

# ADVANCED PLACEMENT UNITED STATES HISTORY 11

## SUMMER ASSIGNMENT LIST

Report readings on 4x6 or 5x8 note cards **only**. Place your name on the back of each note card. Secure each book's cards with a rubber band or a binder clip. Provide the following information below about each book. Bulleted outline form is acceptable. All work is to be your own – done by you **alone**. See VHHS Honor Code and APUSH Cheating Policy for further information. **Any cheating offense will result in a zero on the entire assignment and an office referral.** A quiz will be administered on each book within the first few days of school.

### **SUMMER ASSIGNMENT 1: REQUIRED**      **McCullough, David. Mornings on Horseback, 1982.**

The following information is to be provided on your note cards:

- I. Identification
  - A. Full Title with original publication date
  - B. Author, including discussion of author's motivation writing
- II. Historical Setting
  - A. Describe the time and place. (Think economic, social, political climate).
  - B. Significance to U.S. and world historical events (detail) as the book indicated.
- III. List of main historical figures and describe their role in the story relative to U.S. History (10 only)
- IV. Plot Summary
  - A. Situation – set of circumstances out of which the story grows (historically).
  - B. Development of Story.
    1. Include the most historically significant events.
    2. This should be a chapter-by-chapter summary of the key events in each chapter.
  - C. Resolution. Discuss the culmination of events and the impact the events have on U.S. history.
- V. Personal Response
  - A. Discuss your overall impression of the work.
  - B. Highlight any exaggerations or biases you saw in the author's work.

### **SUMMER ASSIGNMENT 2: REQUIRED**      **Biography of Your Choice – Approved by APUSH teacher** **Biography of your choice – Key Figures from the “Greatest Generation” born 1901-1924 (roughly)**

Choices must be approved by Mrs. Maddox NO LATER THAN MAY 16 (day before exams begin). Complete the approval form with ALL of the required information and return it to Mrs. Maddox for approval. Once the biography is approved, a 10 point daily grade will be keyed into Powerschool to notify the student of approval. The approval form will be kept on file through next year.

**Complete notecards as directed above with the following information:**

- I. Identification
  - Author, Title, Original Publication Date
  - Author's motivation – why was this person chosen?
  - Your motivation – why did you choose this person?
- II. Historiography considerations
  - How has the historical perspective on this person shifted and changed over time?
  - What historical events have caused a re-examination of this person's legacy?
  - What biases did you see in the work?
- III. Biographical information
  - Birth and death dates
  - State/city of birth
  - How does childhood/early years affect the life trajectory of this key figure?
- IV. Contributions
  - What were significant contributions of this key figure?
  - Provide a summary of the key events/contributions of this historical figure.
  - In your view, what was the greatest contribution?
- V. Personal Reaction
  - What decision or character trait could you relate to most? Why?
  - What decision or character trait did you struggle to relate to most? Why?
  - Did you enjoy the book, and would you recommend it to others?
  - What historical issues/topics/eras are you more curious about after reading about this key figure?
- VI. Final Questions
  - What was one parallel to one of the topics/themes we discussed in APUSH 10? Discuss.
  - As the rising generation, how do you perceive the notion of “the greatest generation?” Is this label deserved for the WWII generation? Do any other generations compete? Will yours? Based on what challenges? Hopes? Dreams?

[Type here]

**ALL SUMMER ASSIGNMENTS MUST BE TURNED IN ON THE FIRST DAY OF CLASSES.  
QUIZZES WILL BE GIVEN ON EACH READING ASSIGNMENT.**

**SUMMER ASSIGNMENT 3: OPTIONAL**

**Flex-Points 50 point OPTIONAL assignment**

Points can be collected by any of the methods described below. Follow the instructions as given and track the points accumulated to 50 total. All components of the flex-point assignments should be organized neatly and clearly labeled with your name on each piece of evidence. All components should then be placed in a large envelope that is also labeled with your name. All work should be typed, double-spaced. This is an all-or-nothing endeavor. Either complete the 50 points worth of work or opt out.

**Option One: Books**

**Point Value – 10 points per 100 pages (50 pts max)**

1. Chosen books must be non-fiction historically significant works. Biographies of critical figures in US history are acceptable. Historical romances or dystopian novels are not!
2. Students should provide an analysis of the chosen work. For every 100 pages in the book there should be one page worth of analysis. For example, a 300-page book would require a 3-page analysis. Papers should be typed and double-spaced. Papers should be headed with full title of book, author’s name, publication date, and total number of pages.
3. A helpful way to approach your analysis would be to use the requirements for reading cards as detailed above to guide your writing.

**Option Two: History Museums**

**Point Value – 25 points**

1. To receive points for visiting a historically significant museum, you must provide a brochure from the museum in addition to a photograph of you at the museum.
2. Students should also provide a 2-page discussion of experiences from the museum. Again, papers should be typed and double-spaced.
3. Questions to consider in your analysis: How does this museum relate to US History? Be thorough. What experiences at the museum did you find to be the most educational? Memorable? Why? Would you recommend visiting this museum to others who are studying US history?

**Option Three: Documentaries/ History Specials**

**Point Value – 10 points per hour**

1. You must provide sourcing for the film: producer, director, date, platform on which it was viewed.
2. For each hour of the film, provide a one-page summary and discussion of the historical significance of the film. The show MUST relate to United States history and MUST be produced by a reputable source (like PBS - not a random youtuber). If in doubt, seek prior approval or choose something else.

**Greatest Generation Biography of Your Choice – Approval Form**

Because I cannot preview every book that students may choose for this assignment, I am partnering with parents in approving book selections. Please peruse the book that your student has chosen and determine whether you consider it to be an appropriate choice. Please help me ensure that students are making scholarly choices and that they avoid books that are written for especially inflammatory or political reasons. Some approved authors to consider include, David McCullough, H.W. Brands, Ron Chernow, Doris Kearns Goodwin, Pauline Meier, Stephen Ambrose, etc. Please sign the form below to indicate your approval of your student’s choice.

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_

Publication Date: \_\_\_\_\_

Number of Pages: \_\_\_\_\_

Briefly explain why you chose this historical figure.

Briefly explain why you chose this specific book.

Student Signature & Date: \_\_\_\_\_

Parent Signature & Date: \_\_\_\_\_

[Type here]

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