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| **AP US History 2024-2025 Course Overview & Summer Assignment** | |
| **Welcome to AP US History!**  In this course, you will explore the rich and complex history of the United States, from the pre-colonial era to the present day. You will learn about the key events, individuals, and ideas that have shaped the nation and influenced its development over time.  Through this course, you will gain a deeper understanding of the social, political, and cultural forces that have driven American history. You will examine the experiences of diverse groups of people, including Native Americans, African Americans, women, and immigrants, and explore how their struggles and achievements have impacted the nation as a whole. As you study the history of the United States, you will also learn how historical events and trends have shaped the world beyond its borders. You will examine the impact of American foreign policy on global affairs, and how the United States has been shaped by global events and movements.  By the end of this course, you will have a strong foundation in the key themes, concepts, and analytical skills of the discipline of history. You will build on what you learned in AP World History and increase your ability to think critically, analyze historical evidence, and communicate your ideas effectively. This course is an excellent opportunity to deepen your understanding of the United States and its place in the world. It will challenge your assumptions, broaden your perspective, and deepen your appreciation for the complex and interconnected history of human societies. | |
| **APUSH Summer Assignment Overview:**  **Must Do**:   1. Summer Reading Assignment read *Lies my Teacher Told Me* (Young Reader’s edition) and creating a reading journal (see specific directions that follow) 2. Complete the homework for Unit 1: Lesson 1 by reading chapters 1.1-1.4 in the AMSCO Book and completing the guided notes. Access the reading digitally from ManageBac or purchase a copy of the book (see below).   **Should Do:**   1. Get ahead by completing the homework for Unit 1: Lesson 2 by reading chapters 1.5-1.7 in the AMSCO book and completing the guided notes. This lesson will not be due immediately when we return from Summer Break, but if you would like to get ahead, you can complete it before school starts and have less homework for Unit 1. | |
| **Course Textbook:** *AMSCO Advanced Placement US History, 4th Edition*  While we have a digital copy available for students, I recommend (but do not require) purchasing your own copy to highlight and annotate.  The books are $21.95 + shipping if purchased from the publisher, and around the same price ($25 at last check) if purchased new on Amazon. If you’re looking for a cheaper option, check out the used listings on Amazon or other online resale vendors like Thriftbooks. (Note: If buying used, **make sure to get the 4th edition**, the older or “classic” version was written for the old course before the release of the current College Board Course and Exam Description and therefore has a different chapter organization/page numbers). You can scan the QR codes or follow the links below to purchase. | |
| [**From Perfection Learning**](https://www.perfectionlearning.com/high-school/high-school-social-stud/advanced-placement-social-studies/advanced-placement-united-states-history-4th-edition-t1688-g.html)  **A qr code with dots  Description automatically generated with low confidence** | [**From Amazon**](https://www.amazon.com/Advanced-Placement-United-States-History/dp/1690305509/ref=sr_1_1?crid=2QBD1KARBH4P9&keywords=amsco+ap+US&qid=1683815105&sprefix=amsco+ap+us%2Caps%2C244&sr=8-1)  **A qr code with dots  Description automatically generated with low confidence** |
| **Must Do: Required Summer Reading:** *Lies my Teacher Told Me: Everything American History Gets Wrong, Young Readers Edition* by James W. Loewen.    As you embark on your summer reading assignment for AP US History, prepare to delve into the captivating world of historiography—a discipline that not only chronicles the past but also scrutinizes the lenses through which history is perceived and interpreted. This young reader's edition, adapted for high school students, serves as a gateway into the realm of revisionist history—a branch of historiography that challenges conventional narratives and reevaluates established interpretations of the past. This critical lens will begin to shape your understanding various historical perspectives which will be a focus of your IB History classes junior and senior year. To truly appreciate the significance of Loewen's work, it is essential to grasp the fundamental concepts of historiography. Historiography, in its essence, is the study of the methodologies, biases, and perspectives that shape historical narratives. It is an ongoing dialogue between past and present, as historians strive to construct accurate portrayals of the while acknowledging the subjective nature of historical interpretation.  Revisionist history, a cornerstone of historiography, seeks to reassess prevailing historical accounts by reexamining primary sources, questioning dominant narratives, and amplifying marginalized voices. Contrary to popular misconceptions, revisionist history does not aim to rewrite the past but rather to provide a more nuanced and inclusive understanding of historical events. In the year ahead, you will build on the source analysis skills you established in AP World History to continue to learn the work and skill of the historian. In *Lies My Teacher Told Me*, Loewen embarks on a revisionist inquiry, unraveling the myths and distortions that have permeated mainstream historical discourse by examining additional perspectives and primary sources. Through extensive research and critical analysis, he exposes the biases, omissions, and falsehoods that have marred traditional textbooks and perpetuated misleading narratives. Loewen's narrative challenges conventional wisdom and invites readers to question the veracity of the stories they have been told. From the sanitized depictions of Christopher Columbus to the whitewashed accounts of slavery and Reconstruction, *Lies My Teacher Told Me* confronts the uncomfortable truths that have often been obscured by the veneer of patriotism and nationalism.  In essence, this book empowers readers to embrace the complexities of history, confront uncomfortable truths, and engage in meaningful dialogue about the legacies of the past. Prepare to embark on a journey of historical discovery and self-reflection. *Let Lies My Teacher Told Me* be your guide as you navigate the tumultuous waters of American history, armed with the tools of critical thinking, empathy, and a commitment to truth. Together, let us embark on a quest for historical enlightenment and reconciliation.  At last check, this book was available at the Largo Public Library, or can be purchased via one of the links below for around $10 on Amazon or $20 at Barnes and Noble. If you’re looking for a cheaper option, check out the used listings on Amazon or other online resale vendors like Thriftbooks. You can scan the QR codes or follow the links below to purchase. Make sure to get the Young Reader’s version. This version is written for high school students and focuses less on critiquing textbooks and more on explain the historical background of each topic. | |
| [**From Amazon**](https://www.amazon.com/Lies-Teacher-Told-Young-Readers-ebook/dp/B07G3HMWKY) | [**From Barnes and Noble**](https://www.barnesandnoble.com/w/lies-my-teacher-told-me-james-w-loewen/1130523922) |

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| **Summer Reading Directions:** **Hard copy due on First Day of Class**   1. As you read the book, create a dialectical reading journal by choosing 3 *meaningful* quotes for each chapter. A meaningful quote will either help you further your insight and understanding as a whole, provide a new perspective you had not previously thought of, or be something significant or otherwise important to remember. 2. Explain each quote, including its significance/meaning and why you chose it. This explanation should demonstrate your thinking process as you read the book. 3. **Formatting:** Divide your paper into two columns. List your quote, with page number for reference on the left, and your explanation on the right. Both the quotes and explanations should each be around 2-4 sentences in length. Your response may be hand-written or typed, but all should be turned in on paper on the first day of class (see example below).   This book will be the subject of a Socratic Seminar (an in-class discussion) at the start of the school year. You may reference your reading journal, any annotations you’ve made in your book, and any other notes you might take during the discussion. Again, make sure to choose *meaningful* quotes that help better your understanding of the book as demonstrated by your explanations to best prepare for this conversation. | | | | | | |
| **Example Journal Entry (Chapter 1) Quote:**  “Wilson claimed to believe in democracy and in self-determination, which is the right of a people or country to determine its own fate. But that belief never had a chance against his anticommunism.” (P. 7) | | | **Explanation:**  In this chapter Lowen talks about how people are more complicated than history tries to portray them. They might have some beliefs that are ahead of their time, but have other ideas or actions in other contradicting areas. I chose this quote because in recent years, this idea of people being altogether good or bad has led to the “canceling” of lots of prominent figures no matter the size of their mistake. Lowen argues instead that we should try to understand the whole person, the good and the bad together. | | | |
| **Assignment Grading Rubric** | | | | | | |
| **Task** | **A** | **B** | | **C** | **D** | **F** |
| Identify Quotes | Student chose 3 meaningful quotes for every section of the book and cited page numbers for each of them | Student chose 2-3 meaningful quotes for every section and cited page numbers for more than 50% | | Student chose 1-2 meaningful quotes for each section and cited page numbers for more than 50% of them | Student chose 1 meaningful quote for each section and/or did not cover each section | Student did not submit or complete the summer reading assignment |
| Explanation | Student wrote a concise explanation of the meaning of 3 quotes for every section of the book, including its significance, and why it was chosen | Student wrote a concise explanation of the meaning of 2-3 quotes for each section, including its significance, and why it was chosen | | Student wrote a concise explanation of the meaning of 1-2 quotes for each section, including its significance, and why it was chosen | Student wrote a concise explanation of the meaning of 1 quote for each section, and/or did not cover each section | Student did not submit or complete the summer reading assignment. |
| If you have any questions about this assignment or the upcoming course, feel free to send me an email: [whitlocke@pcsb.org](mailto:whitlocke@pcsb.org). Over the summer, I check my messages about once a week. Make sure to give yourself plenty of time, if you send your questions at 11pm the night before school starts, I will be fast asleep and unable to help 😊  Have a great Summer, Kiddos!  Mrs. Whitlock | | | | | | |