

## **AP US History Summer Assignment: 2016**

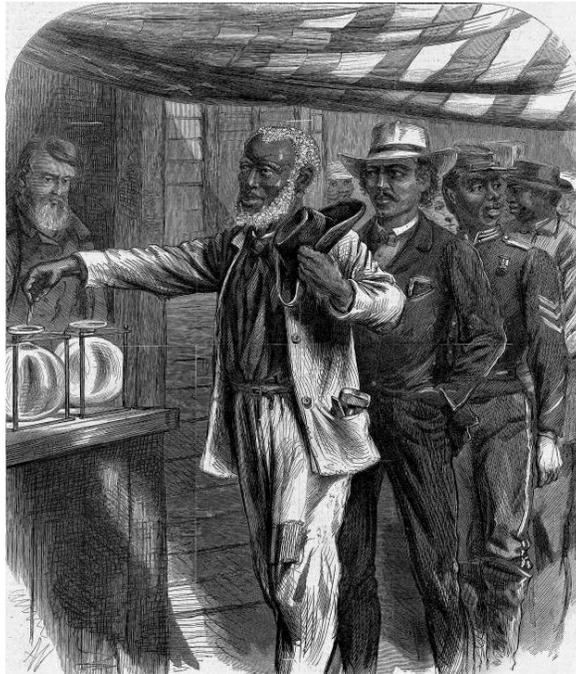
Due September 1<sup>st</sup> 2016

### **Part 1: Short-Answer Question**

You may choose to write your response to each question as a cohesive paragraph, or you may label your response a, b, and c. The College Board expects your response to be two-three sentences in length per section, as all short answer questions (SAQ) consist of three sections. Three sections, of two-three sentences each equates to a response that is 6-9 sentences long.

1. Answer a, b, and c.
  - a. Briefly explain ONE important similarity between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
  - b. Briefly explain ONE important difference between the British colonies in the Chesapeake region and the British colonies in New England in the period from 1607 to 1754.
  - c. Briefly explain ONE factor that accounts for the difference that you indicated in part B.

2. Use the image below to answer parts a, b, and c.



“The First Vote” – Drawn by A. R. Waud (Library of Congress)

- a. Briefly explain the point of view expressed through the image about ONE of the following.
  - i. Emancipation
  - ii. Citizenship
  - iii. Political participation
  
- b. Briefly explain ONE outcome of the Civil War that led to the historical change depicted in the image.
  
- c. Briefly explain ONE way in which the historical change you explained in part B was challenged in the period between 1866 and 1896.

## **Part 2: Long-Essay Question**

Your response must include specific historical evidence to support your ideas. Each response must have a central argument, or thesis statement, that you will prove using specific historical evidence and in-depth analysis. *Maximum of 2 typed pages, double spaced*

In your response you should do the following:

**Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in the introduction.

**Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question. This long-essay requires you to target the skill of periodization. *Periodization: describes and explains the extent to which a specific historical development or turning point marked a change in what went before and/or after it.*

**Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

**Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.

- A development in a different historical period, situation, era, or geographical area.
- A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

### **1. Evaluate the extent to which the Declaration of Independence marked a turning point in American history.**

In the development of your argument, analyze what changed and what stayed the same from the period immediately before the Declaration to the period immediately following it. (*Historical Thinking Skill: Periodization*)

### **Part 3: Document –Based Question**

**Prompt:** To what extent did Manifest Destiny and territorial expansion unite or divide the United States from 1830 to 1860?

Based on the prompt above, complete the following tasks.

1. Analyze the 7 documents included in this DBQ. Focus your analysis of each document on at least one of the following: intended audience, purpose, historical context, and/or point of view. Support your document analysis with one historical example outside of the documents.
2. Generate an introductory paragraph that includes the skill of contextualization and a thesis statement. The skill of contextualization involves the ability to accurately and explicitly explain how a historical event, policy, or source fits into the broader historical picture, often on the regional, national, or global level. Placing the specifics of history into their larger context gives them additional meaning and usefulness as historical evidence. Your introduction must also include a relevant thesis that directly addresses all parts of the question. You should be building historical context in your introductory paragraph, ending the paragraph with an argumentative thesis statement.
3. Craft a conclusion that includes elements of synthesis. You should restate the central argument developed in your thesis. You will then develop the thinking skill of synthesis in the remainder of your conclusion, which for the AP U.S. History exam involves extending your arguments by developing one's understanding of the past by making effective connections to the historical question under study with a different historical period, situation, geographical area, or theme. For example, in an essay question about the debate over U.S. overseas expansion in the late 1890s, synthesis could link the question to relevant foreign policy debates from a different period, such as the Washington administration or the Mexican War, or to a different theme, such as the economy and the labor situations of the same period.

# APUSH DOCUMENT ANALYSIS

Follow this framework as you complete the document analysis below.

<b>H</b>	<b>Historical Context</b> What are the immediate historical events that shaped/triggered this document? What is the environment of ideas, attitudes, + emotions behind the creation of the document?
<b>A</b>	<b>Audience</b> For whom (specifically, generally, logically) was the document intended? What details in the document help you attribute the audience?
<b>P</b>	<b>Point of View</b> Who (specifically, generally, logically) wrote/produced the doc? Is there a reference to the author's POV (i.e. his/her professional, racial, gender, social background) in the document bi-line? If not, can you infer it? What details in the document reflect the author's POV?
<b>P</b>	<b>Purpose</b> Why was the document created? What elements in the document help you to determine its purpose? How does the author's point of view shape the document's purpose AND/OR How does the format of the document shape its purpose? (e.g. Is a visual/photo more emotional than an essay?)
<b>Y</b>	<b>'Y'</b> is The Document Significant? How does the document impact/shape/reflect popular arguments on the subject? How does the document reflect 'continuity or change over time' (C-COT)? What are the limitations of the document? (Is the document credible?)

## Document-Based Analysis

### Document 1

**Source:** Anonymous, "California and the National Interest," *American Review*, a Whig journal, 1846

The natural progress of events will undoubtedly give us that province [California] just as it gave us Texas. Already American emigrants thither are to be numbered by thousands, and we may, at almost any moment, look for a declaration, which shall dissolve the slight bounds that now link the province to Mexico, and prepare the way for its ultimate annexation to the United States. . . .

Here, then, lies the Pacific coast, adjoining our western border . . . which embrace the southern sections of the United States and stretching northward to the southern boundary of Oregon. . . .

California, to become the seat of wealth and power for which nature has marked it, must pass into the hands of another race. And who can conjecture what would now have been its condition, had its first colonists been of the stock which peopled the Atlantic coast?

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## Document 2

**Source:** William Ellery Channing, abolitionist and pacifist, statement opposing the annexation of Texas, 1837

Texas is the first step to Mexico. The moment we plant authority on Texas, the boundaries of these two countries will become nominal, will be little more than lines on the sand. . . .

A country has no right to adopt a policy, however gainful, which, as it may foresee, will determine it to a career of war. A nation, like an individual, is bound to seek, even by sacrifices, a position which will favor peace, justice, and the exercise of beneficent influence on the world. A nation provoking war by cupidity, by encroachment, and above all, by efforts to propagate the curse of slavery, is alike false to itself, to God, and to the human race.

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### Document 3

**Source:** Editorial, “New Territory versus No Territory,” *United States Magazine and Democratic Review*, October 1847

This occupation of territory by the people is the great movement of the age, and until every acre of the North American continent is occupied by citizens of the United States, the foundation of the future empire will not have been laid . . .

When these new states come into the Union, they are controlled by the Constitution only; and as that instrument permits slavery in all the states that are parties to it, how can Congress prevent it? . . .

When through the results of war, territory comes into the possession of the Union, it is equally a violation of the Constitution for Congress to undertake to say that there shall be no slavery then. The people of the United States were nearly unanimous for the admission of Texas into the Union; but probably not an insignificant fraction require its annexation “for the purpose” of extending slavery.

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## Document 4

**Source:** John L. O'Sullivan, editor, *Democratic Review*, 1846

California will, probably, next fall away from [Mexico]. . . . The Anglo-Saxon foot is already on its borders. Already the advance guard of the irresistible army of Anglo-Saxon emigration has begun to pour down upon it, armed with the plough and the rifle, and marking its trail with schools and colleges, courts and representative halls, mills and meeting-houses. A population will soon be in actual occupation of California, over which it be idle for Mexico to dream of dominion. They will necessarily become independent. All this without . . . responsibility of our people—in the natural flow of events.

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## Document 5

**Source:** Senator Thomas Corwin, Speech, 1847

What is the territory, Mr. President, which you propose to wrest from Mexico? . . .

Sir, look at this pretense of want of room.

There is one topic connected with this subject which I tremble when I approach, and yet I cannot forbear to notice it. It meets you in every step you take; it threatens you which way soever you go in prosecution of this war. I allude to the question of slavery . . . the North and the South are brought together into a collision on a point where neither will yield. Who can foresee or foretell the result . . . why should we participate this fearful struggle, by continuing a war the result of which must be to force us at once upon a civil conflict? . . . Let us wash Mexican blood from our hands, and . . . swear to preserve honorable peace with all the world.

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## Document 6

**Source:** President James Polk, Inaugural Address, 1845

None can fail to see the danger to our safety and future peace if Texas remains an independent state, or becomes an ally or dependency of some foreign nation more powerful than herself. Is there one among our citizens who would not prefer perpetual peace with Texas to occasional wars, which often occur between bordering independent nations? Is there one who would not prefer free intercourse with her, to high duties on all our products and manufactures which enter her ports or cross her frontiers? Is there one who would not prefer an unrestricted communication with her citizens, to the frontier obstructions which must occur if she remains out of the Union?

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## Document 7

**Source:** Senator Charles Sumner, Massachusetts Legislature, 1847

Resolved, That the present war with Mexico has its primary origin in the unconstitutional annexation to the United States of the foreign state of Texas while the same was still at war with Mexico; that it was unconstitutionally commenced by the order of the President . . . —by a powerful nation against a weak neighbor—unnecessarily and without just cause, at immense cost of a portion of her territory, from which slavery has already been excluded, with the triple object of extending slavery, of strengthening “Slave Power,” and of obtaining the control of the Free States, under the Constitution of the United States.

Resolved, That our attention is directed anew to the wrong and “enormity” of slavery, and to the tyranny and usurpation of the “Slave Power,” as displayed in the history of our country, particularly in the annexation of Texas and the present war with Mexico.

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