

APUSH 23-24 SUMMER ASSIGNMENT

Hello,

Understanding how the class and AP exam are set-up will provide a tremendous benefit to your performance in APUSH this coming academic year. During the summer, as you think about the upcoming year, please review the material below and complete it. While this will not guarantee success, it will get you off on the right foot at the beginning of the year as you adjust to being back at school. The class requires effort and time management - thus, if you do not complete the summer assignment properly before the school year begins, it may not be in your best interest to take the class.

This year, we are using the textbook [AMSCO Advanced Placement United States History](#) by Perfection Learning. You should have a copy this year through the DeBaKey “book thing”, but if you want to buy your own, the link above should work - As long as you buy the 2nd edition or later, you’ll be fine.

ASSIGNMENT

- IT IS SUGGESTED THAT YOU DO NOT START THIS ASSIGNMENT UNTIL THE BEGINNING OF AUGUST - PLEASE ACTUALLY ENJOY YOUR SUMMER
- [Everything will be completed on this linked document. You'll want to “File → Make a copy” unless you print out one for yourself](#)
- In the “Description of theme” column use page 21 (28 on the PDF) on the [CollegeBoard Course Description](#) to paraphrase each theme
 - “Relationships” should align with “America in the World” or foreign policy
 - “Culture” and “Identity” have been put together into one theme for now
- [Read the Condensed Writing Guide](#)
 - There are four “parts” of writing that will make you successful: Structure, Specificity, Support, Speed - We would like to have a decent handle on two of these at the beginning of the year
 - It is imperative that you understand the “Identifying → Describing → Expanding” and “Describes Versus Explains” sections of the reading
 - Look at the example of implementing the local context into the “describes”
 - Understand the difference between “describes” and “expands”
 - [Another way to break down local context](#)
 - This will be used for your next task where you will need to describe examples of themes within the text specifically
 - Please look at the rubrics as well
- Read the Intro and Chapter One of [Dee Brown's *Bury My Heart at Wounded Knee*](#)
 - While reading, look for examples of evidence that fit within each theme that you paraphrased in the last step
 - [Write/type the example and describe it into your document](#)
 - The more specific, the better
 - Focus on utilizing local context (who, what, where, when) to ensure that your argument is more specific
 - Aim for two examples of each theme from the reading

OPTIONAL

- [The CollegeBoard Course Description](#) has an overview of the AP exam on page 241 to 260 (if you're looking at the PDF numbers, just add 7) with sample questions (and answers). If you did not take AP World History or didn't take the full AP exam last year, please look over this to understand how the course is structured and how multiple choice questions differ from ones you may be accustomed to
- [The CollegeBoard Course Description](#) has rubrics for both the Document-Based Question (DBQ) and Long Essay Questions (LEQs) on pages 261-264. You'll need to know these well by the end of the first cycle, so it would be helpful at the points breakdown over the summer

If you have any questions, feel free to email Mr. Boldman (garth.boldman@houstonisd.org) or Mr. Silva (jsilva5@houstonisd.org).