

ADVANCED PLACEMENT U.S. HISTORY 2016- 2017
SUMMER READING ASSIGNMENT

May 19, 2016

Dear Student,

My name is Mrs. Heather Butler and it is an honor and a privilege to be your Advanced Placement United States History (APUSH) Teacher. I look forward to meeting you next fall and embarking on an exciting and in depth exploration of the history of our country. The 2016- 2017 school year will be a very busy one as we prepare ourselves for the rigorous Advanced Placement examination given in May, 2017. APUSH is a college- level course that will require you to have extensive background knowledge in U.S. History. I want to thank you for embracing this challenging undertaking. This opportunity can provide you with college credit as well as becoming a knowledgeable and articulate scholar. On average, **APUSH students have 45 minutes to an hour of homework EACH night.**

Because this is a college- level course, that requires extensive background knowledge in all aspects of U.S. History, it is imperative that we get off the ground running at the beginning of the semester in August. To prepare for this journey, I need you to begin reading the introduction to the new AP US History exam and the AP US History text. We have approximately 36 weeks during the school year to cover 31 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.

Therefore, every APUSH student will be required to complete the following summer reading assignments by Monday, August 8, 2016.

I WILL NOT ACCEPT LATE ASSIGNMENTS

There is one book that I am requiring you to purchase. We will be using this book the entire year, so you're not spending money for one assignment. The summer reading assignment will partially come from this text. This is an investment and this book would be a valued addition to any library.

- *John J. Newman and John M. Schmalbach. United States History- Preparing for the Advanced Placement Examination, Third Edition, 2016 Edition (AMSCO School Publications, Inc.). Item Number 1533301 ISBN 978-168240455-3. Copyright 2016, Publisher: Perfection Learning Corp. Price: \$18.95. You can purchase this book at:
<http://www.amscopub.com/us-history-preparing-for-ap-exam>*

There is also an online program that I STRONGLY encourage you to purchase membership to. We will be using this tool throughout the school year for practice AND if you are taking an additional AP course, you can often get a "two for one" special. So, you're not spending money for one assignment or even just one class. This program has proven to be VERY helpful in preparation for the AP exam.

- *Learnerator- AP US History Price: \$25.00. You can purchase this Program at:
<https://www.learnerator.com/upgrade-now#ap-exams>*

This year we will also be working with an AP US History textbook. The textbook will be provided to you, starting on May 23, 2016. You will need to "check out" your text book from me in room 609. Or you can "check out" the text book after July 1, 2016, in the bookstore.

- *James A Henretta, Eric Hinderaker, Rebecca Edwards and Robert O. Self. America's History, 8th ed., Bedford/ St Martins, 2014.*

YOUR SUMMER READING ASSIGNMENT:

1. Over the summer months, you will be required to read the introduction pages, from your Preparation text and **Chapter 1** of your AP US History textbook. This information equals approximately 60 pages of college level reading and is designed to introduce you to the new APUSH exam and the material for this year's content.
2. After you complete both readings, you will be required to create 3-4 pages of original Cornell notes on each reading. Practicing this will serve you well, as we will be building and using your notes throughout the year in your AP US History Toolkit. Listed below are the specific requirements for each of the required chapter notes.
 - a. 3-4 pages of Cornell notes for chapter 1 (pages 2-36). 3-4 pages of Cornell notes for the introduction from your preparation text (pages xi-xxxvi). **Please check the grading rubric for notes in this handout!** Make sure you don't overdo it. Writing 7-8 pages of notes for each section will not be a useful study tool.
 - b. All of your notes **must be handwritten**, neatly. (Typed notes will not be accepted)
 - c. **Paper size must be 8.5" x 11"**. It is recommended that you use the AP History Cornell Notes Format that is attached. Paper smaller than 8.5" x 11" will not be accepted.
 - d. **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 receive a zero on this portion of your summer assignment.
 - e. 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.
3. **The Long Essay Question (LE)** - Once you have completed the reading and your chapter notes, you are to respond to the Summer Assignment Long Essay Question. The Long Essay is one of the major parts of the revised AP US History Exam, where you will be asked to demonstrate your historical knowledge of a historical time period with the inclusion and analysis of relevant historical facts. The key to success with the Long Essay is to do much more than simply prove your thesis, but you must include as many specific/relevant historical examples from your reading to support your argument.

Listed below are the basic requirements for your Long Essay. **Please make sure to also read the Long Essay Overview and rubric which is attached to this assignment.**

- a. **Your Long Essay must be typed and in MLA format.**
- b. Your LE must be in 12 point font. The font styles you may use are either Times New Roman or Arial.
- c. Your LE response should be 3-4 pages long. Page margins must be no bigger than 1" at the top and bottom of your paper, and 1" on either side. Page limit is 5 pages maximum!
- d. Your thesis statement in your introduction must be **bolded**.
- e. **Staple your LE** together. No binders or sleeves please!
- f. Do not use personal pronouns in your essay. No "I" "me" "my" etc...
- g. Do not use quotes from the book in the essay. You will not be using quotes in the LE on the AP Test, so this is not necessary.

DUE DATE / GRADING

By choosing to take AP, you are expected to complete this assignment. Your chapter notes and Long Essay response will be due the first day of class, Monday August 8, 2016 and may not be turned in late. On the back of these instructions is the grading rubric for your summer assignment. If any part of your project is found to be plagiarized or copied you will receive a zero for the summer assignment.

QUESTIONS / SUGGESTIONS:

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

If you have any questions regarding the summer assignment, please feel free to contact me via email at: SunnyslopeAPUSH@gmail.com

Mrs. Heather Butler

Cornell Chapter Notes Grading Rubric – Part A
Total Point Score – 100

Listed below are the requirements for receiving full credit on your weekly chapter notes. **Each set of notes is worth a total of 50 points.**

- 1. Notes must be handwritten!**
 - a. No exceptions. This must be legible. Notes that are sloppy will lose points.
- 2. Notes must be on Cornell Note paper provided by me, or on 8.5"x11" paper.**
 - a. Paper smaller than this size will be docked points.
- 3. Notes must be 3 full pages to receive full credit.**
 - a. Excessively large margins, or any move to “stretch” notes will result in loss of points.
- 4. Notes must be written in your own words.**
 - a. Copying directly from the book will be considered plagiarism, and you will receive a ZERO for the assignment and you will be subject to the rules/guidelines under the SVHS Behavior Expectations.
 - b. Copying notes from someone else enrolled in AP US History will result in a ZERO for both parties.
- 5. The structure of your notes must contain the following items.**

Chapter # / Title:	Name:
	Class: US / History
	Notes/Details:
Chapter Thesis	Written at across the top few lines in your own words. Main idea of the chapter.
	<i>Skip a line</i>
Section Heading	Write the main idea of the sub heading. Usually found at end of sub heading.
THEMES – Written under each	Bullet all factual information that supports main idea
Section heading / Abbreviations	<i>Skip a line</i>
Sub-section Heading	Write the main idea of sub-section heading.
	Bullet / List all factual data that support main idea. / Include Key Vocabulary
	Repeat process for each Section Heading.
	<i>Skip a line</i>
Lingering Questions	Write down any questions that you still have regarding the content of the chapter.
	These will be addressed during class.
	<i>Skip a line</i>
Reflection	Write a short reflection for the chapter at the end of your notes. Should be brief.
	At least 4 sentences. Try to connect the notes you took to the chapter thesis.

Common Ways to Lose Points on Chapter Notes:

Each Page Missing	-16 Points
Missing / Incomplete / Poor Thesis	-6 Points
Missing / Incomplete Reflection / Less than 4 complete sentences / Generalized or irrelevant comments	-6 Points
THEMES Missing / Incomplete / Not listed under subheadings	-6 Ponto
Missing Sub Headings / Headings	-6 Points
Lack of Detail	Varies

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 you are taking fit the thesis or main ideas of the chapter?
2. Is the fact, person, or event you are reading about noteworthy?
3. How can I summarize this in a way that makes sense to me?

2016-2017 AP US HISTORY LONG ESSAY QUESTION – SUMMER ASSIGNMENT

Part B

Total Point Score – 100

Directions: *You are to answer the following question. 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.*

Early encounters between American Indians and Europeans shaped the political, economic and religious systems among the different cultures. Analyze how the actions taken by American Indians, Africans and Europeans shaped the political, economic and religious systems in each culture.

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.

6	100%	100 pts.
5	90%	90 pts.
4	85%	85 pts.

3	78%	78 pts.
2	65%	65 pts.
1	50%	50 pts.
0	0%	0 pts.

A. Thesis: 0-1 Point

Skills Assessed: Argumentation + Targeted Skill

States a thesis that directly addresses all parts of the question. The thesis Must do more than restate the question.

1 Point

B. Support for Argument: 0-2 Points

Skills Assessed: Argumentation, Use of Evidence

Supports the stated thesis (or makes a relevant argument) using specific evidence. 1 point	OR	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. 2 points
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C. Application of Targeted Historical Thinking Skill: 0-2 Points

Skills Assessed: Targeted Skill

For questions assessing CONTINUITY AND CHANGE OVER TIME		
Describes historical continuity AND change over time 1 point	OR	Describes historical continuity AND change over time, and analyzes specific examples that illustrate historical continuity AND change over time. 2 points

For questions assessing COMPARISON		
Describes similarities AND differences among historical developments. 1 point	OR	Describes similarities AND differences among historical developments, providing specific examples AND Analyzes the reasons for their similarities AND/OR differences OR DEPENDING ON THE PROMPT, Evaluates the relative significance of the historical developments. 2 points

C. Application of Targeted Historical Thinking Skill: 0-2 Points

Skills Assessed: Targeted Skill

For questions assessing CAUSATION		
Describes causes AND/OR effects of a historical development. 1 point	OR	Describes causes AND/OR effects of a historical development and analyzes specific examples that illustrate causes AND/OR effect historical development. 2 points

For questions assessing PERIODIZATION		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/ or followed. 1 point	OR	Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/ or followed, providing specific examples to illustrate the analysis. 2 points

D. Synthesis: 0-1 Points

Skills Assessed: Synthesis

Response synthesizes the argument, evidence, and context into a coherent and persuasive essay by accomplishing one or more of the following a relevant to the question.				
Appropriately extends or modifies the stated thesis or argument. 1 Point	OR	Explicitly employs an additional appropriate category of analysis (e.g., political, economic, social, cultural, geographical, race, gender) beyond that called for in the prompt. 1 Point	OR	The argument appropriately connects the topic of the question to other historical periods, geographical areas, contexts or circumstances. 1 Point

Lecture Title:	Name:
	Class: AP US History
	Notes/Details:
Main Ideas / Questions	
Summary / Reflection	

