

AP United States History Summer Assignment

Congratulations on your enrollment in Advanced Placement United States History! We would like to welcome you to this rigorous and rewarding program.

The College Board guidelines steer our course outline, topics, pace, assessment models, and scoring rubrics. As such, we have an ambitious agenda ahead of us. Our commitment to this rich curriculum necessitates preparation and study over the summer.

Below you will find the summer assignment for this course. All work must be completed by the first day of class to be adequately prepared and to effectively participate in the program. A content-specific test on this material will be administered the first week of class.

Please note that there are many tests in APUS. In the words of Mr. Dasher, “they are not given to show me what you know. They are given to teach you what you do not know.” Since this is a college level course, high grades on early assessments indicate that your reading for information and construction of thoughtful persuasive essays are at the collegiate level. Low grades reflect either a lack of motivation or a need for skill-building in these areas. The main purpose of the summer assignment is to get an early clear evaluation of your academic motivation and skills level. Skill development can be something fostered during the course, motivation is not.

Clearly, you must commit yourself to a significant amount of independent reading and analytical writing to achieve success in this course, not only during the summer but throughout the year. Through this challenge you will gain tremendous insight into the American experience as well as into your own scholarly potential. We look forward to a thought provoking and productive experience with you.

Summer Reading Assignment:

1. Read Chapters 1-3 in *Inventing America* carefully and concisely and complete reading notes with NO MORE THAN 2-3 PAGES per chapter.
2. Below is a companion site for the textbook (NOT AN ONLINE TEXT!). This resource may be helpful to prepare for your assessments in the first week of school and for the rest of the school year. You do not need a special access code for this site—just click on individual chapters.
<http://www2.wwnorton.com/college/history/inventing2/index.htm>
3. You are to read **7 primary source documents** from *For the Record*, Volume 1. On page *xix* of *For the Record*, you will find a checklist on how to analyze these documents. For each of the required documents you must answer those checklist questions.

Required 3 Documents:

- Chapter 1: Aztec Accounts, p. 7
- Chapter 2: John Winthrop, p. 31,
- Chapter 3: Olaudah Equiano, p. 73.

Choose Four Additional Documents: Choose ONE additional document from each of the following chapters (1, 2, 3, and 4) to further your understanding of the text. In a 6-8

sentence response, justify why you chose the document and what that source indicates to you that the textbook does not.

Ludlowe students must submit **ALL** of your *For the Record* responses to www.turnitin.com by August 29, 2013 by 11:59 p.m.

Warde students must submit **BOTH** *Inventing America* notes and *For the Record* responses to www.turnitin.com by August 15, 2013 by 11:59 p.m.

Your teacher for next year will provide you with a specific login and password before the end of school when summer work is picked up.