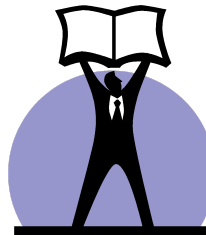




## Going into AP USH 2



## SUMMER 2018

Congratulations on successfully completing your first year of Advanced Honors/Placement United States History! Ms. Dougherty and I wish you a restful, healthy, productive summer vacation.

To help you with those boring, hazy, lazy days of summer, we would ask you to do the following activities before you return in the fall. Purpose: to keep you fresh, to hit the ground running, and have more time in the spring to review for the AP test which is scheduled for early May.

### REQUIRED-1, 2, & 3 due first day of school at the beginning of the period

1. Outline Chapter 18, "Conquest and Survival: The Trans-Mississippi West, 1860-1900."
  - Optional Study guide (for your benefit only--will NOT be turned in):  
<https://docs.google.com/a/holmdelschools.org/document/d/1BdlKsFsZT27m-yQbxKyrkYhkVjqDLfSHrP7BtAkXoSY/edit?usp=sharing>
2. Create your own DBQ on The American West: 1860 - 1900, i.e, it corresponds to the chapter you are preparing. See specific directions on the next pages.
3. Memorize all of the presidents in order.
  - a. You will need to know them throughout the year and up to the AP exam in May, so memorize them in a way that will stick with you. These will provide a touchstone to help you with your chronology and relative dating of social, economic, and political events.
  - b. You may create your own mnemonic, song, poem, drawing, etc. to help you or you may use one which already exists. Some people find memorizing 4-5 presidents together in a group helpful & then remembering the links between the "clumps"
4. Use your notes, outlines, presidential essays and possibly an AP US History Test Prep book or website to review for a Document Based Multiple Choice Test on early American History, 1600-1877 (colonial times through Reconstruction). This **test** will be given on the **second full day of class in September**. The test does not include material from the above chapter which you are outlining for summer work. The following are suggested AP review books and websites, though many others exist:

Amsco Review Arco Review Barrons Review Kaplan Review	Peterson Review Princeton Review AP Central.collegeboard .com
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**ALL REQUIRED WRITTEN ACTIVITIES ARE DUE ON YOUR FIRST DAY BACK TO SCHOOL IN SEPTEMBER. NO WORK WILL BE ACCEPTED AFTER THIS DATE!**

GOOD LUCK and HAVE A GREAT SUMMER VACATION!! I do not regularly check my school e-mail during the summer, therefore if you have questions regarding these assignments, ask me before school lets out or confer with one of your APUSH peers.

--Ms. McBride

## **APUSH2 Create Your Own DBQ Project**

The DBQ portion of your AP US History Exam is worth 25% of your total score. This project will help you to understand the DBQ format much better than you would by just answering DBQs.

### **Your Topic: The American West: 1860 - 1900.**

Step 1: Write the prompt and provide a rationale for it. Why is it an important issue to examine? (One way to attack this task is to consider the societal/ political / economic issues we are grappling with today: How are their roots evident in the Old West or how would this/these concern(s) translate to our investigation of the Old American West.)

Step 2: Write TWO alternative theses (They should have major elements that differ or oppose one another).

Step 3: Find 7 source documents related to the prompt (minimum of 4 text based primary sources and 2 visual)

Step 4: For EACH source provide

- Source info (with URL if derived from an on-line source or MLA citation if found reprinted in a book)
- Written explanation of how this document would be used in conjunction with both of the theses (how it can be used to support the thesis or how the point of the document would be minimized or refuted if it doesn't support the thesis)
- Information to be (1) taken directly from the source and (2) inferred from it
- Links to other documents in this DBQ and to outside information that a reasonably informed reader should generate
- See the sample provide below for how to format the information for this step

Step 5: List outside information that one could use in responding to your prompt that is not connected to any of the 7 documents that you have included. THIS IS DIFFERENT THAN THE OUTSIDE INFORMATION IN STEP 4. The Step 4 outside information is related to a particular source, but not explicitly mentioned in it. Step 5 outside information is germane to the prompt, but not linked to any of the sources.

### **Style:**

- Formatting: Times New Roman 12 point font, 1 inch margins
- Spacing: Step 1-2 -- double space. Steps 3-5 -- single spaced.
- Heading should have your name, date, APUSH2, McBride, class period & name of assignment.
- You must have page numbers printed on your work. It should be stapled in order. If a staple won't go through, use a binder clip, NOT a paper clip, which are too insecure & get caught on others' work.)
- Grammar and spelling count! Use spell / grammar checkers and proofread!

### **Directions and Tips:**

1) **Prompt:** Write a good **debatable** prompt. After the prompt, write a paragraph to explain why this is a good DBQ prompt. Why is the issue important? How is it debated? What insights can the answer provide us with?

- Decide the focus of the topic that you want to develop – are you looking for analysis of cause and effect, comparison and contrast, gauging validity, understanding perspective ... etc. Examples from the College Board:
  - Evaluate the extent to which reform movements in the United States led to an expansion of democratic ideals from 1825 to 1855.
  - Evaluate the causes of the development of the institution of slavery in the period from 1607 to 1750.
- Develop a prompt you believe to be significant in studying the topic. This prompt should be one that **can be answered in more than one way**.
  - Your documents should offer support for different answers and sides. For instance, you could have: “Andrew Jackson’s Specie Circular was largely responsible for the Panic of 1837. Assess the validity of this statement.” You could easily find documents supporting this statement and others undermining it.
- A good prompt needs to **cover a good portion** of the **assigned time period**.
- Do not use a Yes/No question.

## 2) Theses statements

- Present **two differing** thesis statements that make a historically defensible claims and respond to all parts of the prompt. Different documents will more easily support or refute the varying theses. If you can’t write two theses, look at your prompt, is it really one that can be answered in more than one way?
- The answers to your prompt do not have to be opposites! For instance for the prompt in a previous section, “Evaluate the causes of the development of the institution of slavery in the period from 1607 to 1750,” one thesis could focus on social and political causes as most significant and another could center around economic causes as key.

## 3) Documents (see example below)

- Above each document, original source information (author/date/source) must appear.
- Must contain a minimum of a **variety of 4 text-based primary source** documents.
  - Examples could be excerpts from personal letters, public speeches, public documents of record (such as laws or court findings), diary entries, newspaper articles, song lyrics, books, autobiographies, etc. from the era.
  - Use the most relevant parts or excerpts from documents rather than using huge whole documents. Excerpts should be short and concise! No more than 2-3 short paragraphs for any given source. Use ellipses (...) to indicate text removed from a source.
  - No more than one duplicate type of source. So if you have 2 laws, you don’t add a 3rd. Or if you have 2 speeches, you don’t have 2 laws.
- Must contain a minimum of a 2 visual documents, such as photographs, paintings, graphs, charts, maps, political cartoons, etc. (At least one of these should be a primary source. Again, **variety**, not same type.) No duplicate types of sources for visuals.
- Note: the minimums only total 6, you need to have one more source. You choose the type.
- No more than 1 secondary source. (Remember, chronologically, this will go at the end.)

- All documents must be easy to view / read. For example, if an image is too dark or blurry, find a different clearer version of it or use a different source. Remember, I am old, my eyes are weak: Do not make the font extra small!
- Taken together, the documents should be **balanced**, meaning that different arguments find them useful. Documents must be able to help support the student in responding effectively to the prompt, i.e., documents should reveal different perspectives, so that no matter “which side” a responder chooses to argue, there are documents that will support the case and those that need to be refuted.
- Lay out documents in **chronological order** and number them Document 1, Document 2, etc.
- Each document should start on a new page and have the following information below it:
  - Where source was found
  - How it links to theses (i.e., how it can support a thesis, or how to refute it or minimize it to support a thesis)
  - Additional specific info:
    - key people, events, places, ideas, etc (buzzwords) which are taken directly from the document and are inferred from it.
    - How the author’s point of view, author’s purpose, historical context, and audience influence our interpretation of the document and our ability to use it to prove our thesis
    - List outside information that the document would trigger (and links to other documents you’ve included in the DBQ, if relevant)

#### 4) **Additional Outside Information**

- Make a list of outside factual information that a reasonably informed writer might use to answer the prompt and support their thesis. Be selective and keep the purpose in mind. Don’t write down everything that could ever be seen as relating to the American West.

Sample of what is needed for a source (since we don't have the prompt or the thesis statement or the other documents, some of the info is partial and/or invented to serve as a place-holder for what you will need to do.)

## Document 1

**Source:** William Lloyd Garrison, Declaration of the National Anti-Slavery Convention, December 14, 1833

But those, for whose emancipation we are striving, —constituting at the present time at least one-sixth part of our countrymen, — are recognised by the laws, and treated by their fellow beings, as marketable commodities — as goods and chattels — as brute beasts; — are plundered daily of the fruits of their toil without redress; — really enjoy no constitutional nor legal protection from licentious and murderous outrages upon their persons; — are ruthlessly torn asunder—the tender babe from the arms of its frantic mother — the heart-broken wife from her weeping husband — at the caprice or pleasure of irresponsible tyrants; — and, for the crime of having a dark complexion, suffer the pangs of hunger, the infliction of stripes, and the ignominy of brutal servitude. They are kept in heathenish darkness by laws expressly enacted to make their instruction a criminal offence. These are the prominent circumstances in the condition of more than TWO MILLIONS of our people, the proof of which may be found in thousands of indisputable facts, and in the laws of the slaveholding States.

Found at:

<https://bcourses.berkeley.edu/courses/1332803/pages/declaration-of-the-national-anti-slavery-convention-by-william-lloyd-garrison>

### Link to Theses

1. To support the first thesis, Garrison's point of the lack of constitutional and legal protection speaks to the larger ideas of reform movements of this era which argue .....
2. To use in conjunction with the second thesis, Garrison's points would need to be refuted and that the tear jerking ruptures which he mentions are not done by "tyrants" but by individuals operating in an economic environment in which these separations.....

### Additional specific info

1. Directly from source:
  - 2 million in slavery in US then
  - Laws don't protect slaves, so they suffer physically, mentally and emotionally
  - Laws against educating slaves
2. Inferred from source
  - Most of hostility is directed at southern states & their laws, as that is where institution of slavery was strongest
  - Garrison advocated immediate emancipation of slaves
3. Importance of author's POV / purpose, historical context, and audience
  - This declaration is from the beginning of the American Anti-Slavery Society which Garrison helped to found. The purpose of the organization was to convince others of the horror of slavery and the righteousness of abolition, therefore we see Garrison's emphasis on the

brutality of slavery, rather than the economic role which it served in the country at the time. As Garrison is speaking to like-minded individuals at the Convention, he is not so much trying to sway people to his views, but to rouse the audience to greater action in the cause of emancipation. Later publications of these remarks would serve to reach beyond those dedicated to the cause to try to convince others of the need for ending slavery.

4. Outside related information

- Garrison used his abolitionist newspaper *The Liberator* to spread his ideas and influence politicians and prominent members of society
- Other prominent abolitionists: Frederick Douglas, Sojourner Truth, John Brown, Grimke sisters
- Dred Scott case demonstrates the complete lack of legal rights that slaves had, which Garrison references
- Garrison also supported women's rights, including suffrage, though did not put major effort into it until after 13th Amendment ratified
- Republican Party, Abe Lincoln -- came decades later to abolition movement

5. Links to other documents

- Similar outrage against slavery as in Document 6, the excerpt from Harriet Beecher Stowe's novel *Uncle Tom's Cabin*.

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**Remember to put Document 2 on the NEXT page, not here.**

- Before the documents you will have your prompt & the rationale for it and your 2 theses.
- **After the documents** you will have a **list of outside information, that is information that is not connected to any of the documents but is still relevant to your thesis statements.**

Click through for an [example of a "Create Your Own DBQ" assignment on Reconstruction:](https://docs.google.com/document/d/1i_J4htFHB3AOTxf3jsE3sNU0Gg3Z3xU7fiF5BfoSNyc/edit?usp=sharing)

[https://docs.google.com/document/d/1i\\_J4htFHB3AOTxf3jsE3sNU0Gg3Z3xU7fiF5BfoSNyc/edit?usp=sharing](https://docs.google.com/document/d/1i_J4htFHB3AOTxf3jsE3sNU0Gg3Z3xU7fiF5BfoSNyc/edit?usp=sharing)

Click for the [Create Your Own DBQ Rubric:](https://docs.google.com/document/d/1NZEKLTvaFajrCz7shi2Qdf2H1mNier-O0qNtO-WSFno/edit?usp=sharing)

<https://docs.google.com/document/d/1NZEKLTvaFajrCz7shi2Qdf2H1mNier-O0qNtO-WSFno/edit?usp=sharing>