

Mr. Parkinson  
Summer Assignment

## *AP US History II – 2017-18*

Welcome to AP U.S. History II! For many of you, this will be your first experience with an AP course. You have probably heard from teachers and your guidance counselor already, but let me stress the point again: AP classes require an **incredible work ethic, advanced organizational skills, the desire to question, and commitment**. These summer assignments are meant to prepare you for the first day of class (and beyond), as well as inform you of the expectations I have for you. Though this class will certainly be challenging, I also hope that it will be informative and fun!

### **Logistics and details**

- Please closely read through the [AP US II Course Syllabus](#). Knowing the expectations of the course will help guide you through the summer assignment as well as the year we are going to spend together.
- Organize all **AP US I or US I Honors** materials, including your concepts and class notes. These materials are *essential* for review exams in mid-April and for the AP test in May.
- I recommend that you purchase a single-subject notebook, probably 2in. and **heavy duty**.
- All summer work will be due on the **second day of class**.
- You may email me anytime over the summer at [jeffreyparkinson@hvrsd.org](mailto:jeffreyparkinson@hvrsd.org) with any questions or concerns you may have.

***See next page for summer assignments***

## ***Part I - Overview of AP United States History***

The following questions utilize the [AP United States History Course & Exam Description](#). This document will provide you with an overview of the historical thinking skills this course is intended to enhance as well as the themes of U.S. history that provide the framework for the course. The document also has a detailed course outline which explains the content from American history you will need to know for the AP Exam.

Answer the questions below.

1. Define historiography (Hint: you will need to look elsewhere for this).
2. Head to page 9 on the Curriculum Framework (the document linked above), and look at the **AP History Reasoning Skills**. Note that the College Board has updated the curriculum for the 2017-18 school year, and they have removed Periodization as a Reasoning Skill. In your own words, define each of the four Reasoning Skills (1-2 sentences per skill):
  - a. Contextualization
  - b. Comparison
  - c. Causation
  - d. Continuity and Change Over Time
3. Pages 10-18 list and explain the seven **Learning Objectives By Theme**. In your own words, define each of the seven objectives (one sentence per objective):
  - a. American and National Identity
  - b. Politics and Power
  - c. Work, Exchange, and Technology
  - d. Culture and Society
  - e. Migration and Settlement
  - f. Geography and the Environment
  - g. America and the World
4. Take a look at the **Historical Periods** (p.19) for the course. Next, read the **Note About Periodization** on p.20. Using the Curriculum Framework as well as your knowledge of history, briefly state why you believe the College Board chose the start and end date for each of the nine time periods (Hint: the rationale for a few of the choices can be found in the Note About Periodization; the rest you will have to find in the **Course Outline** (pp.22-98); also keep in mind that multiple answers may be correct):
  - Unit 1: 1491-1607
  - Unit 2: 1607-1754
  - Unit 3: 1754-1800
  - Unit 4: 1800-1848
  - Unit 5: 1844-1877
  - Unit 6: 1865-1898
  - Unit 7: 1890-1945
  - Unit 8: 1945-1980
  - Unit 9: 1980-Present

## ***Part II – The Progressive Era***

In order to get through the AP US curriculum by the end of March, the pace of our course is necessarily accelerated as compared to US II. To get a running start you will be responsible for the following summer reading:

- Read Chapters 28 and 29 in *American Pageant*, your textbook.
    - I will share a Google Drive folder with you all which has these chapters in pdf format. If you would like a physical textbook, please see me before summer begins.
  - Complete the chapter study guides for each of the two chapters, being careful to follow the instructions on that assignment.
  - We will start with a brief review of these chapters the first week of school, and will then have a comprehensive multiple choice test within the first full week of school. **Completing these study guides will be essential to success on this test.**
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## ***Part III – Analytical Reading***

- Print out, read, and annotate Eugene E. Leach, “Chapter One: 1900-1914,” from *A Companion to 20th Century America*.
  - Create a chart which compares and contrasts the major historical interpretations on the progressive era and the progressive movement over time.
    - The format of the chart is up to you. Careful thought and consideration should be given to the different categories of analysis presented by Leach in the article, as well as the different interpretations set forth by historians.
  - Historical Thinking Skill = **Comparison**
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