

Name: \_\_\_\_\_  
May 14, 2019

A.M.D.G.

The Highlands School  
Incoming APUSH Students

## AP U.S. History Summer Reading Guidelines

Dear Students & Parents,

Incoming students to the 2019-20 AP U.S. History course should be aware of three demands for the coming, academic year:

- 1) You are required to read during the summer ***selections*** from the following books, NOT the entire books but pertinent selections from each of the books:
  1. **Theodore & Woodrow** by Judge Andrew P. Napolitano
  2. **A Republic, Not an Empire** by Patrick J. Buchanan and
  3. **The Revolution** by Ron Paul. : {*Note: ALL of these books are available USED at low prices on the website [www.bookfinder.com](http://www.bookfinder.com) You need to get a copy of each one, either from last year's students **OR** from bookfinder. See ISBNs below.*}
- 2) You are required to compose an essay response – in your handwriting - to one (1) of three long essay questions.

Below is the book list.

### **Theodore & Woodrow:**

Author's Note & Intro.	pages xi – xviii
Chapter 1	pages 1 – 19
Chapter 4 - 5	pages 54 - 92
Chapters 12 – 14	pages 184-234
Chapter 16 & Postscript	pages 248 – 253

### **A Republic, Not an Empire:**

Chapters 1 – 4	pages 3 – 58
Chapters 10 -13	pages 145 – 230
Chapter 20	pages 367 – 390

### **The Revolution:**

Preface	pages ix - xi
Chapters 1 – 3	pages 1 – 67

**Students: Here are the ISBNs:**

**Theodore & Woodrow**  
**978-1595-5535-15**

**A Republic, Not an Empire**  
**978-0895-2615-95**

**The Revolution**  
**978-0446-5375-13**

These readings are a vital part of the course. Why? My goal is to get you to read and think on your own - to think critically. If you are going to earn – potentially – college credit, then you'll have to read, think, and write as an amateur historian. So, I am challenging you with the insights of three opinionated and intelligent historians. These writers do not sugar-coat. Each writer presents history “with an edge.” You are not expected to agree with them, but to understand them. I have selected these authors in that they offer vantage points not present in standard history textbooks which tend to be middle-of-the-road, sometimes insipid, or markedly liberal. Of course, textbook authors offer such content and commentary to sell as many books as possible.

In closing, these summer readings will offer you a foundation of how to defend your opinions with evidence and persuasion. Not my opinions or those of the summer authors, ***your opinions***. Welcome to the course. Enjoy the summer but ***read***, and then compose an excellent essay!

Name: \_\_\_\_\_ A.M.D.G.  
May 14, 2019

The Highlands School  
Incoming APUSH students

## Summer Writing Assignment

**Long Essay** {LE} or **Free-Response Questions** {FRQ} -

Students will choose **ONE** of three essay questions to answer. The free response essay requires students to demonstrate their ability to use historical evidence in crafting a thoughtful historical argument.

In the following questions, students will analyze an issue using the reasoning skills of:

- **continuity and change over time**
- **comparison or**
- **causation**

The three questions focus on the different reasoning skills but apply them to the same time period, 1865 to 1945 from the summer readings and from Chapter 20 in the AMSCO text.

Directions: Answer Question 1 **or** Question 2 **or** Question 3.

In your response you should do the following:

- Respond to the prompt with a historically defensible **thesis** or claim that establishes a line of reasoning.
- Describe a **broader historical context** that is relevant to the prompt. Example – if you were writing an essay on post-Civil War America, you would clearly use the broader historical context of Reconstruction and how it eventually failed.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use **historical reasoning** (e.g., comparison, causation, change and continuity over time) to frame or structure an argument that addresses the prompt.
- Use **evidence** to corroborate, qualify or modify an argument that addresses a prompt.

**Due Date: Friday, August 16, 2019**

The prompts are on the **next page** with a preface.

**Preface:** For most of the 20<sup>th</sup> century, historians writing on U.S. emergence as a world power emphasized economic motives as the principal reason for imperialism. Obvious examples are the U.S. desire for raw materials in foreign lands, U.S. investments in foreign nations, and overseas markets to purchase U.S. goods. Writing time is 40 minutes on the day of the exam, but for summer reading and writing you have all the time that you need. For initiation purposes you have access to your text – **United States History, Preparing for the Advanced Placement Examination** by John Newman & John Schmalback  
AMSCO PUBLICATION, a division of Perfection Learning, 3<sup>rd</sup> Edition  
ISBN 978-153116927.

1. Evaluate the **continuity and change** over time between the global economic motives of the U.S. as it emerged as a world power from 1865 until 1897 with the global economic motives of the U.S. from 1898 until 1917.

OR

2. **Compare** the PEMC {Political-Economic-Military-Cultural} policies of the U.S. in the annexation of Hawaii to those of the U.S. policies in the Philippines in this period, once the U.S. declared war on Spain in 1898.

OR

3. Evaluate the **causation** of the entry of the U.S. into the posture of an imperial, global power in terms of PEMC factors.