Welcome to AP US History. I look forward to meeting you next year and embarking on an exciting and in-depth exploration of the history of our country. To prepare for this journey, we need you to begin reading the AP US History text. We have approximately 20 weeks during the school year to cover 41 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.

**APUSH Summer Assignment Part I**

1. Over the summer months, you will be required to read Chapters 4-7 of your AP US History textbook. These four chapters combined equal approximately 65 pages of college level reading. During the semester this will be similar to what is expected to be completed each week.

2. While you read each chapter you will be creating a glossary of 15 words per chapter that are new, unusual, difficult or important. Please use the Student Glossary format found below. Use the following link to help with your understanding. https://www.learnthat.org/pages/view/roots.html#m

3. After you complete each chapter reading, you will be required to create 3-4 pages of original Cornell notes on each chapter. Practicing this will serve you well, as you will use your notes throughout the year as part of your AP US History Toolkit. Listed below are the specific requirements for each of the required chapter notes:

   ✓ Four Chapters = 3-4 pages of notes per chapter. Make sure you don’t overdo it. Writing 7-8 pages of notes will not be a useful study tool.
   ✓ All of your notes must be handwritten, as neatly as possible. (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 (please see below) 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 not receive credit for your summer assignment, as it is not your work.
   ✓ 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.
**EXAMPLE CORNELL NOTES STRUCTURE:**

<table>
<thead>
<tr>
<th>Chapter#</th>
<th>Title:</th>
<th>Name:</th>
<th>Class: AP US History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Ideas / Questions</td>
<td>Notes/Details:</td>
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<tr>
<td>Chapter Thesis</td>
<td>Written at across the top few lines in your own words. Main idea of the chapter.</td>
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<td>THEMES – Written under each Section heading / Abbreviations</td>
<td>Bullet all factual information that supports main idea</td>
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<td>Lingering Questions</td>
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<tr>
<td>Summary / Reflection</td>
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*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 I am taking fit the thesis or main ideas of the chapter?
2. Is the fact, person, or event you are reading about noteworthy? How does it relate to the AP themes? *(see themes below)*
3. How can I summarize this in a way that makes sense to me?
<table>
<thead>
<tr>
<th>WORD</th>
<th>CHAPTER/PAGE NUMBER</th>
<th>MEANING (Latin/Greek root)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monopolized</td>
<td>4 page 69</td>
<td>(Greek) one, single or alone. Assume complete possession or control of</td>
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<tr>
<td>WORD</td>
<td>CHAPTER/PAGE NUMBER</td>
<td>MEANING (Latin/Greek root)</td>
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The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

**THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)**
This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

**THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)**
This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

**THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)**
This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

**THEME 4: MIGRATION AND SETTLEMENT (MIG)**
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.

**THEME 5: POLITICS AND POWER (PCE)**
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.

**THEME 6: AMERICA IN THE WORLD (WOR)**
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.

**THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)**
This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

**THEME 8: SOCIAL STRUCTURES (SOC)**
This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.
APUSH Summer Assignment Part II

Part II A: Document Analysis
Directions:
Throughout the course, we will be reading and analyzing many different primary source documents. Below you will find a list of a few of the documents that we will possibly be discussing. From the list below, select ten (10) of these documents to analyze. The documents can be located online. In doing so, you must do the following:

1. Identify the author. This includes not only their name, but also their position and significance.
2. Historical Context. What is going on in America and/or the World at the time?
3. Summary. What is this work about? What is the author saying? Why are they saying it?
4. Provide two quotes that you find of particular interest and discuss their meaning and why you selected them.
5. What are your thoughts on the work?

For each document, answer the questions above on a 3x5 index card. Make sure that your name and the name of the document is on each card. You may bullet point your answer or write in complete sentences/paragraphs.

Documents
William Jennings Bryan’s Against Imperialism (1900)  Richard Nixon’s Checkers Speech (1952)
Theodore Roosevelt’s Man with the Muckrake (1906)  Martin Luther King’s I Have a Dream (1963)
Franklin D. Roosevelt’s Inaugural Address (1933)  Tonkin Gulf Resolution (1964)
Lend-Lease Act (1941)  Richard Nixon’s The Great Silent Majority
Franklin D. Roosevelt’s The Arsenal of Democracy  Jimmy Carter’s Malaise (1979)
Douglas MacArthur’s Farewell Address (1951)  Barack Obama’s Inaugural Address (2008)

Part II B: PERMS Chart
Directions:
We will be using the following themes in our study of US History: Political, Economic, Religion, Military and Social (PERMS). Select three (3) of the following periods from below and create a PERMS chart covering various topics. In creating your chart, list and briefly explain each topic. For each chart, you must have at least 20 topics total; not per theme.

AP Eras
Period 1: 1491-1607
Period 2: 1607-1754
Period 3: 1754-1800
Period 4: 1800-1848
Period 5: 1844-1877
Period 6: 1865-1898
Period 7: 1890-1945
Period 8: 1945-1980
Period 9: 1980-Present
For a better understanding of social, political, economic, religious and military themes:

- **POLITICAL**: - relating to the structure or affairs of government or government leaders - bureaucracy / infrastructure - elections, political parties, ideology, laws, military affairs, taxes - the organization and administration of complex societies - political systems can be large and complex (USA) or small and simple (home)


- **ECONOMIC**: - relating to the production, development, and management of material wealth of a country, household, or business enterprise - the accumulation of property / possessions - the exchange of goods between individuals, countries, or governments - the choices societies make regarding production, planning, buying, and selling - money / currency, jobs, investment (stocks), minimum wage, trade, inflation, depression.

  Changes in the American economy. This could focus on times when the American economy as a whole/individual households were struggling or doing especially well. Key term examples: stagflation and gas lines in the 1970s, Reaganomics, changes in technology, changes in jobs.

- **RELIGION**: the variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

- **MILITARY**: where/how the United States has been involved in military conflicts with other countries/organizations. Key term examples: Cold War, Korean War, Cuban Missile Crisis, Bay of Pigs, Vietnam War, Iranian Hostage Crisis, Persian Gulf War (1991), 9/11, War on Terror.

- **SOCIAL**: - the relationships between people in societies - groupings usually depend on economics, religion, political institutions, or ethnicity / gender / nationality - groups are often formed voluntarily or by force - people often belong to multiple groups.

  This could focus on attitude changes of American society and relationships between groups of people. Key term examples: Civil Rights Movement, counterculture movement of the 1960s/hippies, immigrants, school integration.

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Religious</th>
<th>Military</th>
<th>Social</th>
</tr>
</thead>
</table>

**DUE DATE / GRADING**

**Parts 1 & II will be due the first day of school.** Refer to the guidelines below for submitting the assignment:

- May be submitted to directly to me in room 300a on the first day of school or to the high school office at any time on the first day of school or prior to the first day of school.

- Late submission of assignment is penalized at a rate of 10% per day; students who hand in a summer assignment after the 10th day of school may receive a 0%.

- Your summer assignment will be worth 10% of your 1st semester grade. **A test will be given during the first week class to assess your knowledge of the chapters.**

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