I’m happy you’ve chosen to take AP US History this next school year. I know you will learn a great deal about the United States in the duration of this course.

Since this is a college level course, you can expect the work load to be considerably heavier than that of a regular high school course. This means that this class must be a priority if you’re going to pass the AP test at the end of the year as well as scoring well for your high school grades. When you access the course materials on Moodle, you will find this handout and many other course materials which are designed to help you understand this course better (including a tentative syllabus).

**ALL required readings and assignments in this handout are due the first Friday of our first full week of school (no exceptions).**

**This reading and reporting makes up a SUBSTANCIAL part of your 1st & 2nd semester grades. Please plan accordingly.**

**Required APUSH Books and Aids for the school year:**
- American Pageant – 13th Edition (accessible in book form and PDF through the class Moodle account)
- SAA Moodle Account – Log-in for APUSH
  - Will be accessible by July 1, 2014 at http://saa-ca.moodle.renweb.com/

**Suggested APUSH Books/Aids for the school year: (1 of the 2)**
- 5 Steps to a 5 AP History Book by Stephen Armstrong

**Required Summer Readings:**
1. All materials listed under Chapters 1-3 of American Pageant & online quizzes (Moodle) for each chapter.
   a. Read Chapters 1-3 and Complete Chapter 1-3 Questions.

2. Listed below are books covering different topics in American History. Choose 2 books (one from part 1 and the other from part 2) and compose a 2 page Critical Book Review (CBR) for each book. Since many of these books are in the common domain, many of them are available for free as PDF text and MP3 Audio files through the course Moodle account.
ALL Critical Book Reviews must be typed and submitted through Moodle by the first full week of school. Students will also be presenting their critical review to the entire class when the course lessons and topics of reviewed the books correspond.

Choose 1 book from each PART to read and review. The line between sets of books separates them into different general topics.

**Part 1 – one book from this part**

- **DAUGHTERS OF THE PURITANS** - Seth Curtis Beach
- **THE SCARLET LETTER** – **NATHANIEL HAWTHORNE**
- **AUTOBIOGRAPHY OF BENJAMIN FRANKLIN**—**BEN FRANKLIN**
- **GEORGE WASHINGTON** - William Roscoe Thayer
  
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  - **COMMON SENSE** – **THOMAS PAINE**
  - **RABBLE IN ARMS**—**KENNETH ROBERTS**
  - **AMERICANS AT WAR**—**STEPHEN AMBROSE**
  - **Patriots: The Men Who Started the American Revolution** ---**A. J. LANGGUTH**
  
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  - **THE WRITINGS OF THOMAS JEFFERSON** – **THOMAS JEFFERSON**
  - **A COMPIlATION OF THE MESSAGES AND PAPERS OF THE PRESIDENTS** - **JAMES D. RICHARDSON**
  - **TRAIL OF TEARS**--**JOHN EHLE**
  - **LEWIS AND CLARKE AND THE ROUTE TO THE PACIFIC**—**GARY MOULTON**
  - **AMERICAN REFORMERS 1815-1860**—**RONALD WALTERS**
  
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  - **UNCLE TOM’S CABIN**--**HARRIET BEECHER STOWE**
  - **KILLER ANGELS**--**MICHAEL SHARRA**
  - **SOJOURNER TRUTH: AIN’T I A WOMAN**—**MCKISSACK**
  - **THE PECULIAR INSTITUTION**—**KENNETH M. STAMPP**
  - **LETTERS OF ULYSSES S GRANT TO HIS FATHER AND HIS YOUNGEST SISTER** – **US GRANT**
  - **WOMEN’S WORK IN THE CIVIL WAR** – **UNKNOWN AUTHOR**
  
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  - **THE EVERY-DAY LIFE OF ABRAHAM LINCON** - Francis Fisher Browne
  - **ARMY LETTERS FROM AN OFFICER’S WIFE** – **1871-1888**
  - **ANDERSONVILLE** - John McElroy
  - **BURY MY HEART AT WOUNDED KNEE**--**DEE BROWN**
  - **THE OX BOW INCIDENT**--**WALTER VON TILBERG CLARK**
  - **THE GILDED AGE**--**MARK TWAIN**

**Part 2 – one book from this part**

- **AMERICAN BOY’S LIFE OF THEODORE ROOSEVELT** - Edward Stratemeyer
- **HOW THE OTHER HALF LIVES**--**JACOB RIIS**
- **UP FROM SLAVERY**--**BOOKER T. WASHINGTON**
- **SOULS OF BLACK FOLK**--**W. E. B. DUBOIS**
THE AUTOBIOGRAPHY OF AN EX-COLORED MAN - James Weldon Johnson
ALL QUIET ON THE WESTERN FRONT--ERICH REMARQUE
STRANGE CAREER OF JIM CROW—C. VAN WOODWARD

JOURNAL OF A TRAPPER – OSBORNE RUSSELL
IN DEFENSE OF WOMEN - H. L. Mencken
A WOMAN WHO WENT TO ALASKA - MAY KELLOGG SULLIVAN
GRAPESE OF WRATH--JOHN STEIN BECK
AT DAWN WE SLEPT--GORDON PRANGE
THE DOUBLE V—RAWN JAMES JR.

THE FIFTIES--DAVID HALBERSTAM
AUTOBIOGRAPHY OF MALCOLM X--MALCOLM X
FEMININE MYSTIQUE--BETTY FRIEDAN
THE QUIET AMERICAN--GRAHAM GREENE
PROFILES IN COURAGE---JOHN F. KENNEDY

SILENT SPRING—RACHEL CARSON
THE IRAN-CONTRA CONNECTION--JANE HUNTER
GEORGE BUSH'S WAR--JEAN EDWARD SMITH
PARTNERS IN POWER: THE CLINTONS AND THEIR AMERICA—

Email any questions to me at:

mjanke@sacaa.org

I will occasionally check my email throughout the summer and answer any questions you have when I check in.

Enjoy and have a good summer,

Mr. Janke

(see attachment for CBR)
Why a Critical Book Review for APUSH?

I have attached the guidelines for writing a CBR. Students will present the CBR in class when we cover the section of the class that pertains to what you read.

A critical review of each book serves three purposes for this class.

a. A considerable part of this class deals with primary sources (materials that are original words/documents/artifacts from history). ALL of the books you have to choose from are primary source materials.

b. The second benefit is it will get you your first experience working with documents in preparation for the numerous Document Based Questions (DBQ) that you will be answering this year (including on the AP test).

c. It will give you a baseline for your writing. Writing for history is different than writing to tell a story for English or the school newspaper. These book reviews will expose you to the type of work that we will be doing the entire school year. We will also be spending considerable time, in class, helping you hone your history writing skills. These critical book reviews will act as a baseline for both you and me to determine your strengths and weaknesses in historical writing. This means that my expectations, for this assignment, are full of grace. I just want you to do your best technical writing while meeting the requirements for a critical book review.

GUIDELINES FOR A CRITICAL BOOK REVIEW

I. SUMMARY OF THE CONTENTS OF THE BOOK.

1. Identify the title and author of the book.

2. Describe the book's topic. Remain consistent with the author's intentions.

3. If you have a personal evaluation or criticism, do not write them into the review at this point. Instead, keep separate notes, and save them for Part IV of the process.

Sample Beginning of a Summary:

In his book *The Worship of Trees* (Arbor, 1979), Miles Arbor investigates the ancient practices of tree worship among numerous world cultures. He cites a wide variety of examples of tree reverence, including Sumerian, Babylonian, Druidic, and Native American. Included in his work is a stunning examination of how and why such diverse cultures mirrored one another's rituals.

II. IDENTIFYING THE AUTHOR'S MAIN THEME(S) OR THESIS

Example: The author maintains that the pagan worship of trees has complemented the development of today's most commonly accepted religious practices. Moreover, he hypothesizes that the very foundation of widely acknowledged faiths is based almost entirely upon tree worship.
Example: The author summarizes the key elements necessary for a modern audience to identify which practices among contemporary religions reveal a direct connection to ancient tree worshipping rituals. His agenda here is not to dishonor today's world faiths, but rather to enrich our understanding of their heritage.

Hint: An author’s goal or thesis typically appears in a book’s “Introduction” or “Preface.” It is generally expressed in several sentences or perhaps one or two paragraphs.

III. EVALUATING HOW EFFECTIVELY THE AUTHOR EXPRESSES GOALS OR SUPPORTS THE THESIS WITH STRONG DETAILS AND EVIDENCE.

1. Has the author accomplished his or her goals?
2. Has the author carefully supported the validity of the thesis?
3. Is the argument or position logical?
4. Is the supporting evidence reasonable?

Sample Beginning of an Evaluation

Miles Arbor has devoted his career to comparative literature and the study of world mythology. As professor emeritus at the University of Pine Mountain, he has written over seventeen volumes focused exclusively on the human mythic connection to the natural world. His meticulously researched *The Pagan Worship of Trees* traces not only the historical milieu of each culture examined, but also the anthropological significance of tree worship. Citing the commentary of both literary as well as theological scholars, Arbor offers his audience a well-balanced dialogue about our religious past, present, and future.

IV. PERSONAL CRITICAL REMARKS

These are the reviewer’s (your) thoughts, comments, reactions, critiques, and/or opinions. They should be stated objectively and based upon:

1. Individual observation and experience
2. Logical analysis and evaluation
3. Interpretations from outside sources, such as secondary writing addressing the same topic offered by the work under review.

Sample of Critical Remarks

This well-written book is a significant addition to the study of comparative mythology. It investigates nearly all the significant pagan practices of tree worship among some of the world’s most prominent ancient cultures. Though dense at times, Arbor manages to keep his language simple enough for the layman to enjoy the complexities of pagan ritual. Filled with both senses of humor and adventure, the book is non-threatening in its suggestion that many of our contemporary religious rituals are in fact the vestigial proof of pagan beliefs. If one wishes to understand clearly the roots of his or her religion, *The Pagan Worship of Trees* will undoubtedly offer deep insight.