

AP US History 1 – 2017-2018

Ms. Olszyk

Welcome to AP U.S. History 1! 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 **work ethic, 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

- Your summer work will be due in hard copy form on the first day of school. Please type your assignment (Times New Roman, 12 font, single-spaced).
- Please read over the Washington, DC Field Trip opportunity for March of 2018. The deadline for the submission of field trip money and permissions is Monday, October 2nd 2017. This trip is limited to 40 students and reservations are processed as first come, first reserved. You can submit payment and permissions as early as the first day of school.
- Please closely read through the AP US1 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.
- You will be responsible for keeping all of your AP US1 materials, including your concepts and class notes, throughout the course of the year in preparation for AP US2. These materials are *essential* for review exams in mid-April and for the AP test in May of 2019.
- I recommend that you purchase a five-subject spiral notebook and **heavy duty**.
- You may email me anytime over the summer at jolszyk@hvrdsd.org with any questions or concerns you may have.

See next page for summer assignment

Required Reading:

Woodward, Colin. American Nations: A History of the Eleven Rival Regional Cultures of North America. New York, New York: Penguin Books, 2011. (Available as a hardcover, paperback, or on your Kindle)

Text Background:

Why do Americans have such a difficult time agreeing on basic issues like the meaning of freedom, the role of religion in public life, or what it means to be an American? The reason, argues historian and award-winning journalist Colin Woodard, is that North America is actually made up of eleven nations, each with its own unique historical roots dating back centuries. From the Deep South to the Far West, Yankeedom to El Norte, each region continues to uphold its distinguishing ideals today, with results that can be seen in the composition of the US Congress or on the county-by-county election maps of presidential elections. Engrossing and endlessly fascinating, American Nations takes readers on a journey through the history of our fractured country, offering a revolutionary and revelatory take on America's myriad identities, and how the conflicts between them have shaped our past and are molding our future.

Due Dates:

September 7th 2017

Hard Copy at the beginning of your class period

Point Value: 40 Total Points

Part 1: Reading Analysis Component (25 points)

As you read American Nations, create a *comparison chart* that illustrates the “nations” analyzed by Woodward in pages 23- 170. **Comparison** is one of the four major historical reasoning skills and it involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience. Proficient students should be able to:

- *Compare related historical developments and processes across place, time, and/or different societies or within one society.*
- *Explain and evaluate multiple and differing perspectives on a given historical phenomenon.*
- Read text pages 23- 170 and organize your comparison chart using the following time periods:
 - Time Period 1: 1607- 1769
 - Time Period 2: 1770- 1815
- Describe, compare, and evaluate, in various chronological and geographical contexts, historical developments across and/or between different nations during the time periods outlined above.

Part 2: Historical Reasoning Skill Questions (15 points)

As part of your preparation for AP US History, you should familiarize yourself with the remaining three historical reasoning skills outlined by the College Board. Research each of the historical reasoning skills listed below and then write a one paragraph response to each question.

1. **Contextualization:** After you have read text pages 23-111, evaluate ONE of the major global developments that led to the American Revolution.
2. **Causation:** After you have read text pages 115-141, identify ONE factor that increased tensions between Great Britain and its North American colonies in the period 1763- 1776, and briefly explain how this factor helped lead to the American Revolution.
3. **Continuity and Change Over Time:** After you have read text pages 23-170, analyze major changes and continuities in the social and economic experiences of Americans between 1607 and 1815.

Suggested Pacing Guide:

Date	Chapters	Action
<i>The Week of July 8th</i>	<i>Chapters 1-2</i>	<i>Note the global developments that led to New World colonization</i>
<i>The Week of July 15th</i>	<i>Chapters 3-5</i>	<i>Begin comparison chart</i>
<i>The Week of July 22nd</i>	<i>Chapter 6</i>	<i>Note the impact of the French & Indian War on the development of an American identity</i>
<i>The Week of July 29th</i>	<i>Chapter 7-9</i>	<i>Continue comparison chart; Answer contextualization question</i>
<i>The Week of August 5th</i>	<i>Chapters 10-11</i>	<i>Note the long-term and short-term causes of the Revolution for each nation; Answer causation question</i>
<i>The Week of August 12th</i>	<i>Chapter 12</i>	<i>Note the role each nation played in the American Revolution</i>
<i>The Week of August 19th</i>	<i>Chapters 13-14</i>	<i>Note the political, social, and economic changes between the date of colonization through the War of 1812</i>
<i>The Week of August 26th</i>		<i>Complete comparison chart; Answer continuity and change question</i>

2017- Washington, DC Trip Notice- 2018

*Hopewell Valley Central High School's Social Studies Department is offering to those interested students an exceptional educational opportunity to visit Washington, DC as part of its United States History AP & Honors program. This trip has taken place since 1993 and has been very popular and successful. Students enrolled in either AP United States History I or Honors United States History I may attend. Students must complete the **two** requirements listed at the bottom of the page.*

Dates:

March 14, 15, & 16 (Wednesday, Thursday, Friday) 2018

Activities:

Tour the White House
Visit Capitol Hill
Visit US Capitol Visitor Center
Visit US Supreme Court
Tour Arlington National Cemetery
Tour the Capitol Mall Museums
Tour National Archives
Tour Ford's Theater
Visit the Vietnam Memorial, WWII Memorial, and the Korean War Memorial
Visit MLK Memorial
Visit FDR Memorial
Visit Lincoln Memorial
Tour Mount Vernon
Night tour of Washington, DC

Lodging:

Students will be staying at the Washington Marriott at Metro Center in Washington, DC

Cost:

The cost will be **\$450.00**. This includes bus transportation, lodging, and tickets to all venues. Students will also need to pay for two breakfasts, two dinners, and three lunches. This is a "break-even" trip and I try to keep the costs as low as possible. The trip is \$50.00 higher than in previous years because of the cost of bus transportation. We are receiving the student-group rate for the hotel and other venues or else the costs would be prohibitively higher.

Requirements:

\$450.00 check (non-refundable) payable to HVCHS and Permission and Rules Packet and Emergency Medical Form to Ms. Olszyk/ Mrs. Ross are due by 10/2/17. After reservations are secured for 40 students, others will be put on a waiting list. This trip is limited to 40 students. The trip reservations will be based on a first come, first reserved basis. Any

questions, please contact Ms. Olszyk, DC Trip Director, at 737-4000 x1337 or jolszyk@hvrdsd.org

**- WASHINGTON, DC TRIP-
MARCH 14th, 15th, and 16th 2018**

PERMISSION AND RULES PACKET

COMPLETE AND RETURN TO MS. OLSZYK ALONG WITH \$450.00 CHECK PAYABLE TO HVCHS BY 10/2/17

The following information is necessary to gain White House security clearance. Please fill out the entire form below:

Last Name	
First Name	
Middle Initial	
Date of Birth	
Are you a US Citizen? (US citizenship is not required, this is for security clearance purposes only)	Yes or No
Country of Origin	
Gender	
City of Residence	
State of Residence	

IMPORTANT: The tragic events of September 11th have made planning a trip to Washington, DC an uncertain endeavor. It is currently safe to take students, but since we can't foresee what new developments may occur we must reserve the right to cancel the trip if it is determined that the trip is not safe for students. If this becomes necessary we may not be able to refund the entire trip payment. Any questions, please contact Ms. Olszyk, DC Trip Director, at 737-4000 x1337 or at jolszyk@hvrdsd.org

Parents/ Guardian Signature: _____

Emergency Medical Information
Read and Complete Carefully

In the event of any emergency and so that we may accurately handle all health care needs , we are asking that you complete this medical information/treatment form. Please be advised that should an emergency arise, you will be notified immediately.

Student's full name _____

Date of Birth _____

Address _____

Phone (H) _____ (C) _____

Parent/Guardian #1 _____

Phone (H) _____ (C) _____

Parent/Guardian #2 _____

Phone (H) _____ (C) _____

If the above cannot be reached, please notify:

Phone (H) _____ (C) _____

Primary insurance carrier for the student:

Company name: _____

Policy No.: _____

Policy holder's name _____

I hereby give permission to the person in charge to allow hospital personnel and/or a licensed nurse or physician to perform emergency treatment if necessary.

Parent/Guardian signature: _____ Date _____

I hereby give permission to the person in charge to transport my child to or from a doctor and/or hospital for emergency treatment.

Parent/Guardian signature: _____ Date _____

Please complete both sides.

General Information

1. Are there any physical activities in which your child should NOT participate?
Yes ___ No ___ If yes, please give details (this information is confidential).

2. Are there any conditions which may warrant special consideration, such as diet needs or restrictions, emotional problems, sleepwalking, etc.?
Yes ___ No ___ If yes, please give details (this information is confidential).

Medical Information

Child's allergies, if any (medications, insects, foods, etc.)

Describe reaction _____

May your child be administered Tylenol or Advil if necessary? Yes _____ No _____

Is your child currently taking medication? Please check below.

- 1. Prescription medication
- 2. Non-prescription medication
- 3. No medication

IF YOU CHECKED 1 OR 2 ABOVE, PLEASE COMPLETE BELOW:

Name of medication(s) and dosage _____

Reason for taking medication(s) _____

Time(s) medication(s) is to be administered _____

IMPORTANT: Both prescription and non-prescription medications sent for the child must be labeled with the child's full name and instructions for administration of the medication. All medications, both prescription and non-prescription, must be in the original container. Prescription drugs must have a legible pharmacy label. A note from the parent granting permission to administer medication to the child must accompany all medication. All medication and notes must be given to the nurse in charge upon the morning of departure.

Ms. Olszyk
609.737.4000 x1337
Room 313
jolszyk@hvrdsd.org

ADVANCED PLACEMENT UNITED STATES HISTORY 1 COURSE SYLLABUS

Course Description

AP U.S. History 1 covers the spectrum of American history from pre-Columbian days to 1909. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions, seminar presentations, and collaborative research activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination.

Key Themes

The course is structured both chronologically and thematically. The seven themes are:

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange, and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America in the World (WOR)

Skills Developed

In each unit, students will get practice developing the following content-driven skills: Analyzing Historical Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. In addition, class activities and assignments will address the following academic skills: Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussions and activities, and improving skills of map reading and interpretation.

Writing Focus

Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used as writing assignments. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question; the strength of thesis statement; level and effectiveness of analysis; amount and quality of

supporting evidence; and organizational quality. In addition to these standards, Document-based questions (DBQs) are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

Historical Interpretations

Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to this aspect of historical study, several units, beginning with the summer reading assignment, American Nations by Colin Woodard, include “Historical Interpretations” activities. Textbook materials are supplemented by several scholarly readings. These authors help students recognize how historical interpretations change over time and examine how emerging trends can influence the process of historical inquiry.

Primary Source Analysis Activities

To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the author’s point of view, author’s purpose, audience, and historical context. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

Course Texts

Textbook:

Kennedy, David M. and Lizabeth Cohen. *The American Pageant, AP Edition*. 16th ed. Cengage, 2016.

Sampling of Supplemental Texts

- Foner, Eric. Reconstruction: America’s Unfinished Revolution, 1863-1877. New York: Harper Perennial Modern Classics, 2014.
- Heffner, Richard D. and Alexander Heffner A Documentary History of the United States, Expanded and Updated. 9th ed. New York: Signet, 2013.
- Horsman, Reginald. Race and Manifest Destiny. Cambridge, MA: Harvard University Press, 1986.
- McPherson, James. Battle Cry of Freedom: The Civil War Era. New York: Oxford University Press, 2003.
- Morgan, Edmund. The Birth of the Republic, 1763-89. 4th ed. Chicago: University of Chicago Press, 2013.
- Rostow, W. W. The Stages of Economic Growth: A Non-Communist Manifesto. New York: Cambridge University Press, 1991.
- Tulloch, Hugh. The Debate on the American Civil War Era. Manchester, UK: Manchester University Press, 1999.
- Wood, Gordon. The Radicalism of the American Revolution. New York: Vintage, 1993

Units of Study

Unit 1: Founding the New Nation, New World Beginnings to 1783

Unit 2: Building the New Nation, 1776- 1860

Unit 3: Testing the New Nation, 1820- 1877

Unit 4: Forging an Industrial Society, 1865- 1909

Course Materials:

Students will need the following items for class:

- A separate 1 inch three-ringed binder, including binder version of the three-hole punch for many articles, documents, and readings
- Binder folders for handouts and graded work
- A 5 subject spiral notebook for notes and homework
- Pen/ pencil

Grading Policy: *Subject to Change*

All assignments will be recorded in weighted categories. The following are the categories and weights for each marking period:

Quarterly Exam: 15%

- Comprehensive Unit Exam

Critical Writing Assessments: 30%

- Document- Based Questions
- Historiographical Essays
- Short-Answer Questions

Critical Discussions: 25%

- Conference- style Discussions
- Student- facilitated

Critical Reading: 30%

- Close Reading Annotations
- Chapter Concepts

Late Work/ Absences:

- **Regular Homework:**
 - Personal/ family illness (note needed for family illness) is excused. Regular homework is due upon your return to school and make-up work is due the next day.
 - ***All work that is submitted late (unexcused) will be subject to a 10% per day deduction.***
 - NOTE: Field trips are not an acceptable excuse. Please submit regular homework to your teacher prior to your departure from school.

- **Tests**
 - You are required to take an announced test within 5 school days upon your return, failure to do so will result in a ZERO.
 - It is YOUR RESPONSIBILITY to make arrangements with your teacher to make up the missed test.

- **Major Assessments:**
 - Major assessments (essays, projects) are due upon the day you return to class. ***Major assessments that are handed in late will result in a 10% per day deduction from the total grade of the assessment.*** Each student will have an opportunity to revise formal essays with five (5) school days of receiving a graded original copy. Revisions may earn up to half the distance to a perfect score.
 - NOTE: Field trips are not an acceptable excuse. Please submit major assessments to your teacher prior to your departure from school.

- **Graded Discussions:**
 - If, for any reason, you are absent on the day of a graded discussion you will be required to submit a 3 block essay response to what you would have discussed in class. Failure to submit work will result in a ZERO for the graded discussion.

- **Responsibility for Missed Work:**
 - It is your responsibility to inquire about assignments while you were absent from class; this includes regular homework, tests, quizzes, and projects. Accessing teacher web pages from the high school home page is recommended.
 - You are responsible for speaking with your teacher about make-up work either during class or via email. You are encouraged to make these arrangements for yourself.

Attendance:

- Classroom attendance and class discussion will greatly enhance your understanding of the material presented in this class.
- Please arrive to class BEFORE the bell and NOT AFTER the bell. Three tardies will result in a teacher detention. A fourth tardy will be referred to the administration.

Assignments:

- Objective tests
- Short-Answer Questions
- Historiographical Essays
- Document- Based Questions
- Conference-style Discussions
- Analytical Readings/ Annotated Readings
- Individual/ Small Group Presentations

Anticipated Workload:

- As per the district homework policy, students enrolled in an AP course can expect between 35-50 minutes of homework per night.
- It is strongly recommended that honors students manage their time wisely.
- If a student is spending MORE THAN 35-50 minutes per night at APUSH1 homework, it is strongly recommended that the student conference with his/ her teacher.

It is understood that remaining in this course (not dropping or withdrawing from this course) constitutes an agreement to abide by the terms outlined in this syllabus and an acceptance of the requirements outlined in this document.

Student Signature

Date

Parent/ Guardian Signature

Date