



**Lexington Christian Academy:
Pursuing a World-Class, Christ-centered Education**

Advanced Placement United States History

2020 - 2021

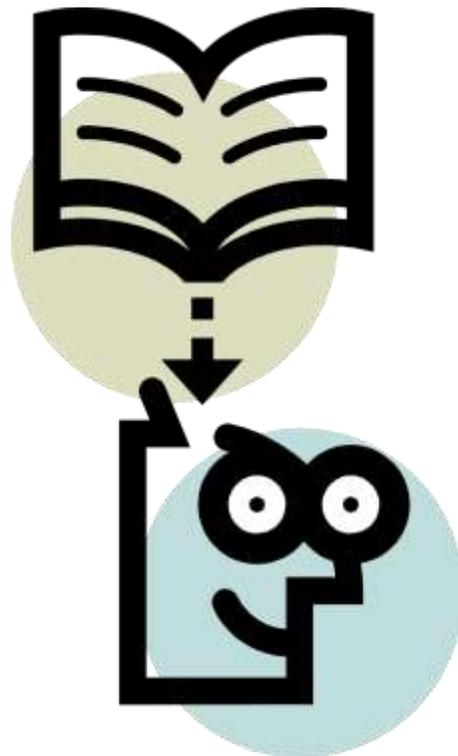
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**Introduction, Course Welcome
&
Summer Work**

*The fear of the LORD is the beginning of knowledge,
but fools despise wisdom and discipline
-Proverbs 1:7*

What is the GOAL? What is the BIG PICTURE?

- ◆ PREPARE you to succeed on the nationwide Advanced Placement United States History exam – not of my creation.
- ◆ CONTEND with and cover the material of an ever-expanding and continually reinterpreted field of study
- ◆ UTILIZE history as a tool to help you see God at work and to make you better people intellectually.
- ◆ TRAIN you in ways which shall serve you well at the undergraduate level: time management, higher-level logic and critical thinking skills, and first-rate oral and written competencies, utilized on an individual and team basis



Items List

- * America's History by Henretta, Hinderaker, Edwards, Self 8th Edition (ISBN: 9781457673825)
- * *Documenting United States History* (ISBN: 9781457620126)
- * At least one 1" three ring binder and filler paper
- * Black or blue ink pens (we don't use pencils in here)
- ** Thumb drive
- ** Dividers for: notes, classwork, homework, supplemental material, celebrations and mini-celebrations.
- ** Review book for APUSH Exam (2018)
 - Princeton Review or AMSCO are the two that I recommend (You only need one!)

- * Mandatory
- ** Optional, but a good idea

Below you will find some rules for writing. These rules will prove useful for you in writing for the AP and I encourage you to review them in preparation for written assignments throughout the year.

Golden Rules for Writing

1. **ASSUME THAT YOUR READER IS AN ALIEN** -- In other words, spell things out clearly and concisely
2. **THINGS, A LOT, STUFF, and CONTRACTIONS...NEVER...enough said!**
3. **KEEP YOUR EYE ON THE BALL** Are you answering the question being asked? Are you staying in the scope of the question?
4. **"HAPPILY EVER AFTERISMS"** – ditch them.
5. **TENSES: DO NOT SHIFT THEM** – this is the PAST that you are writing about....keep it that way.
6. **DO NOT INJECT YOURSELF INTO HISTORY** –You were not there, so do not use personal pronouns
7. **NEVER WRITE CONVERSATIONALLY!!!** Do not write like you talk, do not use slang, and do not talk to the reader.
8. **STAY CRISP AND PROFESSIONAL** –Write as an *expert* in the field. Do not be cute. Use the K.I.S.S. method.
9. **AVOID REPETITION** – From the department of redundancy department: avoid tendencies in word or phrase usage and sentence structure.
10. **STREAM OF CONSCIOUSNESS** – unless you are William Faulkner, do not just ramble on. Have a specific mental picture, an intellectual starting point, and destination for your work.
11. **DIRECT IS NICE, BUT JUMPING RIGHT IN IS NOT** – Give the reader a thesis first – tell the reader what it is that you are going to prove/disprove, advocate/reject, agree with/disagree with, etc.
12. **DO NOT LEAVE HANGING POINTS** – JUSTIFY your conclusions. Express facts rather than imply them. In other words, demonstrate to me why I should believe your writing.
13. **RESPONSES SHOULD BE FREE STANDING** – I should be able to read your work and right away know what question you are answering, even if I never saw it.
14. **IDENTIFY YOUR PRONOUNS AND USE "THEM" SPARANGLY** – It is pretty easy to confuse the daylights out of the reader in no time at all if he/she has to struggle to figure out who "them" is/are could be....
15. **"LUMPING" IS AS VAGUE AS IT IS INACCURATE** – Be cautious about placing too much unity into the thoughts and actions of the many, I.E.: "The colonists felt... The Native Americans hated... The Europeans wanted..." Could there be subsets within the groups? Specifically, which groups or sorts of the aforementioned felt, hated, or wanted?

Below you will find learning devices that will be used throughout the year. These are included in order to expose you to them and to allow you time to review them. They are very helpful in writing and utilizing sources in your writing. It is expected that you will use them as you write and analyze a source.

APPARTS: This learning device is used for text sources

AUTHOR?

- WHO CREATED THE SOURCE?
- WHAT DO YOU KNOW ABOUT THE AUTHOR?
- WHAT IS THE AUTHOR'S POINT OF VIEW?

PLACE AND TIME?

- WHERE AND WHEN WAS THE SOURCE PRODUCED?
- HOW MIGHT THIS AFFECT THE MEANING OF THE SOURCE?

PRIOR KNOWLEDGE?

- BEYOND INFORMATION ABOUT THE AUTHOR AND THE CONTEXT OF ITS CREATION, WHAT DO YOU KNOW THAT WOULD HELP YOU FURTHER UNDERSTAND THE PRIMARY SOURCE?
- FOR EXAMPLE, DO YOU RECOGNIZE ANY SYMBOLS AND RECALL WHAT THEY REPRESENT?

AUDIENCE?

- FOR WHOM WAS THE SOURCE CREATED AND HOW MIGHT THIS AFFECT THE RELIABILITY OF THE SOURCE?

REASON?

- WHY WAS THIS SOURCE PRODUCED AT THE TIME IT WAS PRODUCED?

THE MAIN IDEA?

- WHAT POINT IS THE SOURCE TRYING TO CONVEY?
- USE A QUOTATION FROM THE SOURCE TO HELP ANSWER THIS.

SIGNIFANCE?

- WHY IS THIS SOURCE IMPORTANT? ASK YOURSELF "SO WHAT?" IN RELATION TO THE QUESTION ASKED.
- WHAT DID THIS SOURCE HELP TO ACCOMPLISH?

OPTIC: This learning device is to be used with visual documents (paintings, woodcuts, photographs, etc.)

Overview?

- LOOK QUICKLY – WHAT DO YOU SEE?
- BE BRIEF AND GENERAL

Parts?

- LOOK CLOSELY – WHAT DO YOU SEE?
- TAKE THE DOCUMENT APART, SECTION BY SECTION

Title?

- DOES IT HAVE A TITLE? WHAT IS IT? WHY DID THE ARTIST GIVE IT THAT TITLE?
- DOES IT NOT HAVE A TITLE? WHAT WOULD AN APPROPRIATE TITLE BE?

Inference?

- WHAT IS THE ARTIST TRYING TO COMMUNICATE TO THE AUDIENCE?
- WHY WAS THE SOURCE PRODUCED AT THIS PARTICULAR TIME?

Conclusion?

- IS THIS DOCUMENT SUCCESSFUL AT COMMUNICATING THE ARTIST'S INTENDED POINT?

HIPPOS: This learning device is to be used with all types documents (paintings, woodcuts, photographs, etc.)

Historical Context?

- WHEN AND WHERE WAS THE SOURCE PRODUCED?
- WHAT WAS OCCURRING AT THE TIME THE DOCUMENT WAS PRODUCED THAT MAY HAVE PLAYED A ROLE IN ITS CREATION?
- WHAT EFFECT DID IT HAVE DURING THE TIME PERIOD IN WHICH IT WAS CREATED?

Intended audience?

- FOR WHOM WAS THE SOURCE CREATED AND HOW MIGHT THIS AFFECT THE RELIABILITY OF THE SOURCE?

Purpose?

- WHY WAS THIS DOCUMENT CREATED?
- DID IT HAVE THE INTENDED OUTCOME?

Point of view?

- WHAT IS THE AUTHOR / ARTIST / SPEAKER TRYING TO COMMUNICATE TO THE AUDIENCE?
- WHY WAS THE SOURCE PRODUCED AT THIS PARTICULAR TIME?
- IS THIS DOCUMENT SUCCESSFUL AT COMMUNICATING THE INTENDED POINT?

Outside information?

- BEYOND INFORMATION ABOUT THE AUTHOR AND THE CONTEXT OF ITS CREATION, WHAT DO YOU KNOW THAT WOULD HELP YOU FURTHER UNDERSTAND THE PRIMARY SOURCE?
- FOR EXAMPLE, DO YOU RECOGNIZE ANY SYMBOLS AND RECALL WHAT THEY REPRESENT?

Synthesis?

- WHAT DIFFERENT ERA CAN YOU **SPECIFICALLY** CONNECT THIS TO?

APUSH Summer Extravaganza 2019

There is a plethora of material that we must cover in Advanced Placement U.S. History. In order to do so, there must be an assignment over the summer so we can hit the ground running in August. Please do not leave this to the last minute. Please put some time and effort into this assignment. Please let me know if you have any questions. You can email me with any questions.

Mission 1: Read Part I and II (Chapters 1 – 4) in America’s History by Henretta and **do 1 HIPPOS on a primary source per chapter (you should end up with 4 HIPPOS)**. The sources can be found in the textbook, *Documenting United States History* or a primary source website. I recommend that you take notes as you read the chapters, but I do not grade them and they are not required – this is strictly up to you. Please note: Your first test will be over Chapters 1-6 in the first week of school.

Mission 2: Choose ONE of the essays and write ONE 4 to 5 paragraph hand-written response. Your response will be treated as a first draft and you will be expected to complete a timed writing prompt within the first week of school. This should not take any more than 30 minutes to complete. I recommend that you complete this after reading Chapters 1 – 4. No Citations needed. This is to allow me to know about your writing skills.

1. Explain how interactions with the natural environment contributed to the development of American Indians societies with regards to TWO of the following:

• The Pacific Coast/California	• The Northeast	• The Southwest
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2. Analyze and explain the causes of the growth of slavery as an important part of the economy of southern colonies between 1607 and 1775 with relation to economic, geographic, and social factors.

3. Explain how intellectual and religious movements impacted the development of colonial North America from 1607 - 1760

4. Compare and contrast the European imperial goals in North America from 1580 - 1763

5. Compare and contrast the ways that social and political tensions in colonial society between colonizers and other groups reflected conflict in the period from 1607 – 1754.

6. Compare and contrast the development of colonies in New England and the Chesapeake region from 1620 – 1730 paying specific attention to political, social, and economic factors.

Mission 3: Bring the APUSH contract signed by you and one of your parents on the first day of school.

Advanced Placement Contract

I understand that the objective of this AP course is to:

- Give students the experience of a college-level curriculum
- Provide students with an opportunity to learn the content and skills of a college introductory-level United States History course
- Help students develop the types of study skills that are necessary for success in any course at the college level
- Prepare students to be able to demonstrate on the AP United States History exam the information and concepts they have learned and the skills they have developed

I understand that this course demands more hours of homework, more individual initiative, and a higher level of dedication than high school level courses. Although common practice is not to assign work over winter and spring holidays, I understand that if needed, I may have work over these vacations.

I understand that I will be expected to take the AP exam in May 2021 administered by the College Board. The exam will cost approximately \$94.00 (based on 2020 price). I understand that if I do not take the AP exam I will take the final for the spring.

I have read and understand the Class Withdrawal Policy included below.

I understand that my signing this paper not only signifies that I have read and understand the material above, but also represents a formal commitment to myself, my classmates and to my teacher to excel honorably in this class.

If you have any questions, please do not hesitate to contact me.

Sincerely,

Mr. Perkins
rperkins@lexingtonchristian.org
 859.422.5700

Student Name: _____ Signature: _____ Date: _____

Parent Name: _____ Signature: _____ Date: _____

Class Withdrawal Procedure

Each student's course selection is the result of a careful decision made after consultation with parents and counselors. Changes after the scheduling deadline may be made only if deemed necessary after review by the administration and counselors.

1. Schedule changes which are deemed necessary may be made within the first five days of the course without penalty.
2. Schedule changes made during day six to ten of a course will carry the designation of —WDI (withdrawn).
3. Schedule changes made after ten days of taking a class will carry the designation of —WFI (Withdrawal while failing – computed as an F in determining GPA).