

## Mr. Hinkin's AP US History Class

### **2017-2018 AP US HISTORY SUMMER READING / ASSIGNMENTS**

Students enrolled in AP U.S. History will need to complete summer reading to be successful in the course when it begins in the fall. Please understand that the course is taught very similar to a Freshman/Sophomore level college survey course in U.S. History. The reading, writing, and analytical demands placed on the students in this course are substantial. This will give you an idea of expectations throughout the year.

**The summer assignment is divided into 4 Parts! All 4 parts are due on the 2<sup>nd</sup> day of class!**

Part I: Supplies and Tools

Part II: Forever Dates

Part III: APUSH Themes Personal Project

Part IV: Historical Movie Review

### **PART I: Supplies and Tools**

- Mr. Hinkin's APUSH Website: [www.hinkinhistory.com/apush](http://www.hinkinhistory.com/apush)
  - Summer Assignment - <http://www.hinkinhistory.com/apushsa17.html>
  - This is the one stop shop for all information surrounding my class. Bookmark it!
- Students need to get the following supplies for this year's class:
  - 5 subject spiral notebook – College Ruled
  - Set of multi-color highlighters
  - Black or Dark Blue pens
  - Pack of at least 50 notecards (for Presidents).
- Optional but Recommended
  - United States History: Preparing for the Advanced Placement Examination Review Book
    - Amazon.com from \$22
  - Romulus: AP US History Review App
    - Apple Store – Google Play \$3.99

## **PART II: Forever Dates – Quiz During First 2 Weeks of Class!**

These forever dates will become your best friend. Forever Dates will help you remember historical content, put that content into the correct time period, and help you successfully recall these important events in your historical writing. We will discuss the larger context of these dates and time periods as we cover them in class. These dates will be on every assessment that we have in class and it is your benefit to study these and know them! **I promise you will not regret it!**

1. Spanish Domination	1. 1492-1558
2. Founding of Jamestown	2. 1607
3. Pueblo Revolt	3. 1680
4. 1 <sup>st</sup> Great Awakening	4. 1730s
5. French and Indian War	5. 1754-1763
6. Stamp Act	6. 1765
7. Declaration of Independence	7. 1776
8. Treaty of Paris (Revolution)	8. 1783
9. Constitutional Convention	9. 1787
10. George Washington's Presidency	10. 1789
11. Thomas Jefferson's Election	11. 1800
12. Market Revolution	12. 1800-1850
13. Missouri Compromise	13. 1820
14. Monroe Doctrine	14. 1823
15. Nullification Crisis	15. 1832
16. Reform Movements	16. 1820-30s
17. Mexican American War	17. 1846-1848
18. Kansas-Nebraska Act	18. 1854
19. Civil War	19. 1861-1865
20. Reconstruction	20. 1865-1877
21. Gilded Age	21. 1870-1900
22. Populism/Segregation/Imperialism	22. 1890s+
23. Spanish American War	23. 1898
24. Progressive Era	24. 1900-1920
25. World War I	25. 1914-1918
26. Stock Market Crash/Great Depression	26. 1929
27. Pearl Harbor/World War II for America	27. 1941
28. Cold War (Truman Doctrine – Fall of Soviet Union)	28. 1947-1991
29. Korean War	29. 1950-53
30. Civil Rights Movement	30. 1950s-1960s
31. Vietnam War	31. 1955-1975
32. Ronald Reagan's Presidency (Election-End)	32. 1980-1989
33. War on Terror	33. 2001-Present

## PART III: APUSH Themes Personal Project – Complete in Spiral Notebook

***BEFORE YOU BEGIN* – Skip 5 pages at the beginning of your spiral to be used as a Table of Contents. Number all pages and label every assignment and enter it into your TOC.**

### **Historical Thinking Skills Project**

History is not a practice in memorizing facts, names, and dates. While facts, names, and dates are important, history is actually the **study** of past events. The word study has important meaning here. To study is more than to memorize. Study requires thought, examination, and analysis. But, *why* study history? Why does it matter? For more on this, **read the first 5 paragraphs of this linked article** and think about what historian Penelope Corfield has to say. <http://goo.gl/bw4AKt>

As emerging historians, you will have multiple tasks. First you must acquire the content. In other words, you must seek out sources for information. You must learn the *feared and hated* facts, names, and dates. What is most important, however, is what you do with that information. History, as Penelope Corfield appropriately states, “is inescapable.” To that same point writer James Baldwin also stated, “the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.”

Therefore, most of our work will not revolve around *what* we know, but instead *what we do* with what we know. In order to learn and practice the work of historians, we will focus on mastering the historical thinking skills described briefly in the table below. To read about them in more detail, use the following link: <https://goo.gl/LsUigL>.

Your task is to apply each historical thinking skill to your own life - *to your history*. Remember the *study* of history requires thought, examination, and analysis. Therefore, as you reflect on your own life (your facts, names, and dates) to apply these historical thinking skills, you must do thorough examination and analysis.

The table below contains a brief description of each historical thinking skill as well as directions for what you should produce as you apply them to your own life and history.

### **Historical Thinking Skills - Description and Directions**

<b>Historical causation</b>  Refers to the relationship among historical events, as both causes and effects	To demonstrate this skill, choose a personal characteristic, decision you’ve made, or some other “effect” in your life and describe its various causes. Write a paragraph (minimum of 6 sentences in length) that describes the causes of one important effect.
<b>Patterns of continuity and change</b>  Refers to discovering patterns and tracing change over time using themes	In your own life, think about attitudes, beliefs and ideas that help to shape your own identity. Think about those attitudes, beliefs and ideas that have either remained constant or changed. To demonstrate this skill, write a paragraph (minimum of 6 sentences) that both describe and analyzes those patterns. What has remained the same? why? What has changed? why?

<p><b>Periodization</b></p> <p>Refers to analyzing and organizing history into blocks</p>	<p>Periodization can emphasize what one thinks is important. Historians might define a period as a decade, by one specific theme or central event, or by the significant events it sits between. To demonstrate this skill, create a timeline including eras, specific years, and an explanation for your choices in periodization. How do you periodize your life? Why? Does it change when looking at different aspects of your life? why?</p>
<p><b>Comparison</b></p> <p>Describes, compares, contrasts, and evaluates two or more developments in the same era or from different periods</p>	<p>Choose two different events or periods in your own history to compare and contrast. You might compare the outcomes of particular choices, you might compare your experience with a certain activity at different ages or in different places, or you might choose some other characteristic or development. To demonstrate this skill, create a T-chart, or venn diagram.</p>
<p><b>Contextualization</b></p> <p>Refers to how a specific event or development fits into the context of larger and broader historical developments</p>	<p>How do events in your life fit (or not fit) within the broader context of your family? Of your school? Of Elba? Of the United States? Of the era in which we live? These are some examples of broader contexts, but you can also choose another. To demonstrate this skill, write a paragraph response (minimum of 6 sentences) to describe how you, or an important event in your life, fits into a broader context.</p>
<p><b>Historical argumentation</b></p> <p>Analyzing a question through the construction of a plausible and persuasive argument</p>	<p>Make a claim about your own life or identity that is specific, and that can be supported with relevant historical evidence. To demonstrate this skill, write a clear claim or thesis statement in one or two sentences that, if asked to, you could support with facts and details. (see below)</p>
<p><b>Appropriate use of relevant historical evidence</b></p> <p>Analyzing evidence in terms of content, author's point of view, intended audience, purpose, or historical context</p>	<p>Choose a minimum of two pieces of historical evidence. This might be a fact about your life, or it might be an artifact, such as a photograph, a mention of you in the local newspaper, etc. To demonstrate this skill, write a paragraph describing your evidence, and analyze that evidence according to at least one of the terms described in the column to the left. Make sure your evidence is used to support the claim you've made about yourself.</p>
<p><b>Interpretation</b></p> <p>Refers to describing, analyzing, and evaluating diverse interpretations of historical sources to construct your own interpretation</p>	<p>Ask a minimum of three people (think about the people you choose) to describe you, your identity, or to answer some other question of your choosing that is related to your claim. Be sure to choose people from different parts of your life. You might ask one family member, one friend, one coach or teacher, a person you have worked with or volunteered with, etc. You might choose people who know you well now, and others you only knew when you were younger. Analyze or evaluate their interpretations of who you are by drawing conclusions and/or asking new questions. To demonstrate this skill, write the transcript of your interviews. You should record the questions you ask each, as well as their complete responses. Then write a paragraph reflecting on</p>

	those interviews and what conclusions you can draw from them.
<b>Synthesis</b> Refers to developing a persuasive understanding of your own past by combining diverse and contradictory evidence to avoid a one-sided or narrow interpretation	Reflect on what you have produced so far and draw conclusions by examining all of the evidence from various sources and perspectives. Write a paragraph that demonstrates your own critical reflection on all of the research you've done into your own history, and especially on your claim. To demonstrate this skill, write a paragraph that does more than simply summarize what you've learned. Extend your analysis and deal with diverse evidence.

## **Part IV: 1<sup>st</sup> Semester Movie Review – Complete in Spiral Notebook**

***BEFORE YOU BEGIN* – Skip 5 pages at the beginning of your spiral to be used as a Table of Contents. Number all pages and label every assignment and enter it into your TOC.**

The APUSH film review assignment is designed to supplement student knowledge of a particular historical period, person(s), event, or institution through the analysis of a related film. This is an opportunity to experience a richer encounter with history, as well as connect the rise of cinema as a prominent facet of American cultural history.

Historical films open up history to people. Films provide viewers a unique insight to events that we may never have the opportunity to experience. And although no movie can be entirely accurate, when done well, filmmakers can immerse audiences into a world lost in time, captivating our attention and connecting our understanding to history beyond the classroom. The list below represents topics we will cover first semester.

For the film reviews, students are responsible for critically viewing the work, evaluating historical accuracy, and writing an overall evaluation following the guidelines provided. Students are expected to review one film from the list below using the template on the following pages. (Mr. Hinkin will accept one other film review from a different category than the original for extra credit if turned in on the same due date.) If you would like to review a movie that is not on this list, it must be approved by Mr. Hinkin.

### **Colonial Era** – Foundations of America (1492 – 1820s)

- John Adams (2008)—HBO series of John Adams
- Last of the Mohicans (1992) – French & Indian War (R)
- The Crucible (1996) – Salem witch trials; Puritans (PG13)
- The Patriot (2000) – Revolutionary War (R)
- Roots – Path of Diversity in America

### **Jacksonian Democracy** - Reconstruction (1824-1877)

- Gettysburg (1993) – decisive battle of the Civil War (PG)
- Glory (1989) – Civil War; African-American regiment 54th Massachusetts (R)

- Gone With the Wind (1939) – Antebellum and Civil War South (PG)
- Lincoln (2012) – President Lincoln & the Civil War (R)

### **Immigration & American Frontier** (1800s)

- Gangs of New York (2002) – Civil War era cities and immigrants (R)
- Far & Away (1992) – Immigration & Western Frontier Land Grab (PG13)
- Tombstone (1993)— Law & Order on the Western Frontier (R)
- True Grit (2010) – Law & Order on the Western Frontier (PG13)

**AP LANG MOVIES – ONLY FOR STUDENTS TAKING AP LANG! You can choose one of these movies to help you with your summer reading assignment with Ms. Miscovich!**

- We Were Soldiers (2002, R)
- Platoon (1986, R)
- Good Morning Vietnam (1987, R)
- Rescue Dawn (2006, PG-13)
- The Green Berets (1968, G)

**Part IV Movie Review Template**

- **Title of Film (Year Produced & Rating) –**
  - o *If film is rated R, your parent must sign off that they have given permission for you to view the film. Without this signature, you will not receive credit for this portion of the assignment.*
- **Genre**
- **Director**
- **Main Actors**
- **The Truth:**
  - o Research the true history of the historical event, person(s), time period, or institution portrayed in the film. You may want to begin with a film review site for an overview of the film, but this site will NOT provide students with the historical background, or content needed, to complete the review assignment.
- **The Film**
- **Plot:**
  - o Write a synopsis, or summary, of the film. Make sure that your summary makes sense to a reader who does not know the movie. Do not refer to specific scenes and do not try to explain everything.
  - o You must also include the next items, but not as different parts (they may be included in your description of the story)
- **Place and time:**
  - o Where does the action take place? When does the action take place? (present time, 19th century)  
Is the story chronological (according to the order of time ) or flash back
  - o Background: society, country, kind of people (age, culture social class), historical time, etc.
- **Comparison & Evaluation**
  - o To what extent is the film historically accurate? Identify specific accuracies and director's liberties with the film. How has the film furthered student knowledge of the history portrayed?
  - o Provide an evaluation of the film. Give your opinion, but it must be more than "I liked it." This is important as the reviewer can express the elements of the movie they enjoyed or disliked. However, as in all good journalism, the reviewer should also give impartial details, and allow the reader to make their own mind over an issue the reader liked or disliked. Opinions should be explained to allow the reader to determine whether they would agree with your opinion.
- **AP LANG ONLY – If you chose a Vietnam Movie**
  - o How do the events of the movie compare to the descriptions in *The Things They Carried*.
- **FYI:**
  - o Additional Research may be needed. Cite any outside sources at the end of this review.
  - o Important note of writing: the reader understands you are writing this review; therefore, do NOT use 1st or 2nd person personal pronouns (I, me, us, we, you). This is a formal writing assignment—be sure to check your work for grammar, usage, mechanics, and spelling errors.