

**Advanced Placement United States History**  
**Summer Reading Guidelines 2008**  
**(Mr. Van Orden)**

**READ THE FOLLOWING CAREFULLY:**

Welcome to the world of Advanced Placement United States History. I am pleased that you have chosen to accept the challenge of this course. The Advanced Placement program in United States History is an introductory college-level course that is designed to provide you with the analytic skills and factual knowledge to deal critically with the problems and materials in United States History. The course stresses detailed, in-depth knowledge, critical thinking, and expression through strong rhetorical skills. The content of the course follows the general guidelines in the Advanced Placement Course Description provided by the College Board. You may earn college credit and/or placement by performing well on the Advanced Placement Exam at the end of the school year. In the course you will learn the story of the United States from its beginning to today. You will also learn to assess and use historical materials. Because of the amount of material we have to cover it is important that we get a good start thinking about history before the school year begins.

The texts for the class are: (Be sure you have correct editions of the texts!)

1. Brinkley, American History: A Survey (12th Ed.) (**New edition**) (To be purchased in the fall)
- ⇒ 2. **Davidson & Lytle, After the Fact: The Art of Historical Detection (5th Ed.) (Used for summer reading)**
3. Graebner & Richards, The American Record: Images of the Nation's Past, Volumes I & II (**5th Ed.**) (To be purchased in the fall)
4. Newman & Schmalbach, United States History: Preparing for the Advanced Placement Examination (**Revised Edition**) (To be purchased in the fall)

Before the first day of school you must read **the Introduction, Prologue, Chapters 1&2 (everything through p. 48)** in **After the Fact** by Davidson and Lytle. (Copies are available for purchase in the Judge bookstore.) **You will have a Reading Test on this material during the first week of class and a written assignment due the first day of class.** (More details below.)

There are two purposes for summer reading. *First*, this reading will give you some knowledge with which to begin the college-level work you will be doing in the fall. (At some schools, students who take AP U.S. History have previous experience in high school U.S. history classes. However, all of you should have studied early U.S. history in eighth grade; it's part of most state core curricula in social studies. The Summer reading should be a good review of some ideas in U.S. History and help bring you up to speed for the class.) *Second*, the reading will give you a new view of U.S. history, a view that will help you develop a more sophisticated view of historical study and interpretation. The readings in After the Fact will give you a different, more in-depth view of U.S. history than you have probably encountered before. It is important that you understand differing views of history. We will be looking at differing historical interpretations throughout the year.

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In order to effectively complete the reading you will need to plan your time well. Do not leave it until the last minute; you will not be able to read it *well* if you do so. After completing the reading, you should be able to identify the *main idea(s)* of each chapter and the *major events* and *actors* discussed therein. Pay special attention to the *alternate viewpoints* discussed in the book. Also, pay attention to the *chapter titles* and their meaning as reflected in the content of the chapters. It is always a good idea to underline key ideas and take notes while reading, a practice you will follow throughout the school year. I would suggest writing a summary of each chapter as you read it and keeping lists of important people, terms, and events. Writing things down is one way to make sure that you study the material in sufficient depth for completing the other assignments you are given. You will need to develop the ability to decide what is and what is not important to include in your reading notes. Summer reading is good practice for learning to do this. (Note: If you don't already have one, you need to obtain a good pocket dictionary. You will be encountering many new words as you read. Get in the habit of looking up new words when you encounter them. Keep a written record of new words that you find.) Read well; the test during the first days of class will be the first graded test in AP U.S. History. You will be expected to remember the ideas, events, and people discussed in the reading. I hope you will enjoy the reading. I selected this book because it is both interesting and informative. I also hope it helps you to see the history of the United States in a new light.

### **SUMMER READING & WRITING ASSIGNMENTS IN DETAIL:**

You must obtain the following book from the bookstore: (You will be using it all year in the course.)

*After the Fact: The Art of Historical Detection* (5th edition) by Davidson and Lytle  
(If you get a used copy, be sure the book you get has the accompanying CD.)

### **Before the first day of class in August, you must do the following:**

- 1. Read:** Davidson & Lytle: Introduction, Prologue, Chapters 1 & 2
- 2. Write:** An *essay* in which you compare and contrast the two major areas of the British colonies in America: Northern (New England) colonies and the Southern (Chesapeake) colonies. (As you will see these two areas have distinctive characteristics and things they share in common.) The essay should be well organized and contain a thesis and several arguments. It should not simply be a summary of what you read, but should use the material you read as a basis for your arguments. This is an exercise in inferential thinking. You must use what you learn about Jamestown and Salem to draw broader conclusions about the areas they represent, and then you must back your arguments with evidence from these two communities. This is to be typed, not handwritten. It should be at least 2 pages in length, but not over 3 pages.
- 3. Be prepared to discuss** the main ideas of all the reading and know the key names, events, and terms in each reading. Pay special attention to the question: "What is history?" as discussed in the Introduction and Prologue.

**REMINDER:** You will have an **exam on all of the summer reading** sometime **during the first week of class**; be prepared on the first day of class in case it is on that day! The exams may include multiple-choice, true-false, fill-in, identification, short answer and essay questions. The **essay** assignment is **due the first day of class**. - **Late work will not be accepted except in cases of severe illness.**