

Advanced Placement United States History

Pomperaug High School 2014-2015

Welcome to Advanced Placement United States History. The AP program in United States History is designed to provide students with the analytical skills, factual knowledge, and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship.

In the course you will learn the story of the United States from its beginning to today. You will also learn to assess and use historical materials. Because of the amount of material we have to cover it is important that we get a good start before the school year begins.

Part 1: “Summer Reading” Assignment

There is no summer reading assignment *per se*. Rather, the following is a list of major works that will be covered during the school year and you are advised to get ahead on your readings. All of these works are available on-line from open sources (with the exception of the last three in which case PHS has a number of copies available for you to sign out.)

<i>Common Sense</i>	Thomas Paine
<i>Federalist Papers 10, 51, 78, 84</i>	Various authors
U.S. Constitution	
<i>Legend of Sleepy Hollow</i>	Washington Irving
<i>Civil Disobedience</i>	Henry Thoreau
<i>Uncle Tom’s Cabin</i>	Harriet Stowe
<i>How the Other Half Lives</i>	Jacob Riis
<i>The Jungle</i> *	Upton Sinclair
<i>The Grapes of Wrath</i> *	John Steinbeck
<i>Coming of Age in Mississippi</i> *	Anne Moody

*These books are available in paperback at PHS and can be signed out from Mr. Kimble in room 406.

At present a web site is under development that will have links for the readings and is scheduled to go active 1 July. If you would like access to this site please e-mail Mr. Kimble at etkimble@region15.org or Ms. Clark at sclark@region15.org so they can send you the web address. Otherwise, you can find these works at <http://www.gutenberg.org/> and they are available in several formats (html, e-pub, kindle, plain text)

They are listed in the order in which they will be utilized in class. For example we will be examining *Common Sense* within the first six weeks of class. In addition, there will be other supplemental readings handed out in class in addition to the nightly reading assigned. Typically you will have between 20 – 30 pages of reading a night for this class exclusive of the works listed above.

Part 2: Historical Site Visit

Over the summer we would like you to engage with some of the history we’ll cover in class next year, so we are asking that you visit a site of historical or cultural significance. You will use the information collected at the site and from any additional research that you do to create a presentation for class. Presentations will begin on the Thursday, August 28th.

The list below contains places of historical/cultural interest in CT, MA, RI and NY, (but by no means is this all-inclusive). **If you are traveling elsewhere in the country this summer for vacation or a college visit, feel free to choose another site.** If you have questions, please email one of the AP US History teachers (Mrs. Clark: sclark@region15.org or Mr. Kimble etkimble@region15.org).

1. Pick a historical site of interest to you. We suggest that you check their websites for operating hours and any entrance fees. You may also consider visiting a local historical society. Below are some **suggestions**.

Old Sturbridge Village (Sturbridge, MA)	Hancock Shaker Village (Pittsfield, MA)
Mystic Seaport (Mystic, CT)	Newport Mansions (Newport, RI)
Mashantucket Pequot Museum (CT)	New England Air Museum (Windsor Locks, CT)
Henry Whitfield State Museum (Guilford, CT)	Submarine Force & Nautilus (Groton, CT)
Plymouth Plantation & Mayflower II (Plymouth, MA)	Battleship Cove (Fall River, MA)
Minute Man National Historic Park (Concord, MA)	USS Salem (Quincy, MA)
Freedom Trail (Boston, MA)	New England Holocaust (Boston, MA)
Adams Historic Site (Quincy MA)	JFK Library & Museum (Dorchester, MA)
Charlestown Naval Yard NHP/U.S.S. Constitution (Charlestown, MA)	National September 11 th Memorial & Museum (NY)
Black Heritage Trail (Boston, MA)	Intrepid Museum (New York, NY)
Museum of African American History (Boston, MA)	Harriet Beecher Stowe Museum (Hartford, CT)
Ellis Island (New York, NY)	The Mark Twain House (Hartford, CT)
New Bedford Whaling Museum (New Bedford, MA)	Norman Rockwell Museum (Stockbridge, MA)
Slater Mill (Pawtucket, RI)	Longfellow House (Cambridge, MA)
Windham Textile & History Museum (Willimantic, CT)	House of the Seven Gables (Salem, MA)
Lowell National Historic Park (Lowell MA)	CT River Museum (Essex, CT)
Art of the Americas Wing: Museum of Fine Arts (Boston, MA)	

** Again, you may also choose another site. Feel free to email if you have any questions.*

2. While you are visiting:

- Pick up some literature about this place; for example, a brochure.
- Take photographs. Be sure to include yourself in a couple of the pictures as these photos will be used in your presentation.

3. Reflect on your visit. Consider ALL OF THE FOLLOWING as you reflect:

- Identify and explain at least 3 ASPECTS of your visit that stood out for you. In other words, what will YOU REMEMBER about this visit? For example:
 - Did a park ranger/docent tell a good story about this place? Ask the guide to put the site into context. Why is it significant?
 - What did you think about the art and/or architecture of the site?
 - What do you imagine it would have been like to have lived and/or worked here in that period of time?
 - We encourage you to take a few moments and really look at the place you are visiting. What does it tell you about U.S. History?

4. Put your site into context. This is where it is important to speak with a guide/docent at your chosen site. He or she can be useful in explaining the importance of the site and what was happening in the country at that time. You may also want to do some additional research on your own in order to put your site into context. In other words, why is the site worth visiting and remembering? Again, feel free to email with questions or concerns.

5. Create a brief (3-5 minute) visual presentation of your visit and research. You will be assessed on the following:

- Content/accuracy/putting site into context.
- Clarity of presentation & style (do not simply read from the slides).
- Use of visuals/media (presentation should be mainly visual, with limited words on each slide).
- Explanation of significance of site.



Please sign and return this slip to Mr. Kimble in the Social Studies Department by Tuesday, 17 JUN 2014

I understand that expectations of the AP United States History course and the summer reading assignment. I accept the responsibilities of this course. I also understand that if I do poorly on either of my first two examinations, it is possible that my teacher, my parents/guardians, and I will revisit my decision to remain in AP US History.

Student Signature

Printed Name

Date

Parent/Guardian Signature

Printed Name

Date

<u>Book Title</u>	<u>Book Number</u>
The Jungle	
The Grapes of Wrath	
Coming of Age in Mississippi	