

AP US History II Summer Assignment 2018

These questions are to be answered in a Google Doc & shared with Mr. Horan (jhoran@oratoryprep.org) that will be finished no later than August 20th. **The shared document will be created for you in our Google Classroom no later than July 1st**, so that your progress can be checked throughout the summer.

You can use whatever sources come to hand in finding answers to the questions, including the textbook you used this past year, and the ones you will use for 2018-2019. There are many excellent online sources as well, including our EbscoHost () site, the Gilder Lehrman Society's site (), and Khan Academy, which is now an official AP review. A class will be set up in Khan Academy by July 1, and the access information will be on our Google Classroom but you can access their site at any time ().

This will be counted as a 200 point essay assignment for the first quarter. Penalties will be assessed for late work. You are strongly encouraged to work on this gradually throughout the summer rather than leaving it to the last minute. Do all your work in the shared Google Doc. Creating your answers in a Word (or similar non-shared) document and then transferring them to the Google Doc at the last minute is not acceptable.

QUESTIONS:

1. Read the "Course Themes Overview" attached. Each of the seven themes of AP United States History will play an important role in the course, and it is important that students are introduced to these themes as soon as possible. Using your knowledge of the seven themes of AP United States History, you will complete the "Seven Themes of United States History" worksheet attached. This assignment will not only assess how well students can identify and analyze each of the five themes, but also challenge them to utilize each of the five themes by creating scenarios of their own. You will put just your answers into the shared Google Doc.
2. Make a **listing** of the causes of World War I. Separate your listing into long-term and short-term causes. Under each cause give a 1-2 sentence explanation of how it was a cause. Remember, long-term causes create conditions that make something both possible and likely to happen at some time, while short-term causes help to determine just when that thing will happen.
3. In what ways was America's neutrality in the beginning of World War I similar to AND different from America's neutrality in the late 18th Century up to the War of 1812? Create a 3 column chart, that looks like **this**:

WWI Neutrality	Similarities (BOTH)	Late 18th –Early 19th Century Neutrality

4. Your packet includes the Document Based Question (DBQ) and a copy of a technique for document analysis known as APPARTS. Complete an **APPARTS analysis** for each document in the DBQ. The S in APPARTS stands for "significance." The significance of any piece of evidence depends on the question you are trying to answer, so use the question of the DBQ in explaining the significance. Then complete the DBQ assignment by following the attached rubric and the instructions included in the assignment itself. The assignment requires you to write a comprehensive essay that evaluates how American position shifted over the course of World War I. This exercise will help students analyze different

historical sources and interpret their meanings, and is designed to assess your ability to interpret historical documents and utilize them in writing an appropriate AP-level essay. Cite the use of docs in the essay by noting in parentheses at the end of the sentence (Doc B).

AP United States History Course Themes Overview

Theme 1: Identity

Theme 2: Work, Exchange, and Technology

Theme 3: Peopling

Theme 4: Politics and Power

Theme 5: America in the World

Theme 6: Environment and Geography

Theme 7: Ideas, Beliefs, and Culture

The content learning objectives for the AP U.S. History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP U.S. History course. These themes focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States.

Theme 1: Identity

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Theme 2: Work, Exchange, and Technology

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Theme 3: Peopling

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when "borders crossed them." Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

Theme 4: Politics and Power

Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

Theme 5: America in the World

In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

Theme 6: Environment and Geography

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Theme 7: Ideas, Beliefs, and Culture

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Exercise on the Seven Themes of United States History

Read and analyze the following statements and, in the line provided next to each statement, identify which of the seven themes of United States History is being utilized

- Identity*
- Work, Exchange, and Technology*
- Peopling*
- Politics and Power*
- America in the World*
- Environment and Geography*
- Ideas, Beliefs, and Culture*

1. The Columbian Exchange describes the wide-scale network of trade between the Old World and the New World, particularly in the decades following Columbus's arrival in the Americas. During this time, new European foods, animals, technologies, and diseases were all introduced to the Americas for the first time.

2. Following an era of wars, famines, and political turmoil in the 19th century, many Europeans began leaving their nations of birth to immigrate to the United States. As a result of this influx of new immigrants, American cities grew larger and the general population saw a movement towards urbanization.

3. Reconstruction was a time of great societal change for African Americans, particularly those who were newly-emancipated. No longer slaves, African Americans in the South turned to religion and government in order to adjust to their new lives as freedmen.

4. Though the United States had developed a reputation as a world power in the years following World War I, it wasn't until the conclusion of the Second World War and the ensuing Cold War that the U.S.A. was recognized as one of the true global superpowers.

5. The Seneca Falls Convention and the women's rights movements that followed challenged commonly-held American beliefs about gender roles and women's place in society. Women demanded the right to work, the right to vote, and the right to have a place in society.

6. Several events, including the infamous Shays' Rebellion, demonstrated the weakness of the Articles of Confederation and inspired the Founding Fathers to design a stronger and more appropriate document to govern the young nation: The Constitution.

7. While labor unions were originally considered illegal organizations in the 1890s and early 1900s, the issues they addressed won major reforms in the development of the minimum wage, worker's rights, and the 40 hour work week.

8. In 1838, as part of Andrew Jackson's Indian removal policy, the people of the Cherokee nation were forced to give up their lands east of the Mississippi River and migrate to an area in present-day Oklahoma. This forced relocation would become known as the Trail of Tears.

9. In the years following independence, the United States established beneficial trading relationships with both Britain and France. These trade connections would eventually pull the United States into several European conflicts and lead to the War of 1812.

10. Political parties have a long and varied history in the United States, beginning in 1796 with the Federalists and Democratic-Republicans. Since then, political parties have played a crucial role in American government and elections.

11. Manifest Destiny was a philosophy that stated it was the fate of the United States to expand across the American continent from the Atlantic Ocean to the Pacific Ocean. This ideal inspired Americans to expand ever westward.

12. The Gilded Age of the 1890s ushered in a new era of industrial technologies and labor relations. Industrial capitalists such as Andrew Carnegie and John D. Rockefeller established monopolies in their fields and dominated the marketplace.

13. Prior to the Civil War, it was common for most Americans to identify primarily with their state than with their nation. Growing social and economic differences between the North and South only exacerbated this issue.

APP ARTS

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view or perspective?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond the 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 the source produced at the time it was produced?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is the source important? What inferences can you draw from this document? Ask yourself, "So what?" in relation to the question asked.

APUSH DBQ Rubric 2018-2019

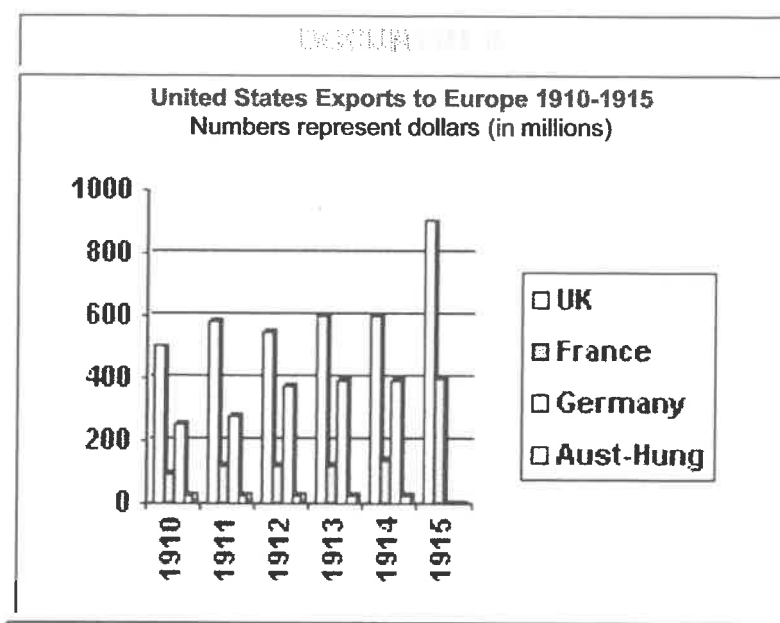
Category	1 point	0 points
Thesis	Response to the prompt with a historically defensible thesis that establishes a line of reasoning.	Has no thesis, Or has a thesis which does not properly respond to the prompt.
Contextualization	describes a broader historical context and relates it to the prompt	Fails to establish a proper historical context
Evidence 1st point	Uses the content of at least three documents to address the topic of the prompt	Uses fewer than three documents, or fails to relate evidence To the prompt
Evidence 2nd point	supports an argument using evidence from at least six documents	Fails to use at least six documents, or refers to those documents without explaining how they support the thesis
Evidence 3rd point	uses at least one additional piece of historical evidence beyond that found in the documents relevant to an argument about the prompt	fails to make proper use of any outside evidence beyond that in the documents
Analysis/Reasoning 1st pt	for at least three documents explain how or why the documents point of view, purpose, historical situation, and or audience is relevant to an argument	Fails to properly analyze at least three documents
Analysis/Reasoning 2nd pt	demonstrates a complex understanding of the historical development that is the focus of the prompt, Using evidence to corroborate, qualify, or modify an argument that addresses the question.	Fails to demonstrate a complex understanding of the historical development, Or merely summarize his documents.

Using the documents and your knowledge of this topic, evaluate the circumstances that led to the shift in the American position regarding entrance into World War I.

"My fellow countrymen: I suppose that every thoughtful man in America has asked himself, during these last troubled weeks, what influence the European War may exert upon the United States, and I take the liberty of addressing a few words to you in order to point out that it is entirely within our own choice what its' effects upon us will be and to urge very earnestly upon you the sort of speech and conduct which will best safeguard the Nation against distress and disaster.

The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality, which is the spirit of impartiality and fairness and friendliness to all concerned. The spirit of the nation in this critical matter will be determined largely by what individuals and society and those gathered in public meetings do and say, upon what newspapers and magazines contain, upon what ministers utter at their pulpits, and men proclaim as their opinions on the street..."

President Woodrow Wilson, August 19, 1914—Message to U.S. Senate.



"In view of recent acts of the German authorities in violation of American rights on the high seas which culminated in the torpedoing and sinking of the British steamship

Lusitania on May 7, 1915, by which over 100 American citizens lost their lives, it is clearly wise and desirable that the government of the United States and the Imperial German Government should come to a clear and full understanding as to the grave situation which has resulted."

May 13, 1915- a letter from Secretary of State Lansing to United States Ambassador to Germany Gerard.

Woodrow Wilson's Speech to the U.S. Senate

"The present war must be ended; but we owe it to candor and to a just regard for the opinion of mankind to say that, so far as our participation in guarantees of future peace is concerned, it makes a great deal of difference in what way and upon what terms it is ended... it must be a peace without victory. Victory would mean peace forced upon the loser, a victor's terms imposed upon the vanquished. It would be accepted humiliation, under duress, at an intolerable sacrifice, and would leave a sting, a resentment, a bitter memory upon which terms of peace would rest, not permanently but only as upon quicksand. Only a peace between equals can last. Only a peace the very principle of which is equality and a common participation in a common benefit. The right state of mind, the right feeling between nations, it is necessary for a lasting peace as is the just settlement of vexed questions of territory or of racial and national allegiance.

Woodrow Wilson- speech to U.S. Senate on January 22, 1917.

The Zimmermann Telegram

"On the first of February we intend to begin submarine warfare unrestricted. In spite of this it is our intention to keep neutral the United States of America. If this attempt is not successful we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas and Arizona. The details are left for your settlement. You are instructed to inform the President of Mexico of the above as soon as it is certain there will be an outbreak of war with the United States...Please call to the attention of the President of Mexico that the employment of ruthless submarine warfare now promises to compel England to make peace in a few months.

Source: Note from German Foreign Secretary Arthur Zimmerman to German Ambassador to Mexico (written January 19, 1917 in Berlin). Intercepted and released on March 1, 1917 by British Naval intelligence.

Neutrality is no longer feasible or desirable

"Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its peoples, and the menace to that peace and freedom lies in existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of the people. We have seen the last of neutrality in these circumstances...the world must be made safe for democracy: its peace must be planted upon the tested foundation of liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material

compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those have been made as secure as the faith and the freedom of nations can make them."

Woodrow Wilson- speech to U.S. Senate on January 22, 1917.

" The failure to treat the belligerent nations of Europe alike, the failure to reject the unlawful "war zones" of both Germany and Great Britain is wholly unaccountable for our present dilemma. We should not seek to hide our blunder behind the smoke of battle, to inflame the minds of our people by half-truths into the frenzy of war in order that they may never appreciate the real cause until it is too late. I do not believe that our national honor is served by such a course. The right way is the honorable way. One alternative is to admit our initial blunder to enforce our rights against Great Britain as we have enforced our rights against Germany; demand that both those nations shall respect our neutral rights upon the high seas to the letter; and give notice that we will enforce those rights from that time forth against any belligerents and then live up to that notice. The other alternative is to withdraw our commerce from both. The mere suggestion that food supplies would be withdrawn from both sides impartially would compel belligerents to observe the principles of freedom of the seas for neutral commerce."

Senator Robert M. La Follette--address to the Senate on April 4, 1917.



Committee for public information
poster-1917.

Johnnie get your gun, get
your gun, get your gun,
Take it on the run, on the
run, on the run;
Hear them calling you

and me;
Every son of liberty.
Hurry right away, no
delay, go today,
Make your daddy glad, to
have such a lad,
Tell your sweetheart not
to pine,
To be proud her boy's in
line.

Chorus: Over there, over
there
Send the word, send the
word over there,
The Yanks are coming,
the Yanks are coming,
The drums rum-tum
tutting everywhere
So prepare, say a prayer,
Send the word, send the
word to beware,
We'll be over, we're
coming over,
And we won't come back
till it's over, over there.

: "Over There," written by George M. Cohan
(Allied Expeditionary Force marching song).

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