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| **AP US History 2025-2026 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.  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** Create a reading journal as you read *Lies my Teacher Told Me: Everything American History Textbooks Get Wrong,* ***Young Readers Edition***by James W. Loewen. **Make sure to get this version! It is written for high school students and focuses less on critiquing textbooks and more on explain the historical background of each topic** (see specific directions that follow) **Due first class meeting in August**. 2. **Complete the Homework for Unit 1** by reading chapters 1.1-1.7 in the AMSCO Book taking Focused Notes that cover the historical developments and key terms (see specific directions that follow). Access the reading digitally from ManageBac. **Due first class meeting in August**.   Note: We have new textbooks for next year! This means we will only be using AMSCO for the first Unit. If you would still like to get a copy of the AMSCO book for review/study purposes, feel free! Just know that all assessments will be based off the information in the Fabric of a Nation textbook and since AMSCO is a review text, it may not include all the information for each topic. If you do purchase a copy, **make sure to get the 4th edition**, the older or “classic” version was written before the release of the current Course and Exam Description.  **Should Do (Recommended, not required):**   1. Sign up for the Gilder Lehrman Institute of American History’s AP Prep course: AP US History: Hidden Figures. For more information and to register, [follow this link](https://www.gilderlehrman.org/history-school/2025/ap-us-history). This is a free course that will meet on Mondays from 5-6pm on Zoom from June 30-August 4. This course will discuss the content covered in AP US History (APUSH) by highlighting the “hidden figures” of APUSH. These are lesser-known people who played a significant role in American history. Each class will be dedicated to uncovering individuals from two or three of the nine periods of APUSH and discussing skills necessary to excel in both the course and exam. Email me a copy of your Certificate t the end of the course to receive extra credit 😊 **Deadline to register is June 27.**   **Aspire to Do (Recommended, not Required):**   1. Enter the Gilder Lehrman Institute’s David McCullough Essay contest by writing an essay on any American History topic from 1492-2001. For more information and to submit an essay, [follow this link](https://www.gilderlehrman.org/student-opportunities/david-mccullough-essay-prizes) or Google search the contest title. **Deadline to submit is Friday, June 27**. Email me a copy of your essay to receive extra credit 😊 Prizes offered in two categories (research essays and interpretive essays):   1st Prize: $5,000  2nd Prize: $1,500  3rd Place Prizes (5 awarded) of $500 each | |
| **Must Do: Required Summer Reading:**    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 $12 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:** **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. There will also be a short, written assessment after the discussion. | | | | | | |
| **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 sometimes 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. |
| **Unit 1 Focused Note Directions:** **Due on First Day of Class**   1. Read [Chapters 1.1-1.7 in the AMSCO book](https://pinellascountyschools-my.sharepoint.com/:f:/g/personal/whitlocke_pcsb_org/EnbO845aSjhBh9jNtrIl28cBt2hr8XNHSIzLzpn4UJW-lQ?e=9mU2no) (To access this link and the one below, you must be signed into a PCSB account. Log onto clever in another tab and launch OneDrive if using a personal device. These files are also uploaded on your class page in ManageBac.) 2. Take Focused Notes on the chapters as you read. ([Instructions for Focused Note-Taking](https://pinellascountyschools-my.sharepoint.com/:b:/g/personal/whitlocke_pcsb_org/Ee7PKtP6u61MsEigKSsOWoEBMHXcTtE1OBjm4RWMYPEd5g?e=PAfsbj)) Use the Focused Note-Taking Guide to ensure your notes include the [Historical Developments and Key Terms](https://pinellascountyschools-my.sharepoint.com/personal/whitlocke_pcsb_org/Documents/Documents/MCP%20APUSH/APUSH%20Unit%201%20&%202%201491-1754/Unit%201%20AMSCO%20Historical%20Developments%20APUS.docx?web=1). Then add Connections and a Summary for each chapter. | | | | | | |
| **Required Class Supplies:**   * **A Large 2-2.5 inch 3 Ring Binder** * **10 Divider Tabs** * **Highlighters (yellow, orange, pink, blue, & green)** * **College-Ruled Notebook Paper** * **Pens with blue or black ink (required for written tests/quizzes)** | | | | | | |
| 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 (except during the AP Reading from June 10-17th). 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 | | | | | | |