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. 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>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Class: AP US History</td>
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<table>
<thead>
<tr>
<th>Main Ideas / Questions</th>
<th>Notes/Details:</th>
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<tbody>
<tr>
<td>Chapter Thesis</td>
<td>Written at across the top few lines in your own words. Main idea of the chapter.</td>
</tr>
<tr>
<td></td>
<td>Skip a line</td>
</tr>
<tr>
<td>Section Heading (Red)</td>
<td>Write the main idea of the sub heading. Usually found at end of sub heading.</td>
</tr>
<tr>
<td>THEMES – Written under each Section heading / Abbreviations</td>
<td>Bullet all factual information that supports main idea</td>
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<tr>
<td></td>
<td>Repeat process for each Section Heading.</td>
</tr>
<tr>
<td>Lingerig Questions</td>
<td>Skip a line</td>
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<tr>
<td></td>
<td>Write down any questions that you still have regarding the content of the chapter. These will be addressed during class activities.</td>
</tr>
<tr>
<td>Summary / Reflection</td>
<td>Skip a line</td>
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<td></td>
<td>Write a short reflection for the chapter at the end of your notes. Should be brief. At least 5-7 sentences. Try to connect the notes you took to the chapter thesis.</td>
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</tbody>
</table>

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?
Themes in American History
The AP U.S. History course and exam are organized under 7 themes, which are topics of historical inquiry to explore throughout the AP U.S. History course. We will be focusing our discussions this year on these overarching themes, which will serve as unifying threads throughout the massive content of American History. Using these 7 themes will allow us examine US History chronologically while still highlighting the relationship between specific historical developments and larger, thematic understandings. All questions on the AP U.S. History Exam will measure student understanding of the themes listed below.

1. Identity = “ID”
This theme focuses on the formation of both American national identity and group identities in U.S. history. You must be able to explain how various identities, cultures, and values have been preserved or changed in different time periods of US History, with particular attention on gender, class, racial, and ethnicity.

2. Work, Exchange, and Technology = “WXT”
This theme focuses on the development of American economies based on agriculture, trade, and manufacturing. You must be able to examine ways that different economic and labor systems, advances in technology, and government policy have shaped American society.

3. Peopling = “PEO”
This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Within this theme, you will examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and native inhabitants transformed North America. You will also explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and conquered peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

4. Politics and Power = “POL”
This theme focuses on the debates over the role of the government in society and its potential as an active agent for change. Topics of focus include the role of individual Americans in the political process, attaining individual rights, the evolution of American citizenship, the changing relationships between the branches of the federal government, and the interactions between local, state, and the federal government.

5. America in the World = “WOR”
In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Within this theme we will also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

6. Environment and Geography (Physical and Human) = “ENV”
This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

7. Ideas, Beliefs, and Culture = “CUL”
This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Within this theme you will examine the development of aesthetic, moral, religious, scientific, and philosophical idea/principles and consider how these ideas/principles have affected individual and group actions.
Part I: 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)
- Theodore Roosevelt’s *Man with the Muckrake* (1906)
- Franklin D. Roosevelt's *Inaugural Address* (1933)
- Lend-Lease Act (1941)
- Franklin D. Roosevelt’s *The Arsenal of Democracy*
- George C. Marshall’s *Marshall Plan* (1947)
- United Nation’s Declaration of Human Rights (1948)
- William Faulker’s *Nobel Prize Acceptance Speech* (1950)
- Douglas MacArthur’s *Farewell Address* (1951)
- Richard Nixon’s *Checkers Speech* (1952)
- Martin Luther King’s *I Have a Dream* (1963)
- Tonkin Gulf Resolution (1964)
- Richard Nixon’s *The Great Silent Majority*
- Jimmy Carter’s *Malaise* (1979)
- Ronald Reagan’s *Brandenburg Gate Speech* (1987)
- Contract with America (1994)
- Barack Obama’s *Inaugural Address* (2008)

Part II: 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 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>
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**DUE DATE / GRADING**

**Part 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 on the second day of 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.