



**AP United States History
Summer Assignment 2020
Mr. John Raines
Summer contact: JRaines@tka.net**

Dear Students and Parents:

I am excited that you have decided to accept the challenge of taking an Advanced Placement class, which is a university-level course taught in high school. I promise that you will strengthen your academic, intellectual, observation, and discussion skills. Additionally, I promise that each of you will become a stronger writer from this course. I am excited to teach this class again next year and I am dedicated to providing a challenging and rewarding academic experience.

An AP history student must be dedicated whole-heartedly to this course. It is expected that you will spend several hours each week preparing for this course. As a part of this course you will be consistently be reading several different sources. Failure to stay up on the reading is unacceptable for a college-level course and will result in poor performance in this course. Part of entering an AP class is an assumption of a certain level of background knowledge and skills. With this in mind, the course requires the completion of a summer assignment. Additionally, I want to warn each of you that the summer assignment has been designed to preclude students leaving the assignment until the last few days of summer break. So, begin now and do a little each day. I expect to see quality work turned in. You will finish with plenty of summer break remaining. It is, however, vital that you complete the summer assignments. If you fail to complete the summer assignments I will ask that you transfer to a regular or honors offering of the course.

During my summer break, I am always available to help students via email. Students, and parents, may feel free to email me at: jraines@tka.net. Regardless of where I am in the summer, I always have access to this email. I will almost always respond within 24 hours of receiving your email. If you email, please be specific about who you are and what exactly you need help with. I am looking forward to meeting you in August!

Sincerely,
Mr. John Raines

1. Study the Presidents of the United States (20 Point Test Grade)
 - A. Memorize all the Presidents. You will have an assessment on the first day of school. I expect you to know the first letter of each presidents' first name and the full last name. You will be given a blank piece of paper and you will write down all the Presidents in order.
2. National History Day Assignment (80 Point Test Grade)
 - A. Topic Research for Topic Exploration
 - B. FlipGrid Presentations
 - C. Research Paper

A. TOPIC RESEARCH FOR TOPIC EXPLORATION

- 1) Review the list of potential topics (below) or propose a topic of your own. All topics must be historical and must have a strong connection to the theme- *Communication in History*. All proposed topics must be approved by classroom teacher by email.
- 2) Choose 3 to explore and research. - You must pick one topic from the first list and one topic from the second. The third topic can be from either list. **Once you have chosen your topics, you must email me so that I can add them to an Excel file to limit the number of students researching a particular topic.** Topics will be approved on a first come basis so it is best not to procrastinate.
- 3) Take time to read reference articles about topics that you are considering. You may utilize sites like wikipedia and history.com for initial reading to gauge interest and understanding about a topic, however; you **will not** use these sites as cited references for your NHD project.
- 4) Begin research utilizing TKA databases. The links are provided for you:
 - a) Britannica
<https://school.eb.com/>
Username: kingsacademy
Password: lions
 - b) ABC Clio
<https://databases.abc-clio.com/Authentication/LogOn>
Username: kingaca
Password: kingstudent
 - c) GALE
<https://infotrac.gale.com/itweb/wes2147?db=SUIC>
Password: king

B. FLIPGRID PRESENTATIONS

You will choose 3 Topics from the list of NHD topics (or ones you selected and got approval from Mr. Raines). You will create a flip grid video for each where you explain these topics to your classmates. You must also clearly explain HOW these topics relate to the theme "Communication in History".

Each video must be a minimum of 5 minutes in length and you must include a bibliography for your research.

FlipGrid #1 <https://flipgrid.com/8421d427>

FlipGrid #2 <https://flipgrid.com/a8437254>

FlipGrid #3 <https://flipgrid.com/9fcb32ba>

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Content	Information is presented in a compelling way that demonstrates excellent knowledge of material. Content is detailed and accurate	Demonstrates adequate knowledge of material. Content is accurate and explanations provide sufficient detail.	Demonstrates limited knowledge of material. Content is generally accurate but requires more detail.	Demonstrates little to no knowledge of material. Content is inaccurate and contains insufficient information.
Research	All sources are credible and properly cited within the project and Bibliography is complete and formatted according to MLA or Chicago conventions.	Most sources are credible and properly cited within the project and Bibliography is formatted according to MLA or Chicago conventions.	Some sources are improperly cited within the project and Bibliography is not completely formatted according to MLA or Chicago conventions.	Sources are not credible and/or improperly cited within the project and Bibliography is incomplete and not formatted according to MLA or Chicago conventions.

C. RESEARCH PAPER

- 1) You will choose 1 of the topics from your videos to write a research paper. This paper must be 1500-1800 words. The paper will allow you to dive much deeper into a topic and explore both primary and secondary sources. You will discover that each topic can be explored and developed in a variety of ways.
- 2) Your research paper should include the following:
 - a) Clear thesis that relates directly to the theme “Communication in History”
 - b) Contextualization: What historical events influenced the event locally, nationally and globally?
 - c) Point of View: Be sure to examine various perspectives on your topic
 - d) Short Term Impact: What immediate changes occurred?
 - e) Long Term Impact: What changes occurred over time?
- 3) You will create an Annotated Bibliography and will need to include at least 8 different cited sources in your research paper. Use the school’s databases for your research.

POTENTIAL RESEARCH TOPICS

Through Civil War

Native American smoke signals
The Interesting Narrative of the Life of Olaudah Equiano
Sinners in the Hands of an Angry God
First Great Awakening
Abigail Adam’s letters to John Adams
Phillis Wheatley
Declaration of Independence
Poor Richard’s Almanac
U.S. Postal Service
The Federalist Papers
Common Sense
Paul Revere’s Midnight Ride
Committees of Correspondence

Boston Tea Party
Revolutionary War propaganda
Letters from a Farmer in Pennsylvania
Sons of Liberty
The Bill of Rights
First Amendment
Freedom of Speech
Freedom of the Press
Washington's Farewell Address
Monroe Doctrine
Second Great Awakening
The Transcendentalists
Seminole oral history
Lincoln's House Divided Speech
Declaration of Sentiments
Seneca Falls Convention
Uncle Tom's Cabin
Communication on the Underground Railroad
Emancipation Proclamation
The Gettysburg Address
Sojourner Truth- Ain't I a Woman
Frederick Douglass- Narrative of a Slave
Gullah Geechee
William Lloyd Garrison's-The Liberator
Merriam Webster Dictionary
American Sign Language
Pony Express
Western Union
Telegraph
Samuel Morse
Morse Code
US Military Telegraph Corps
Manifest Destiny
US Army Signal Corps
Thomas Nast-Civil War
Lighthouses as a form of communication
Booker T. Washington- Up From Slavery
WEB DuBois

Post-Civil War

World's Fairs
Thomas Nast-Gilded Age
Nativists: Anti-immigration
"Kill the Indian, Save the Man" - Native American Assimilation
Norman Rockwell
Mark Twain
Dewey Decimal System
Alexander Graham Bell
Thomas Edison- electric typewriter, phonograph
AT&T

Radio Corporation of America (RCA)
Native American ghost dance
Yellow Journalism
William Randolph Hearst
Joseph Pulitzer
Upton Sinclair and The Jungle (1906)
Newsboys Strike of 1899
The Silent Sentinels
Silent Movies
Flint Michigan Strike
The Lost Generation
The Birth of a Nation (1915) - communicating racism
Wilson's 14 Points
WWI or WWII Propaganda
Langston Hughes
Harlem Renaissance
Cigarette Advertisements in America (deadly communication)
Zora Neale Hurston
Louis Armstrong
Fireside Chats
Dr. Seuss
History of Greeting Cards
Charles Schultz-Peanuts
Comic Books
Navajo Code Talkers
Rosie the Riveter
The Double V Campaign
The Atomic Bomb
Recognition of Israel (1948)
Duck and Cover drills
Anti-communist propaganda of the 1950s
Truman Doctrine
McCarthyism
1950s sitcoms
Andy Warhol "Pop Art" artist
Invention of Instant Replay in sports (1955)
Voting Rights Act
Sit-ins
Montgomery Bus Boycott
Freedom Rides
"We shall overcome"
Martin Cooper
IBM Selectric
The Compact Disc
Telstar 1
LORAN
Global Positioning System
Federal Communications Commission (FCC)
National Broadcasting Company (NBC)
Associated Press
Wall Street Journal

New York Times
Florida Times-Union
Univision
PBS
NPR
ASCII
The Internet
Dogs of War: K-9 Communication
Nixon-Kennedy Debate
Political Campaign Ads (“Daisy Girl” 1964)
Vietnam Protests
Kent State University Protests
The Pentagon Papers
Watergate and the Washington Post
Jazz
Rock n Roll
Vietnam Protest Music
Bob Dylan
Counter Culture of the 1960s
Vietnam War – The Camera at War (1960s/70s)
1968 My Lai Massacre (trying to block communication)
The “secret war” (Laos)
Betty Friedan’s The Feminine Mystique (1963)
Rap Music
Tinker v. Des Moines
Texas v. Johnson
Billy Graham
Rachel Carson’s Silent Spring
Marjory Stoneman Douglas
Earth Day
Presidential speeches- FDR’s First Inaugural
 -Eisenhower’s Farewell Address
 -JFK’s Inaugural Address
 -JFK Brandenburg Gate
-JFK’s Rice University
 -Reagan’s Brandenburg Gate
 -Reagan’s Evil Empire
Ronald Reagan- The Great Communicator
MLK-I Have a Dream Speech
Muhammad Ali
The Parental Advisory Label (1994) - Music Censorship
George HW Bush-New World Order

****You can find your own topics! Just send me an email if you do so that I know!**

Title Page Layout

Title of Paper

Student Name

Name of Course

Paper Length: word count

Paper

- Start with historical context leading to the topic or event that you are writing about. This context should be part of your research and should provide background and “set the stage” for your topic.
- Develop a thesis regarding your chosen topic and the theme of *Communication in History*. This should be a statement or argument that you intend to prove and should demonstrate a strong connection to the theme.
- Prove the thesis by using supporting evidence from your research.
- Look for various perspectives on your topics to get different points of view.
- Demonstrate the short and long term impact of your topic in history.
- Be sure to cite references to research with in-text citations in MLA format or footnotes in Chicago/Turabian format. (You should probably have at least one in-text citation per body paragraph.)

Annotated Bibliography

- Cite your minimum of 8 sources in MLA or Chicago/Turabian format. Sources should be alphabetized according to the first part of the entry (except for articles like “A” or “The”)
- Beneath each source, indented, you will write three sentences that evaluates the usefulness of the source, any bias, and how/what you intend to use.

RESEARCH PAPER GRADING RUBRIC (50 Point Test Grade)

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Places topic in historical context. (Analysis and Application)	Clearly illustrates how historical event influenced and was influenced by social, cultural, political, and economics of the time period through multiple cited examples.	Illustrates how historical event influenced and was influenced by social, cultural, political, and economics of the time period through some cited evidence.	Unclear about how historical event influenced and was influenced by social, cultural, political, and economics of the time period.	Does not address how historical event influenced and was influenced by social, cultural, political, and economics of the time period.

Demonstrates significance of topic in history and draws conclusions. (Synthesis and Evaluation)	Explains how the topic was significant in history and draws an independent conclusion. Explains how the topic developed over time and documents that change. Describes why that change occurred.	Explains how the topic was significant in history. Explains how the topic developed over time and documents that change.	Topic may be historically significant but conclusions are unclear. Fails to explain how the topic developed over time	Topic is not historically significant. Merely describes an event.
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Communication and Presentation

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Project's written material is original, clear, appropriate, and organized. (Communication)	Organization is logical. Transitions smoothly link points together. There is a clear sequence to main ideas and supporting details. Word choice is specific and accurate. Student uses his or her own words.	Organization is orderly. Some transition words are used to connect information. There is a logical flow. Word choice is accurate.	Organization is unclear. Very few transitions connect information. Word choice is unclear.	Organization is random or disconnected. Writing does not have a natural flow. Word choice is not appropriate. Student simply paraphrases content from sources.
Text is clear and grammar and spelling are correct. Paper is neatly prepared. (Communication)	Writing is clear and expressive. Sentences connect with a natural flow and rhythm and are varied in style. Few conventional errors occur.	Writing is understandable. Sentences are complete but mechanical. Some conventional errors are present.	Writing is simplistic. Many conventional and grammatical errors are present.	Writing is unclear and simplistic. Multiple sentence fragments or run-ons are present. Paper is not proofread.

Research

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Citations and Bibliography	All sources are credible and properly cited within the project and Bibliography is complete and formatted according to MLA or Chicago conventions.	Most sources are credible and properly cited within the project and Bibliography is formatted according to MLA or Chicago conventions.	Some sources are improperly cited within the project and Bibliography is not completely formatted according to MLA or Chicago conventions.	Sources are not credible and/or improperly cited within the project and Bibliography is incomplete and not formatted according to MLA or Chicago conventions.