



The purpose of this summer reading assignment is to explore different themes and time periods in American history and reflect upon the narrative created pertaining to various historical events. For your summer assignment, you must select a book pertaining to American History. This can be fiction or nonfiction, but ***if you did not take Honors United States History I, you MUST choose a nonfiction title.*** I have generated a [list](#) of some interesting titles that span different periods of American history. You are more than welcome to select a book not on the list but **all selections must be approved by me before we break for summer.** No two students may select the same title to read.

You should choose a book that you find to be interesting. Some of the books on my list or that you may come across are very lengthy. If you choose one of these you can select a portion to focus on which should total around 300 pages. Keep in mind this class is run as a college course and some of the titles contain mature themes. Parents may have the final word on which books students read. *It is recommended that you purchase your book as annotations are required and it is easier to do so directly on the pages rather than using post it notes.* If purchasing is not an option for you, many can be found free of charge through the [RHS library](#), [Bergen County Cooperative Library system](#) or [Project Gutenberg](#).

The Assignment:

#1: [Annotate](#) the text as you read. This is a very important skill to have and will be good practice for the year ahead. Annotating will help you organize your notes and understand the material. You will get the most out of your experiences reading historical texts when you actively engage in a dialogue with the book. A few things to keep in mind as you are annotating:

- Pinpoint and define vocabulary
- Identifying main ideas and important themes
- Your reactions to the text
- Questions you may have
- Connections you can make

*Keep your annotations. We will be using these texts and your assignments as a reference point as we move throughout the course. When we reach the time period that your book pertains to you will be asked to lead discussions.

#2 Essay

Write one or two introductory paragraphs summarizing the key focus and themes of the book. This is setting the context for your paper. Be sure to clearly explain your reasoning and conclusions.

- Think about the historical intent of the author(s)
- What are the major overall theme(s) that the author(s) are interested in exploring?
- Is there a clear point of view?
- Can you identify bias?
- What is the purpose of the text?

Next select 2 historical events or concepts that are explored in the book and write a reflection for each.

- Each reflection must have a thesis statement. Remember you are arguing a thesis NOT narrating history.
- Reflections should briefly summarize and then explain why the concept or theme is significant in American history.
- If you choose to read fiction, you should be explaining how the event, concept or topic is a reflection of American history at the time. Look for the event(s) triggered or the pattern of future behavior set in place as discussed by the author. You must also account for any historical inaccuracies that you encounter.
- In any case, fiction or non-fiction, use information and evidence from the text to support your argument.

Write a conclusion paragraph. In your conclusion try to make connections to the text. Possible connections could be:

- Can you identify any patterns of continuity and change over time, causes or effects or comparisons you can make throughout American history?
- Can you make any connections to American history?
- Can you offer any alternative perspectives on the topic(s)?

Essays must be MLA format, typed double spaced in size 12 Times New Roman font. There are no word or page limitations. With this in mind, I am not interested in an essay full of quotations. I am more interested in your thought process. **Essays are due on the first day of class and may be submitted through Google Classroom.**

See you in September! ☺

Mrs. Ferlauto

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OPTIONAL:

All students enrolled in APUSH are required to take the exam on May 10, 2024. The goal is to see to it that you are as prepared as possible for the exam. Remember - the payoff is a glorious sense of satisfaction for a year of hard work and the potential to earn college credits!

The Gilder Lehrman Institute of American History is offering a **FREE [AP United States History: Strategies and Techniques](#)** course to high school students. This course will examine strategies and techniques intended to help you master the different types of assessments included in the AP United States History coursework and exam. You will learn how to approach multiple-choice questions, short-answer questions, document-based questions, and long essay questions. The aim is for you to feel confident in understanding and answering the various types of questions featured on the APUSH exam so you can get the highest possible score.

- **The deadline to register is June 30, 2023.**
- The six weekly classes are 60 minutes in length and will take place on Zoom.
- Classes will begin at 5:00 p.m. ET (4:00 p.m. CT/ 3:00 p.m. MT/2:00 p.m. PT).
- If you attend 5 out of 6 classes, you will receive a certificate from the Gilder Lehrman Institute confirming your participation in this History School course.

Schedule

- Week 1, *Thursday, July 6, 5-6 p.m. ET*: Introduction to APUSH
- Week 2, *Thursday, July 13, 5-6 p.m. ET*: Mastering the Stimulus-Based Multiple-Choice Questions
- Week 3, *Thursday, July 20, 5-6 p.m. ET*: Mastering the Short-Answer Questions
- Week 4, *Thursday, July 27, 5-6 p.m. ET*: How to Create a HOTT (Historical Overview; Thesis with Themes) Intro and Mastering the Long Essay
- Week 5, *Thursday, August 3, 5-6 p.m. ET*: Mastering the Document-Based Questions
- Week 6, *Thursday, August 10, 5-6 p.m. ET*: Reviewing the APUSH Exam Structure

Please email historyschool@gilderlehrman.org if you have any questions.

***Students who successfully complete this course will receive 10 points extra credit on the first quiz of the marking period. **You must provide the certificate from Gilder Lehrman as proof of attendance and completion.**