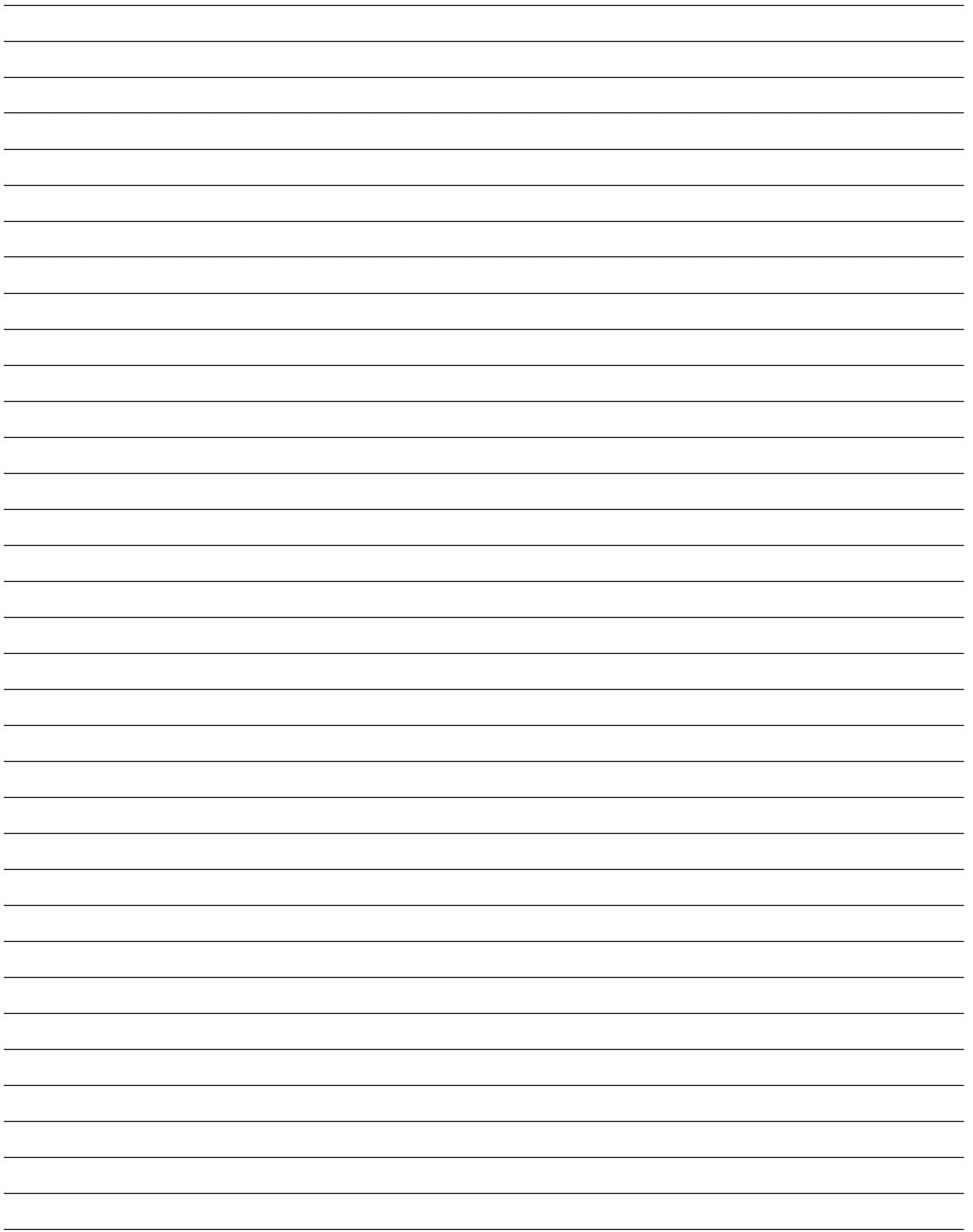




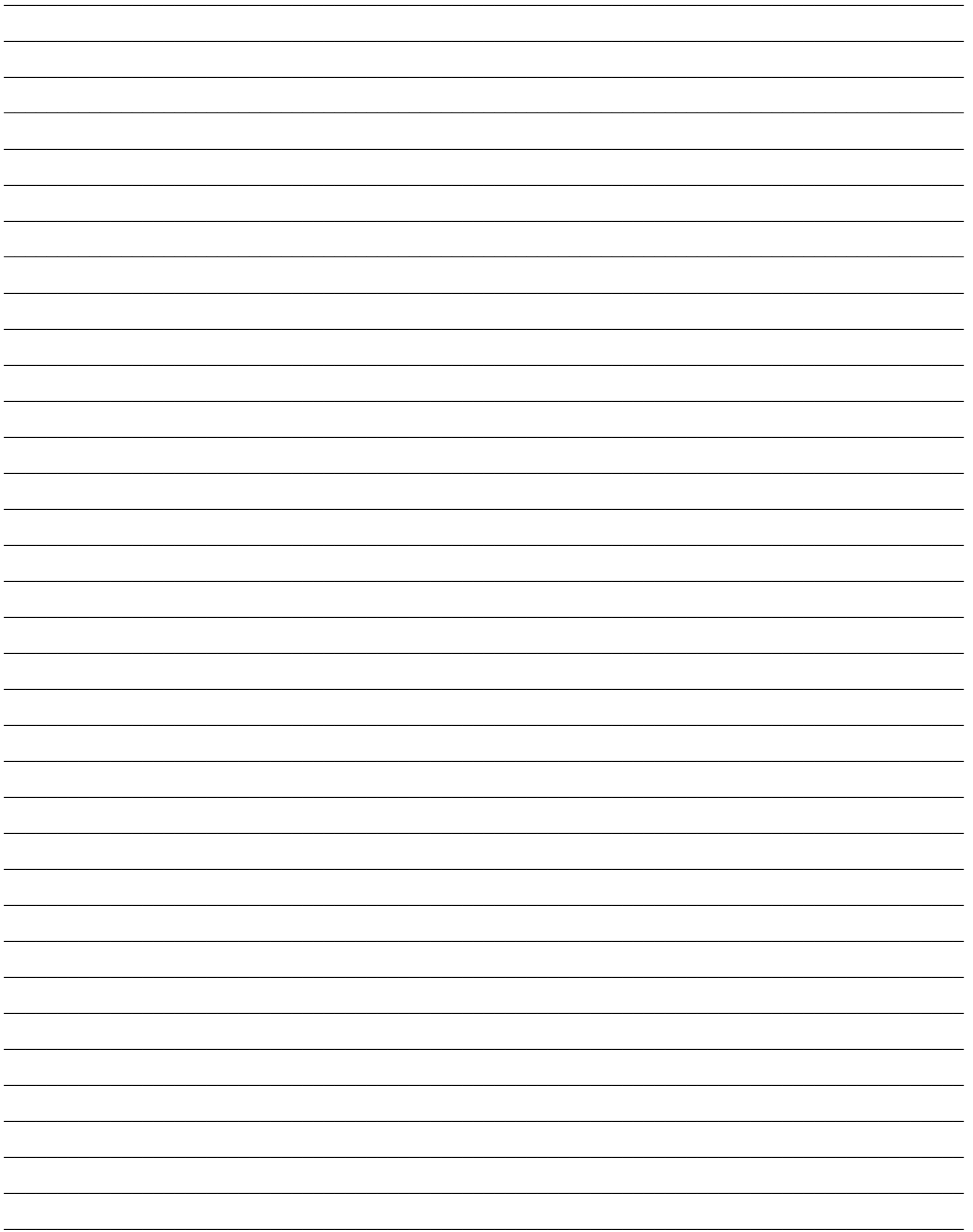


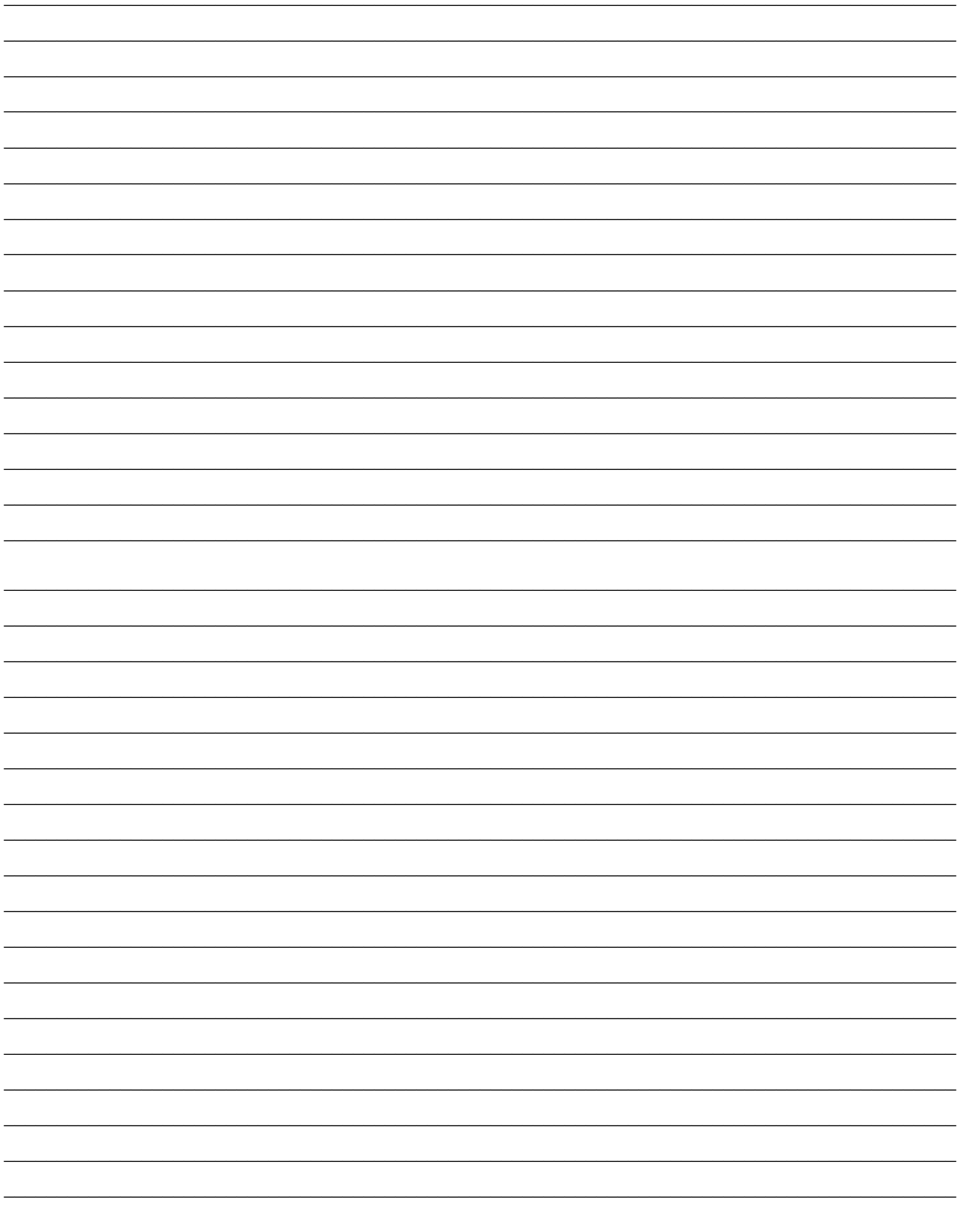


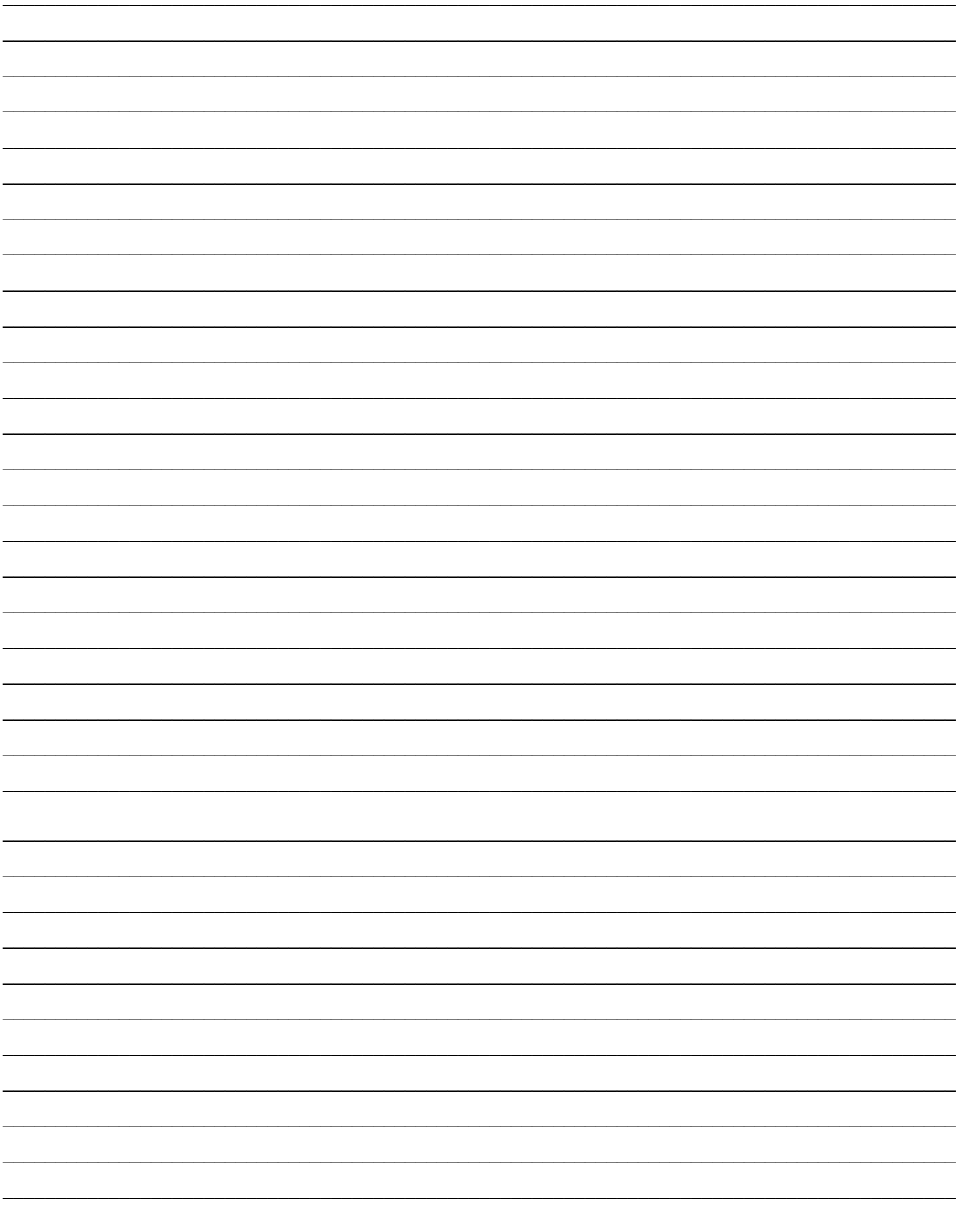




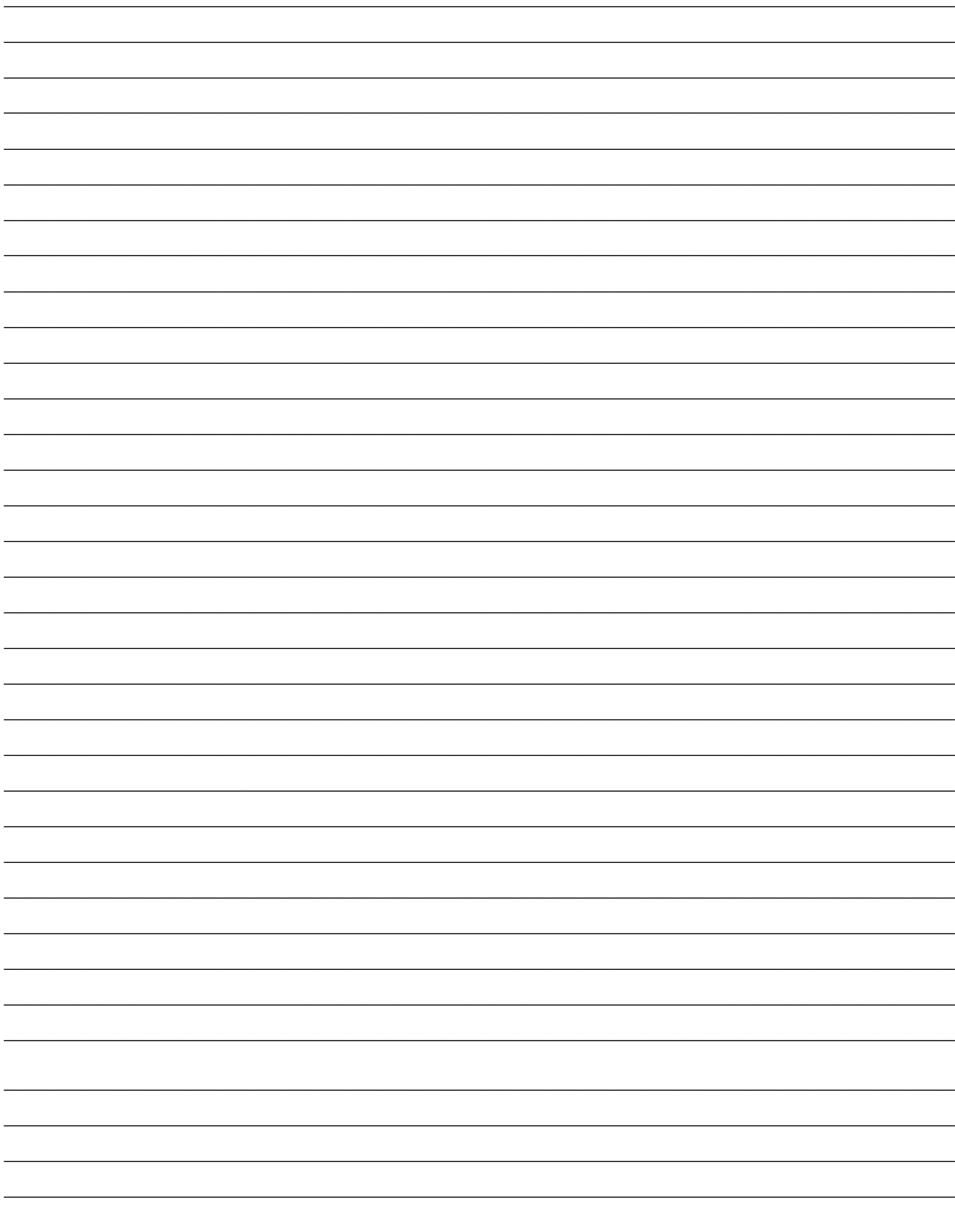


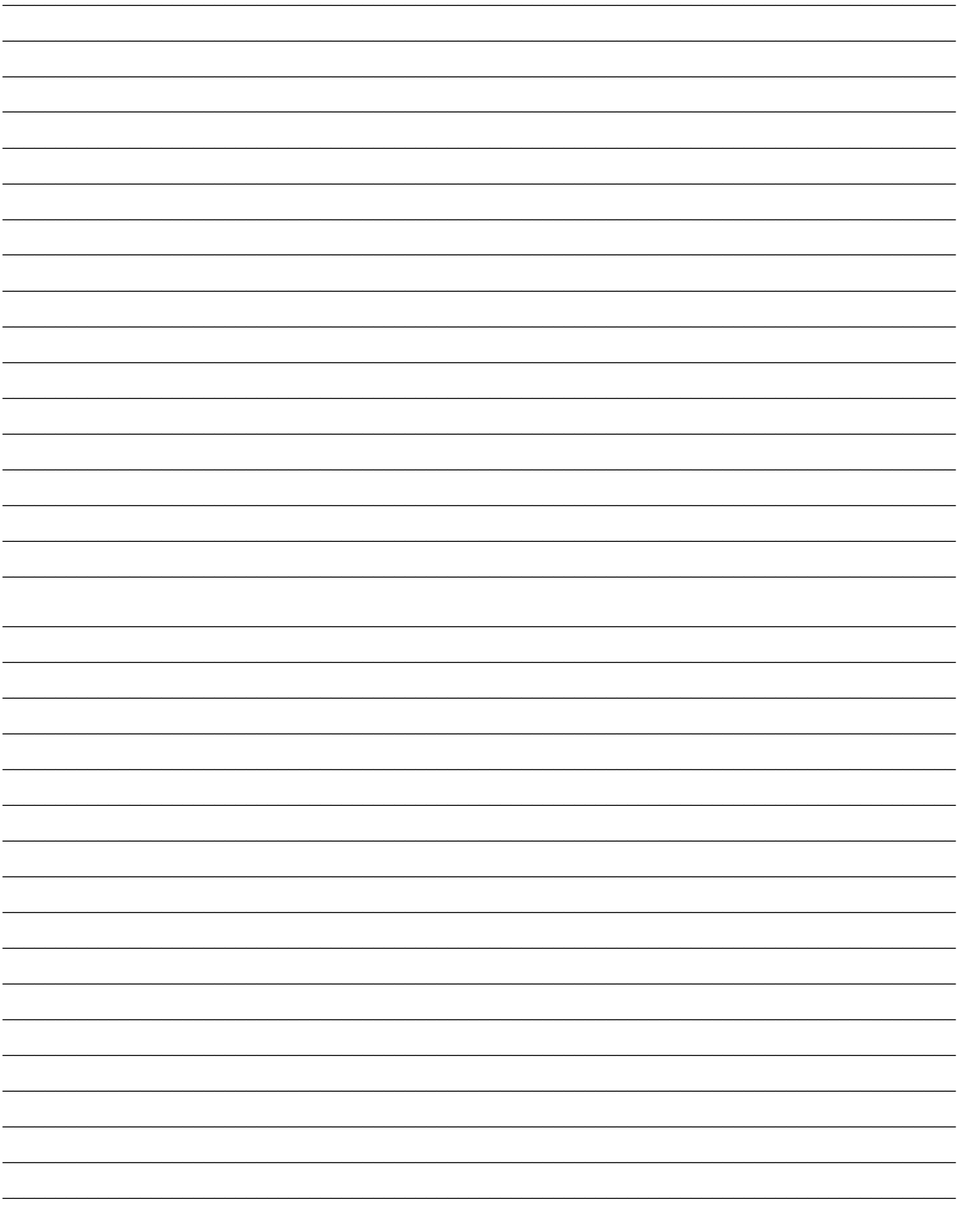


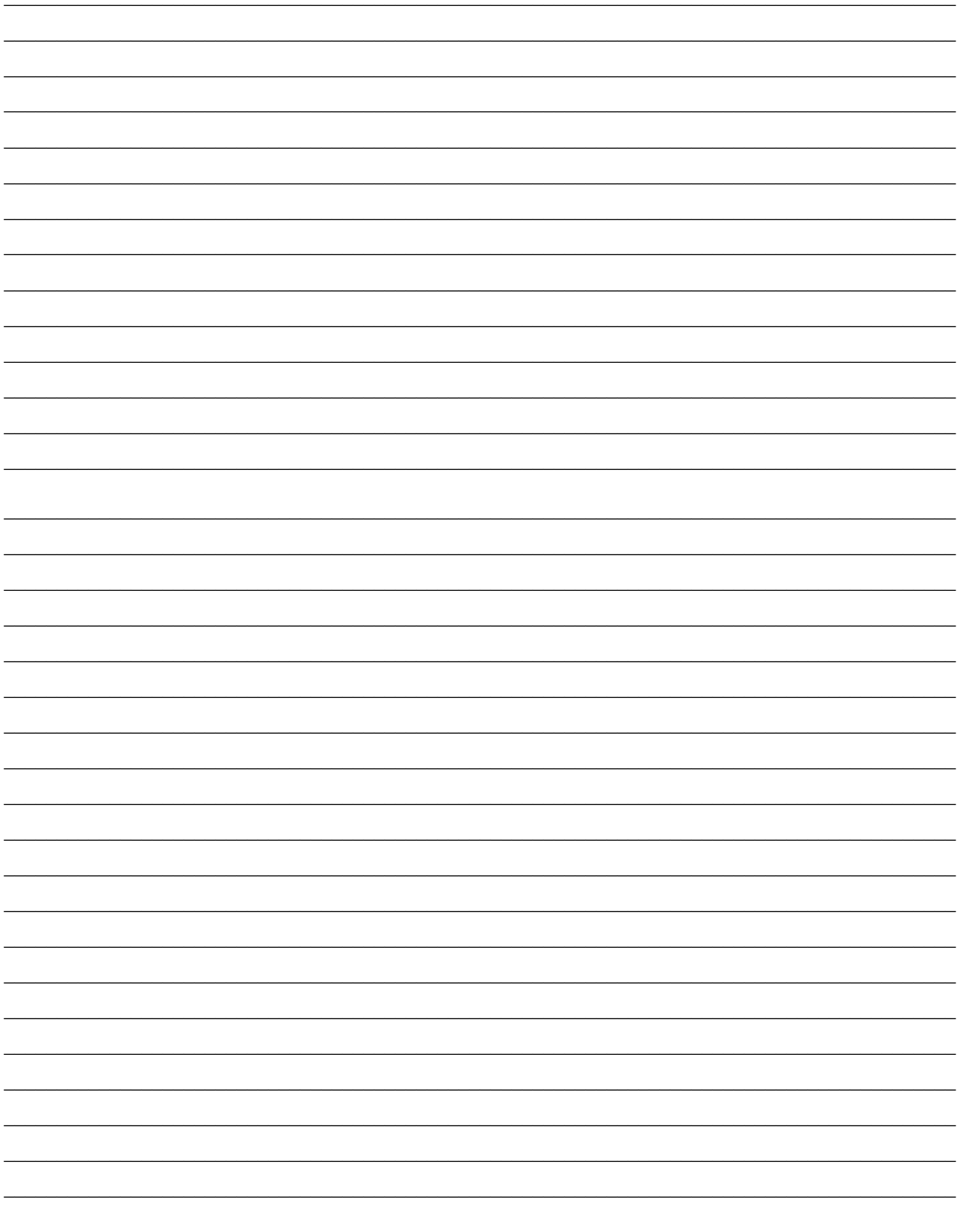


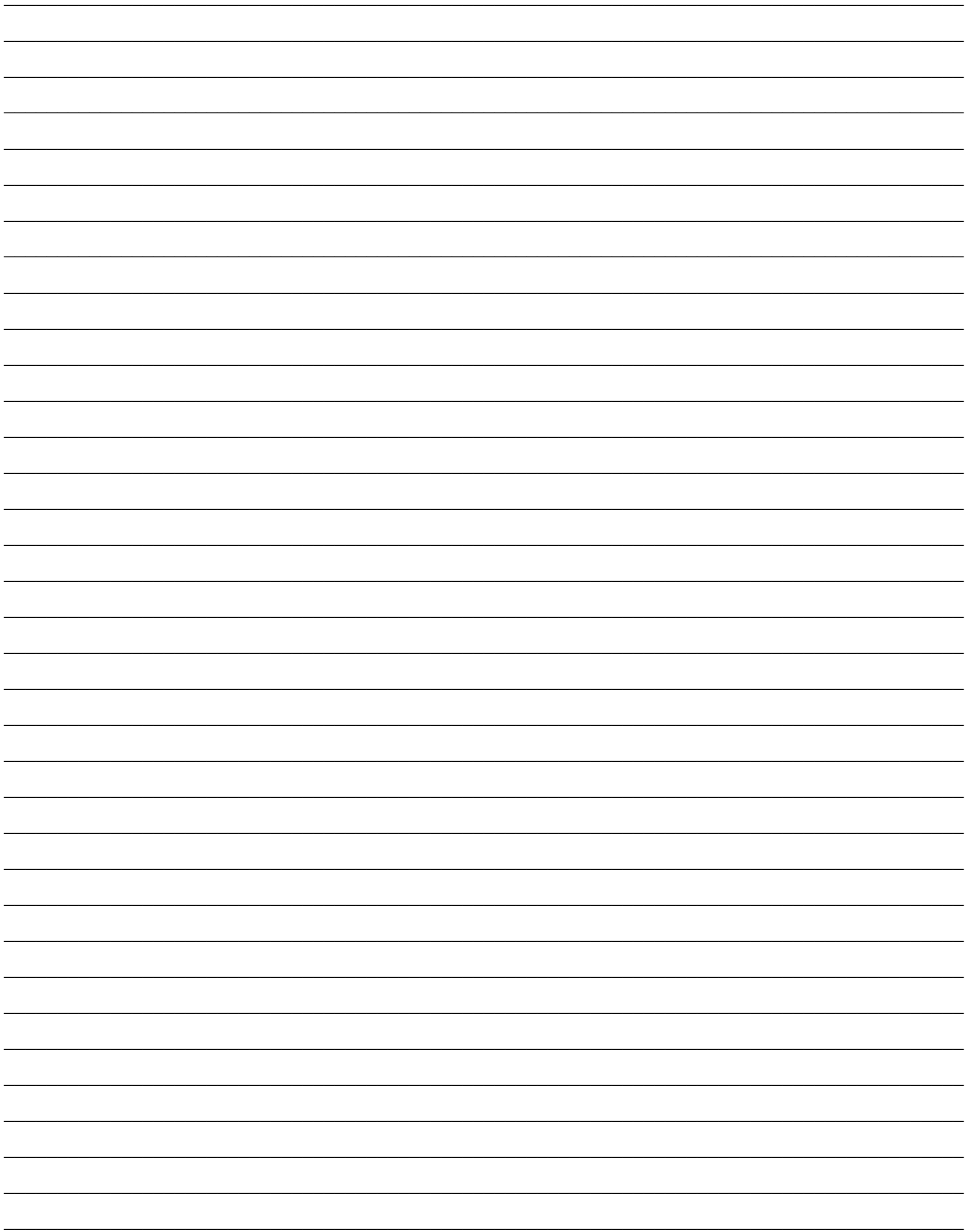






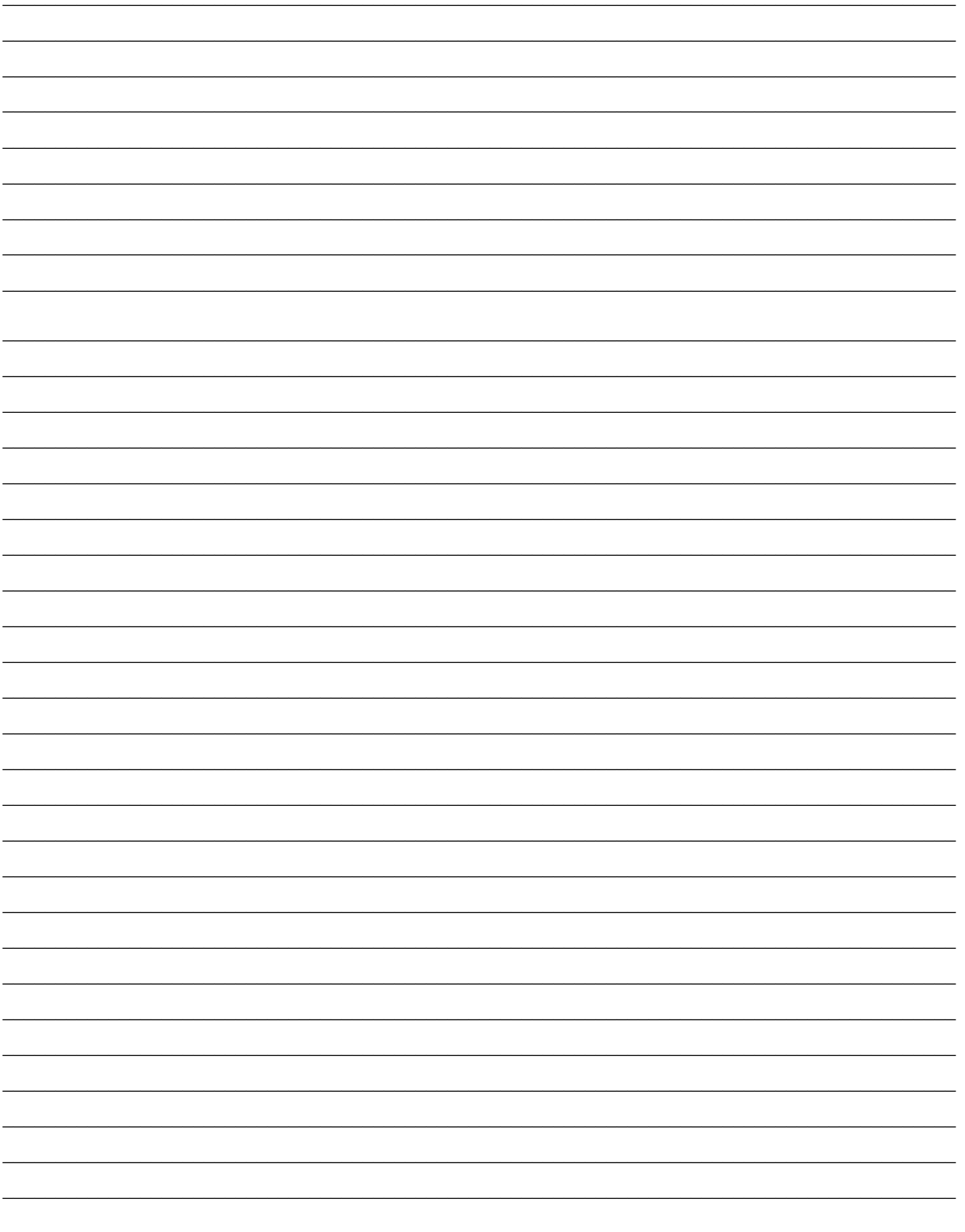


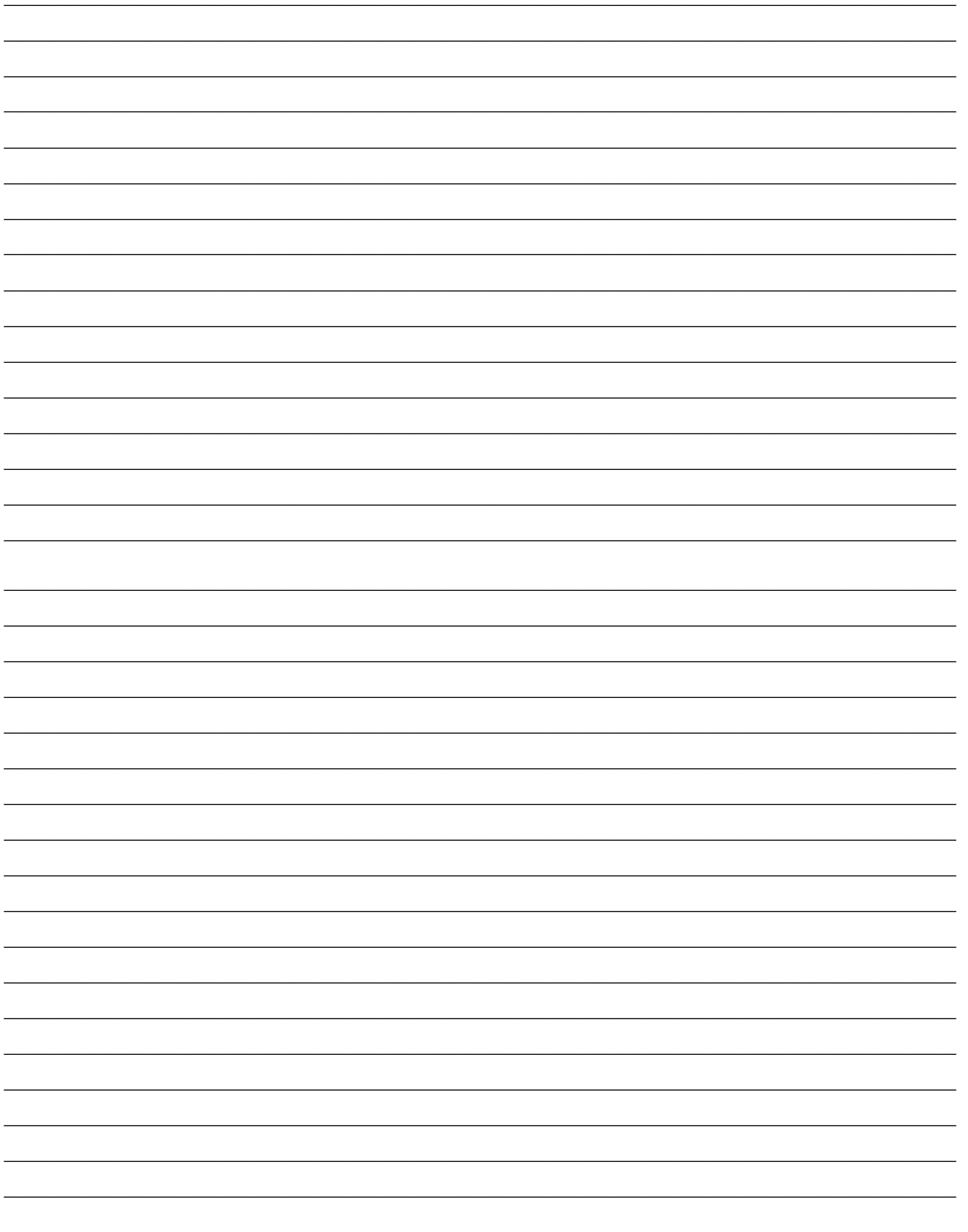


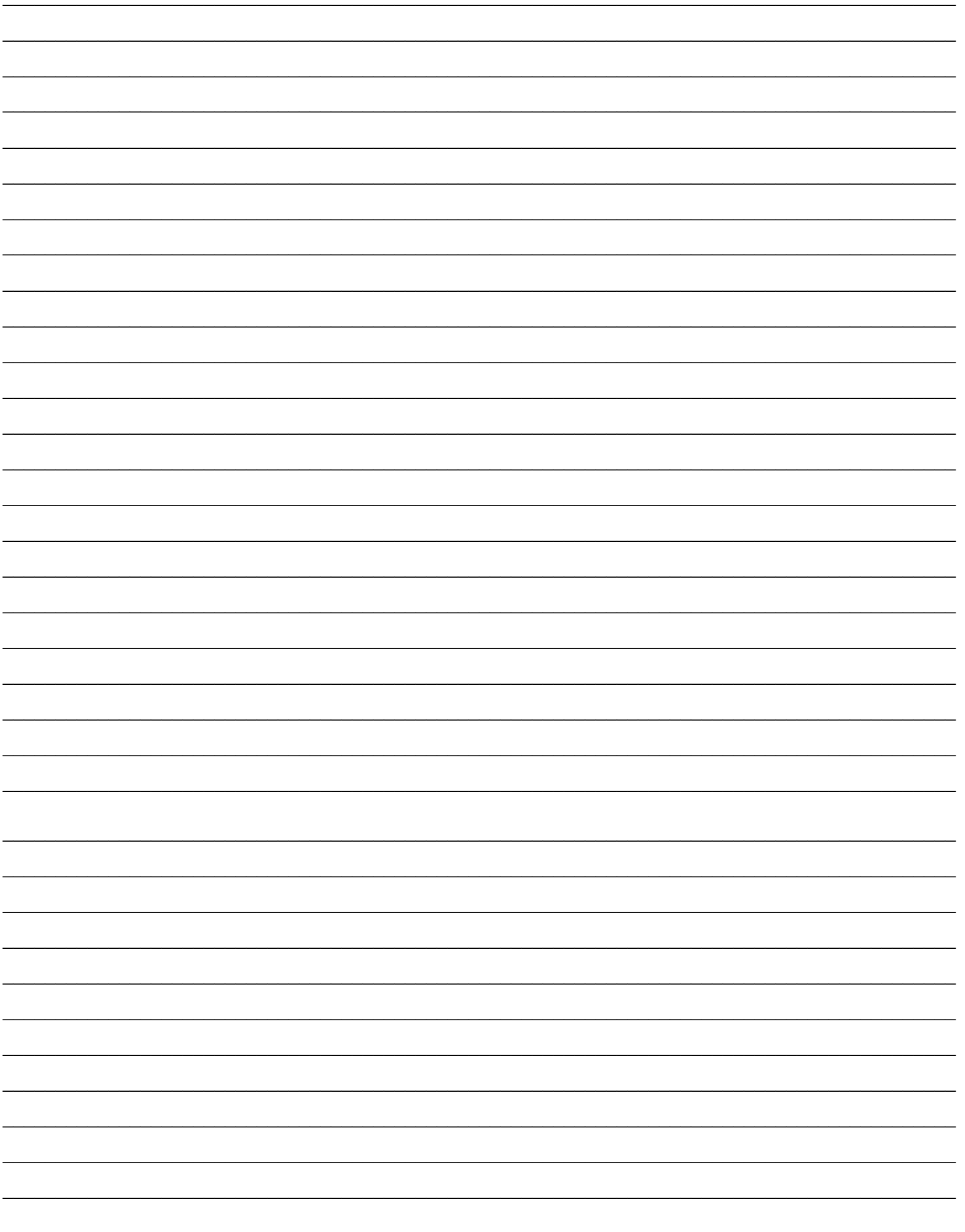


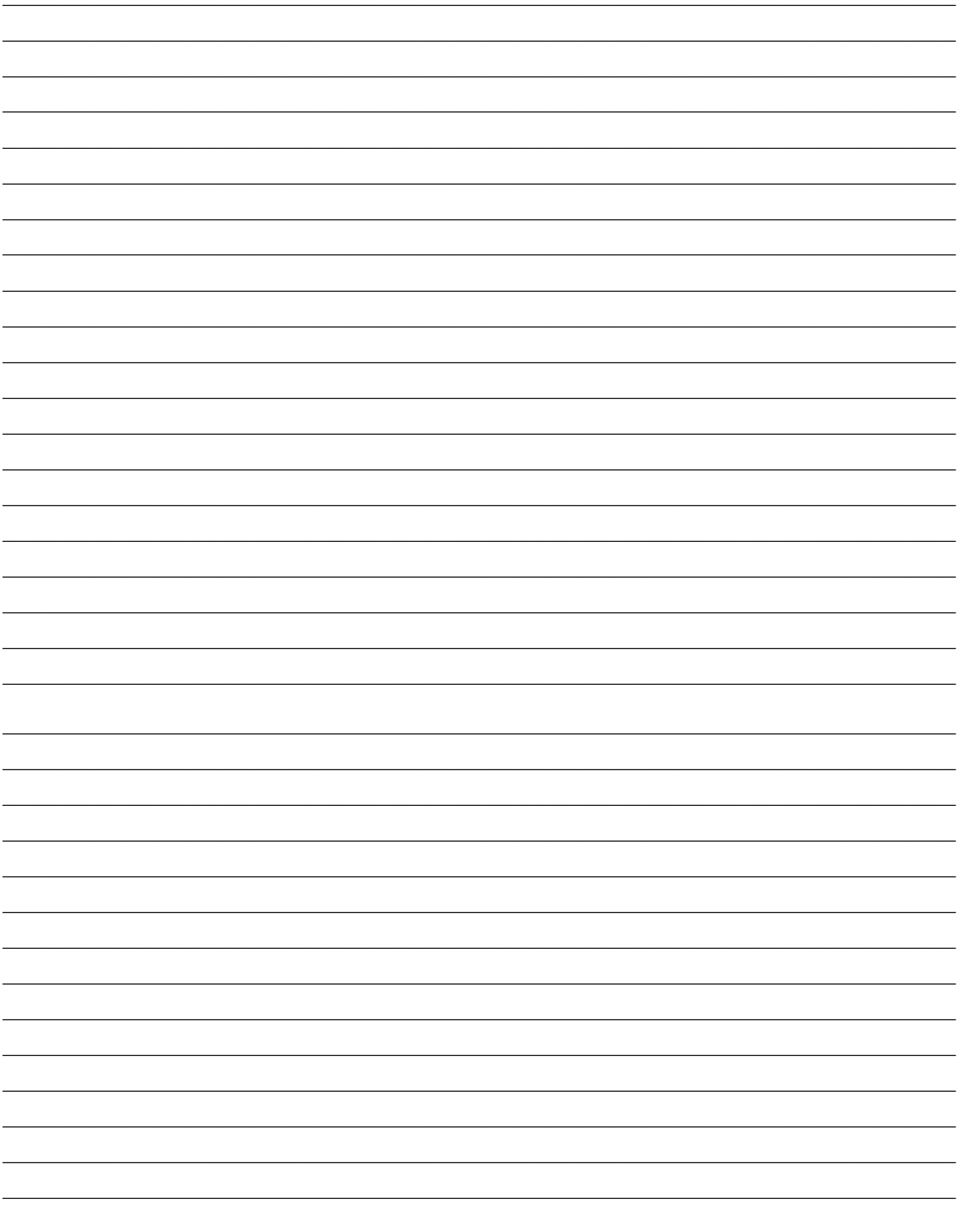


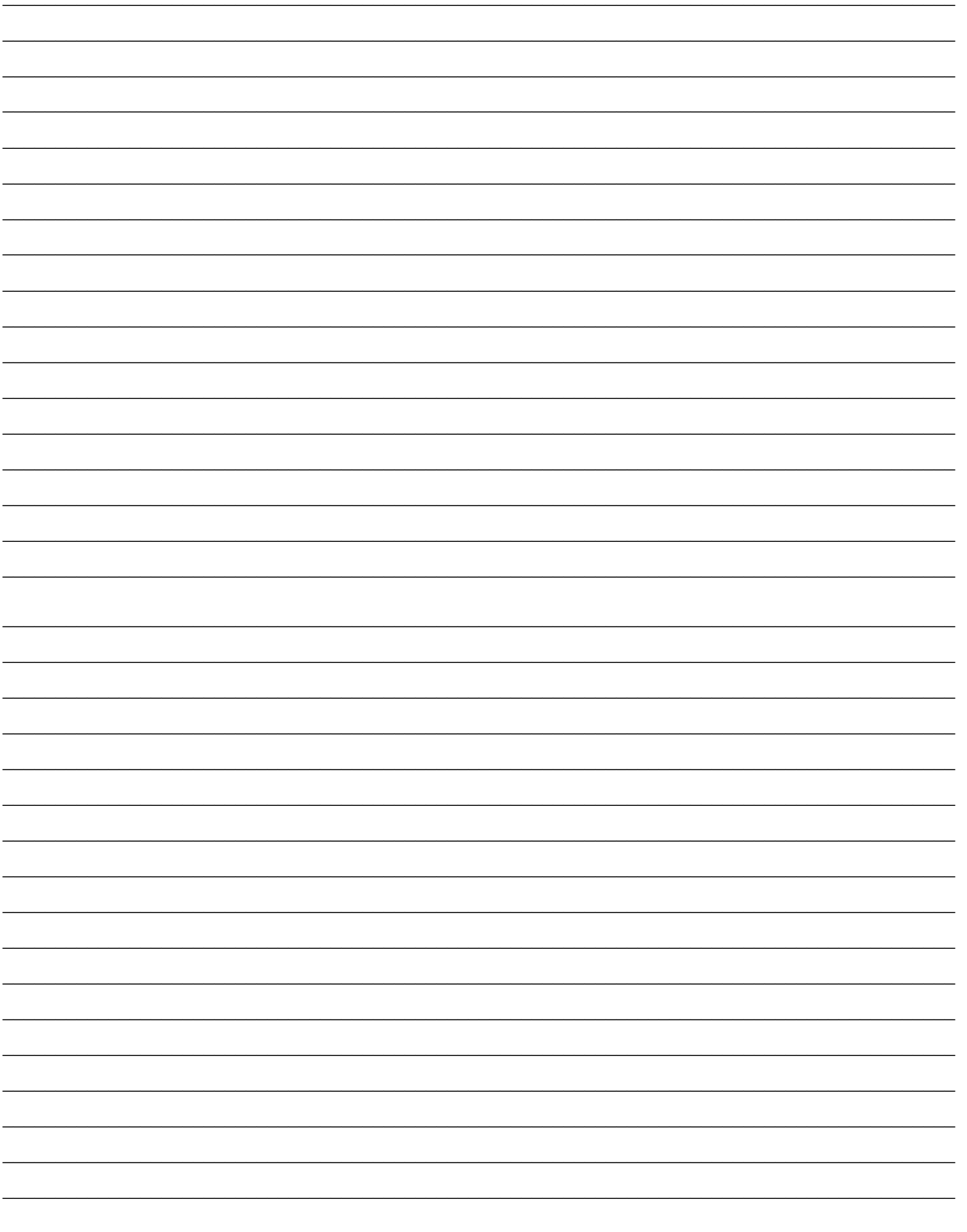


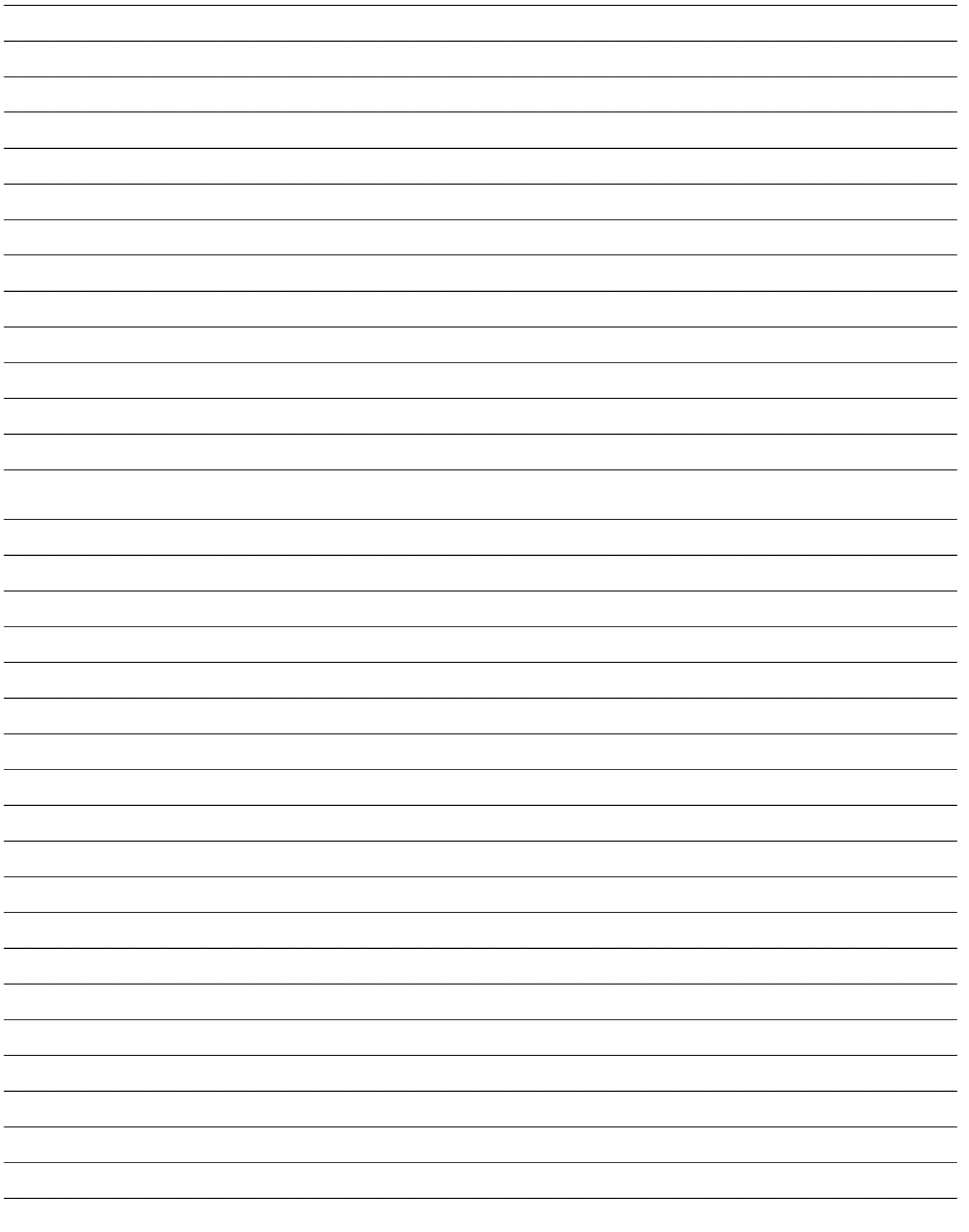


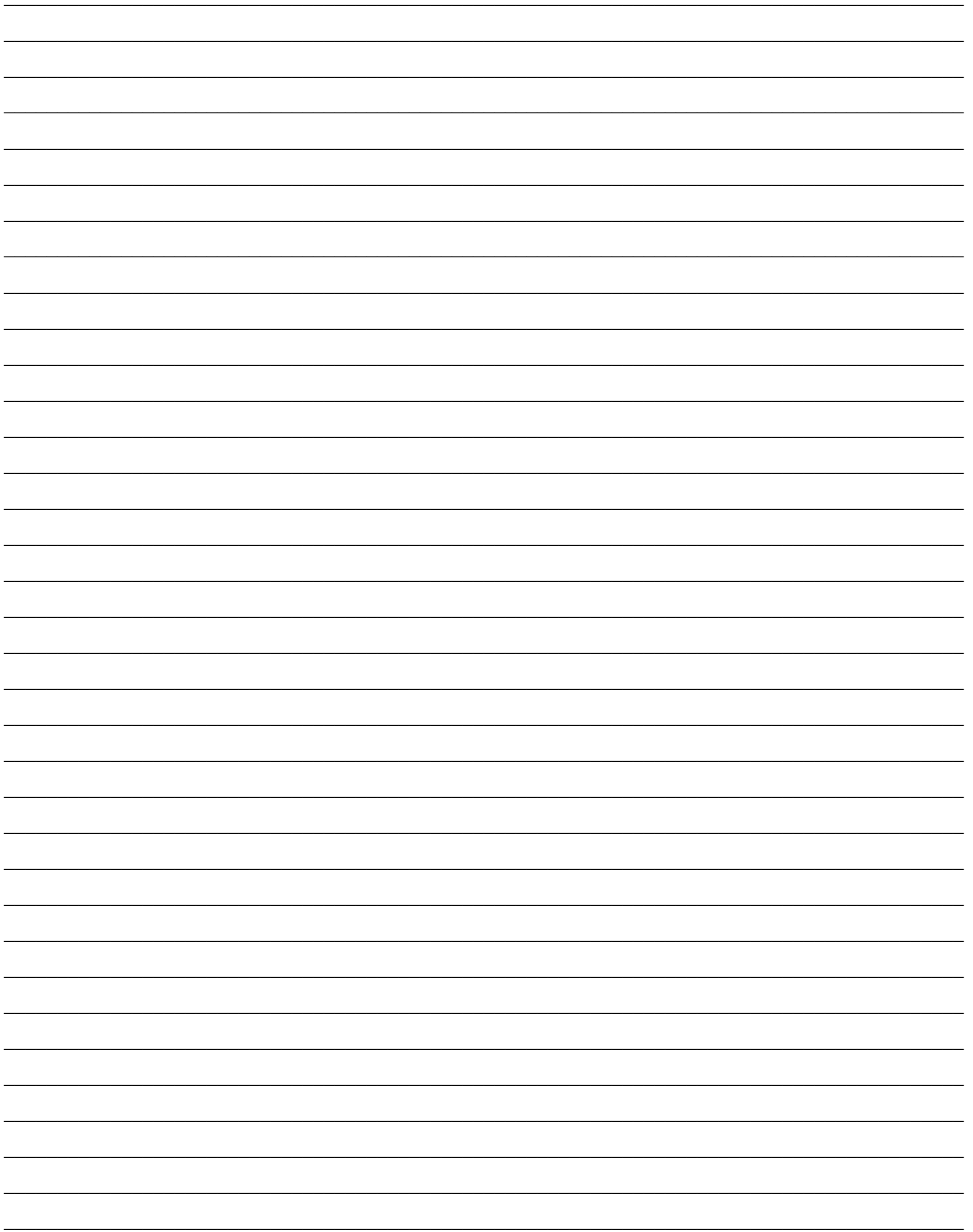












## Historical Thinking Skill Overview: CAUSATION

### AP US History

**NOTE:** CAUSATION is the Historical Thinking Skill you will be applying to the Long Essay portion of your summer assignment. Please see below for a definition and detailed description of CAUSATION.

#### Defined

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are direct, short-term, long-term, and those that are simply coincidence.

#### Students Should be Able to.....

- Compare causes and/or effects, including between short- and long-term effects.
- Analyze and evaluate the interaction of multiple causes and/or effects.
- Be able to identify causes and/or effects that are coincidence or direct, and critiquing existing interpretations of the causes/effects.

#### Causation Within 1 Historical Time Period in American History

For example, an effective analysis of the significance of the Civil War might consider both long-term and proximate causes as well as short- and long-term effects. So, discussing the long-term impact of growing economic difference between the North and South could be weighed against the relatively short-term Congressional gridlock leading up to the outbreak of the Civil War.

#### Causation Across Multiple Time Periods in American History

For example, identifying roots of the modern environmental movement in the Progressive Era, Teddy Roosevelt's Presidency, and the New Deal. Then afterwards explaining how these roots have affected contemporary environmental issues such as off-shore drilling, fracking, and global warming.

#### Example of a Causation Multiple Choice Prompt

Which of the following resulted from/caused the event described in the passage above?

#### Example of a Causation Long Essay Prompt

Analyze the cause and effect of the Great Migration of African Americans from 1890 through 1930 and its social and economic impact on the development of 20th Century America.





## The Long Essay Overview AP US History

The keys to tackling the Long Essay of the APUSH test are listed below. Always remember that this is not a creative writing assignment. Your job is to compare, contrast, connect, and present historical evidence, while providing your own analysis of the evidence in order to prove your argument (Thesis). The AP readers will be grading the essay using a 0-6 point grading scale. Any score of 4 or higher is considered a “passing” score.

### 1. Read the prompt from start to finish!

- a. Thesis statement should AP = Address the Prompt a.k.a Answer the Question
- b. Circle or underline the key words in the prompt. What is the question asking you to do?

### 2. Understand what time period(s) in American History the question is referring to.

- a. Dates help! They don't have to be exact, but they do have to be accurate!
- b. Example: If you were to say that the American Revolution occurred in the mid 1770's and early 1780's you would be correct!

### 3. Develop a THESIS.

- a. Thesis = A statement that directly addresses all parts of the question. The thesis must do more than restate the question. Correctly doing this will earn 1 point towards your overall Long Essay score.

### 4. Gather HISTORICAL EVIDENCE to support your thesis.

- a. Make sure you identify and describe in as much detail as you can, specific pieces of historical evidence (terms, events, era's, people, historical phenomenon) that support your thesis. The more detailed you are the better.
- b. You can earn 1-2 points for USE OF EVIDENCE in your essay
  - i. 1 Point = Supports the stated thesis (or makes a relevant argument) using specific evidence
  - ii. 2 Points = Supports the stated thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument

### 5. Identify which of the TARGETED HISTORICAL THINKING SKILLS the essay asking you to exhibit.

- a. The Long Essay you will be writing for your summer assignment focuses on the Historical Thinking Skill of Causation. The other Historical Thinking Skills we will be exploring this year in class are listed below.
  - i. Continuity and Change Over Time
  - ii. Comparison
  - iii. Causation
  - iv. Periodization
- b. You can earn 1-2 points for the how well you address the targeted historical thinking skill the essay is evaluating you on.

## Long Essay Prompt – APUSH Summer Assignment

**Directions:** After reading chapters 1-3, answer the prompt below in essay format. You may only use examples/evidence from the textbook readings. No outside sources please. Make sure you spend time outlining your essay, by developing a thesis that addresses the prompt and providing specific historical examples that help support your argument. Use the grading rubric below as a guide.

These are the grade equivalents for the scores below. To "pass" the AP test, you must write a Long Essay that scores a 4 or higher.		
<b>6</b>	100%	100 pts.
<b>5</b>	90%	90 pts.
<b>4</b>	85%	85 pts.
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<b>3</b>	78%	78 pts.
<b>2</b>	65%	65 pts.
<b>1</b>	50%	50 pts.
<b>0</b>	0%	0 pts.

### Prompt:

Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. A series of interactions and adaptations among complex societies across the Atlantic made conflict inevitable.

Support, refute, or modify this statement.



