

AP U.S. History (IB)
James A. Lee

Course Introduction

Welcome to AP U.S. History (IB). You will receive more information regarding the course in due time, syllabus, etc. In preparation for the course, you are required to complete the assignments below.

If at any time you have questions about these assignments, feel free to contact me at my school email, james.a.lee@stjohns.k12.fl.us

Articles

Be prepared to discuss these articles in class within the first week of school.

Historical Interpretation

UCLA History. "3. Historical Analysis and interpretation"

<https://phi.history.ucla.edu/nchs/historical-thinking-standards/3-historical-analysis-interpretation/>

Historical Perspective

The Historical Thinking Project. "Historical Perspective"

<https://historicalthinking.ca/historical-perspectives>

Historical Empathy

History Skills. "Motives and Historical Empathy"

<https://www.historyskills.com/historical-knowledge/motives-and-historical-empathy/>

Presentism

CBC. "The allure and the dangers of 'presentism'"

<https://www.cbc.ca/radio/thesundayedition/the-past-is-not-the-present-do-food-animals-have-rights-alberto-manguel-s-curious-mind-the-great-hunger-1.3497315/the-allure-and-the-dangers-of-presentism-1.3497463>

Perspectives on History. "Against Presentism"

<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2002/against-presentism>

AEI. "The growing threat of historical presentism"

<https://www.aei.org/society-and-culture/the-growing-threat-of-historical-presentism/>

Summer Reading Assignment and Book Report

Please choose one of the following books and read it before our first class. In making your choice, I strongly recommend that you peruse all the titles, read a short synopsis or review of each book (you can find these online; Wikipedia, Amazon, *New York Times*, Good Reads, etc.), then make your choice.

If a title is required summer reading for another class, you may not choose that one for this assignment.

The list includes mostly nonfiction, but a few novels are included. The subjects include politics, culture, journalism, science, war, biographies, and others. They also cover the span of American history.

Try to choose one that interests you. I also recommend that you not choose one that your close friend(s) choose(s) in that collaboration might lead to the suspicion of plagiarism or outright cheating. Be sure to abide by the Nease High School Honor Code.

Bellamy, Edward – *Looking Backward*

Brown, Dee – *Bury My Heart at Wounded Knee*

Burns, James MacGregor – *Roosevelt: The Lion and the Fox*

Carson, Rachel – *Silent Spring*

Douglass, Frederick – *The Autobiography of Frederick Douglass*

Ellis, Joseph – *Founding Brothers: The Rev Generation*

Frazier, Charles – *Cold Mountain*

Greenspan, Nancy Thorndike – *Atomic Spy*

Kennedy, John F. – *Profiles in Courage*

Kennedy, Stetson, *The Klan Unmasked*

Lecarre, John – *The Spy Who Came in from the Cold*

Lewis, Sinclair – *Babbitt*

Mann, William J. – *Tinseltown*

McCullough, David – *John Adams*

McCullough, David – *1776*

Nesbit, TaraShea – *The Wives of Los Alamos*

Norris, Frank – *The Octopus: A Story of California*

Riis, Jacob – *How the Other Half Lives*

Schwarz, David N. – *The Last Man Who Knew Everything*

Sinclair, Upton – *The Jungle*

Steinbeck, John – *The Grapes of Wrath*

Stowe, Harriet Beecher – *Uncle Tom's Cabin*

Thomas, Helen – *Watchdogs of Democracy*

Traub, James – *John Quincy Adams*

Waggamese, Richard – *Indian Horse*

Waggamese, Richard – *Medicine Walk*

Warren, Robert Penn – *All the King's Men*

Willkerson, Isabel – *The Warmth of Other Suns: The Epic Story of America's Great Migration*

Williams, T. Harry – *Huey Long*

Woodward, Bob and Bernstein, Carl – *All the President's Men*

Book Report Requirements

You are to complete a formal book report conforming to the following requirements:

1. Use this link to [Purdue University OWL: Online Writing Lab](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reports.html) for technical guidelines for writing a book report -
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reports.html
2. Use MLA Style for all writing rules. Again, here is the [OWL link for those guidelines](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html):
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
3. Submit your final draft to [Turnitin.com](https://www.turnitin.com). Use the following course information:
 - a. Course Id – *34834045*
 - b. Course Key – *Columbia* (case sensitive)
4. If you have questions or problems, you may contact me through my school email, james.a.lee@stjohns.k12.fl.us
I check this email sporadically over the summer. If I do not get back to you right away, please be patient.
5. Length – 200-300 words
6. Font/size – Times New Roman/12
7. Title page (see the OWL MLA requirements above)
8. Page numbers – bottom right
9. Be sure to abide by the Nease High School Honor Code.
10. Have this completed and ready to submit on *Turnitin* by the end of the first week of school.
11. **Due date: 12:00 p.m. Friday, August 19.**

Unit 1 Reading Assignment 1491–1607: Pre-Columbian History

Goal: This Unit is important:

1. For understanding the culture and value of the people who populated the Americas before the arrival of the Europeans
2. For contextualizing the arrival of Europeans
3. For developing an understanding of history from multiple perspectives.

Assignment

1. Access the online textbook Digital History using this link:
<http://www.digitalhistory.uh.edu/era.cfm?eraid=1&smtid=1>
(This is not the textbook that will be issued to you at the beginning of the year.)
2. Complete the following sections (you can access each of these sections from the page linked above):
 - a. Read the Overview - <http://www.digitalhistory.uh.edu/era.cfm?eraid=1&smtid=1>
 - b. Read each of the sections listed below. All are located under the *Textbook* tab
<http://www.digitalhistory.uh.edu/era.cfm?eraID=1&smtID=2>
 - i. Correcting Myths and Misconceptions
 - ii. Origins
 - iii. Prehistoric Patterns of Change
 - iv. The Cultures of Prehistoric America
 - v. Native America on the Eve of Contact
 - vi. [Kinship and Religion](#)
 - c. Read the following documents linked on the Documents page
<http://www.digitalhistory.uh.edu/era.cfm?eraID=1&smtID=3>
 - i. *Speech to Captain John Smith* by: Powhatan
 - ii. *Conflict and Accommodation in the Northeast: Destruction of the Pequots* by: William Bradford
 - iii. *Native Americans Discover Europeans* by Christien Le Clercq
 - d. Study the HIPPO document analysis guide on the following page. Use it to analyze *any one* of the documents you read from the list above.
3. Have this completed and ready to submit on *Turnitin* by the end of the first week of school.

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Document Analysis with HIPPO

Studying history often requires the study of documents of all sorts and varieties. To make this task a little easier to manage and less overwhelming, several guides are available to us. The one provided here goes by its acronym, HIPPO. What follows is a summary of how HIPPO works.

Overview of HIPPO

Basics

1. What point(s) is the document trying to make?
2. What does the document not say?
 - a. Does it selectively include and / or exclude information?
3. What of its content is usable by a historian?

Format/Medium

1. What is the format of the source?
 - a. Text? Image? Art? Newspaper? Article? Letter? Cartoon? Lyrics? Op-ed? Other...?
2. What is the intent of the medium?
3. Does the source's format or genre add meaning to what the source explicitly states?
 - a. (genre = novel, romantic poetry, Impressionist painting, cartoon)

Details of HIPPO

These questions serve as a guide to analyzing each element within HIPPO. Therefore, you will not, necessarily, always have to – or even be able to – answer every question for various documents.

HIPPO

*H*istorical Context

1. When and where was the source produced?
2. What contemporaneous events might have affected the author's viewpoint and / or message?
3. How does the historical situation that the source was produced affect the reliability of the source?

*I*ntended Audience

1. Who was the target audience of this document?
2. How might the audience have affected the content of the source?
3. How might the audience have affected the reliability of the source?

*P*oint of View

Authorship

1. Who wrote the document?
 - a. What is his/her relationship to the historical event addressed in the document?
2. What was the author's position in society?
3. Do I know anything about this person beyond what the source provides that would affect the reliability of this document?

Author's Point of View

1. What was the author's point of view?
2. Does the author's point of view undermine the explicit purpose of the source?
 - a. How can you tell?
 - b. If so, what other beliefs might the author hold?

Purpose (Author's)

1. Why did the author create the source?
2. Why did the author create the document at this time?
3. Why has it survived to the present?
4. How does its purpose affect its reliability or usefulness?

Outside Information

1. What does the document not tell me?
2. What might have limited the knowledge of the author?
 - a. Social status? Position? Education? Etc.?
3. What other kinds of sources might fill in the content gaps?
4. What other documents might offer alternatives to the author's point of view?
5. What other documents might help the reader better understand the author's point of view?