

Advanced Placement United States History Summer Reading, 2022-2021

Welcome to APUSH!

This summer work is designed to help you become familiar with thinking about history.

The books selected for this summer are college level, so don't be surprised if at times you have to re-read a section to make sense of it. Don't be surprised if you struggle a bit with reading; the more U.S. history you learn, the easier the reading becomes.

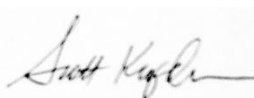
Much of APUSH is simply learning to keep working on the course; mastery of the content often comes slowly. We value growth—it is very important to us that you keep growing and stretching and taking intellectual risks.

Reading is fundamental to success in APUSH because the course asks you to analyze a lot of texts—primary and secondary sources—in order to see connections that are thematic in nature across time and regions. As a skill, reading gets better the more that you practice it. At first, you may be tempted to write down everything you read. Don't! Try to focus on the bigger picture—the larger generalizations and understandings. Read a little bit at a time; then think about what you've read. Picture the material in your head. Allow yourself to get lost in the story unfolding before you. Pay attention to maps, graphs, charts, and images. Be sure to put your phone away because constant interruptions will cause you to break concentration and lose your grip on what you are reading.

The summer reading offers you choices based around a theme. You are not required to read every chapter--only those selected for the summer work. We will not tackle the textbook until the fall, so there's no textbook work until then.

If you have questions, please contact Dr. King-Owen or Mr. Featherstone at scott.king-owen@bexley.us or michael.featherstone@bexley.us

Best wishes,



Dr. King-Owen (DKO)

Mr. Featherstone

APUSH Summer Reading 2021-2022

The Others: U.S. History from a Different Angle

[CLICK HERE FOR THE VIDEO INTRO TO THE PROJECT ON DKO'S YOUTUBE CHANNEL](#)

U.S. History is full of the stories of dead white men: exceptional, mediocre, hucksters, intellectuals. There's no shortage of them in all shapes and forms. But we aren't going to look at their stories this summer. Instead, we're going to focus on folks who normally get left out of the story of the United States--those people whose perspective on the American past may differ slightly from the mainstream. Because many of these histories are full of loss, tragedy, racism, sexism, and bitterness, please be aware that American history written from these points of view will not be celebratory. It is normal and natural to experience emotion from the things you read, especially if you've not heard them before.

You will need to pick **ONE of the books below** and then pick a summer reading assignment to complete for your book. These books are fairly new but are widely available (Amazon has them, but also check out Thirftbooks, an online used bookseller). In the past, students have bought one copy and shared it, but that does require planning.

DUE DATE: September 3. Your project will be uploaded to Canvas in the fall. It will be in the form of a reflective essay, between 700-1000 words (about 3-4 pages, double-spaced, 12 point Times New Roman font). Your header for the paper will have your name and this identifier: "2021 APUSH Summer Work." Because it is a reflective essay, it does not need to be academically formal in structure or tone, but it should feature complete thoughts organized into paragraphs. We will be looking for evidence of engagement with the text--that is, evidence of you having thought deeply about what the author is saying. Citing aspects of the text is one way to show engagement; if you do quote, remember to use MLA parenthetical format (Ortiz, 19).

Paul Ortiz, *An African American and Latinx History of the United States* (Beacon Press, 2018), ISBN: 978-0-8070-05934

Required Reading: Introduction, Chapter 1, Chapter 2

Choice Reading: any additional chapter in the book

ESSAY PROMPTS for this book (pick one):

1. This book is based on two groups: African Americans and Latinx folks. Can the story of both groups be told together in a coherent way? What are the similarities and differences between both groups in how both have experienced life in the United States?

2. What most surprised you about the histories that Ortiz tells in this book? Why did these histories surprise you? What did you learn that is different to and similar from what you already knew?
3. Ortiz argues that high school students find history “boring, elitist, and worse.” Does his book address that problem for you? Why or why not?
4. What things did you learn from your reading that you think all students in U.S. history should know? Why would they be important to understand?

Kim E. Nielsen, *A Disability History of the United States* (Beacon Press, 2012), ISBN: 978-0-8070-22047

Required Reading: Introduction, Chapter 1, Chapter 2

Choice Reading: any additional chapter in the book

1. What most surprised you about the histories that Nielsen tells in this book? Why did these histories surprise you? What did you learn that is different to and similar from what you already knew?
2. Nielsen argues that disability permeates American history, but scholars have often failed to pay attention to it. Using the chapters from the book as evidence, try to explain why students of American history have usually ignored disability.
3. What things did you learn from your reading that you think all students in U.S. history should know? Why would they be important to understand?
4. How did native peoples and the early Europeans conceive of disability? What is similar and different about their approaches to disability?

Roxanne Dunbar-Ortiz, *An Indigenous Peoples' History of the United States* (Beacon Press, 2014), ISBN: 978-0-8070-5783-4

Required Reading: Introduction, Chapter 1, Chapter 2

Choice Reading: any additional chapter in the book

5. What most surprised you about the histories that Dunbar-Ortiz tells in this book? Why did these histories surprise you? What did you learn that is different to and similar from what you already knew?
6. Dunbar-Ortiz argues that the European conquest was a form of settler colonialism that was genocidal in the introduction. To what extent does she demonstrate that by the end of Chapter 2?
7. What things did you learn from your reading that you think all students in U.S. history should know? Why would they be important to understand?
8. What is similar and different about the cultures of the native peoples and the first European explorers? What did they have in common as people and where did they diverge in values and customs?

Michael Bronski, *A Queer History of the United States* (Beacon Press, 2011), ISBN: 978-0-8070-4465-0

Required Reading: Introduction, Chapter 1, Chapter 2

Choice Reading: any additional chapter in the book

1. What most surprised you about the story of Queer folks in early America? Why did these histories surprise you? What did you learn that was different from and similar to what you already knew?
2. Why is it so difficult to tell the history of Queer people in early America? Do you think Bronski is successful at getting his reader to understand what we know and what we don't know about early Americans' gender identities and sexualities?
3. What things did you learn from reading that you think all students in U.S. history should know? Why would they be important to know?
4. What forces, factors, and ideas kept Queer people from being fully able to be themselves in early America? In what settings could they be who they were fully?

Daina Ramey Berry and Kali Nicole Gross, *A Black Woman's History of the United States* (Beacon Press, 2020), ISBN: 978-0-807001998

1. What most surprised you about the histories that of Black women told in this book? Why did these histories surprise you? What did you learn that is different to and similar from what you already knew?
2. Ramey-Berry and Gross identify 7 themes of Black Women's history: travel, violence, resistance, labor, criminalization, creation, and sexuality. Which of those themes dominate in the first two chapters and why?
3. What things did you learn from your reading that you think all students in U.S. history should know? Why would they be important to understand?
4. Black women have endured both sexism and racism--the linking of judgments about their skin color to judgments about their gender identity and biological sex. How did both of those factors (sexism and racism) affect the lives of Black women in early America?