

Advanced Placement United States History, 2026-27

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About the course: AP United States history is a year-long intensive survey of American history, from colonization to the present, with college credit possible for students who pass the AP exam (in May 2027) and/or Lane Community College. Text is *The American Pageant*, by Thomas A. Bailey and David M. Kennedy (17th edition). Through the year there will be assigned readings, especially of historical documents and historical interpretations, and writing assignments.

2026 Summer History Camp!!!

Texts:

Thomas A. Bailey and David M. Kennedy, *The American Pageant*. 17th edition. **Print only.**

Timothy Egan, *A Fever in the Heartland* (2023). **Electronic or print.**

Shirley Jackson, "The Lottery," *The New Yorker*, June 18, 1948 (on Schoology) (**fiction**).

Summer assignments: There are two (three if you did not take sophomore history) summer assignments:

- **(1) In an essay of 800 to 1,200 words (due September 1), address this topic:**

How and why did many Americans follow the (false) beliefs promoted by:

- A) the 1920s Ku Klux Klan, as shown in *A Fever in the Heartland* (required summer reading)
- B) a second example of your choice (choose one) (discredited but believed by many people):
 - i) Salem witchcraft trials of 1692, "The Devil in New England," by Cotton Mather
 - ii) foreign plots, "Proofs of a Conspiracy Against All the Religions and Governments of Europe," by John Robison / Jedediah Morse, 1798-99
 - iii) anti-Catholicism, "Awful Disclosures of Maria Monk," 1836
 - iv) anti-Semitism, "The International Jew" (series in Henry Ford's *Dearborn Independent*, 1920s.
- C) Peer pressure, "The Lottery," by Shirley Jackson (fictional short story, *The New Yorker*, 1948)

You will need to do minimal research for your second example (part B above) and cite source(s). Wikipedia is not acceptable; Gale database on the Marist website (**password: oslis**) or your textbook are helpful. You may also use a different resource.

Draft and edit your essay in Google Docs. Create your document by Wednesday, June 10 (5 points).

Name the document: "(Your name) APUSH Summer History Camp 2026." Name me an editor (jnuxoll@marisths.org). **Print a hard copy** of your final document; this is due **Tuesday, September 1 (picture day)**. You will be graded on your hard copy but I will also check your Google Doc for revisions and edits.

Essays should be double-spaced, with a clear introduction (including a thesis statement). Grammar and spelling count. Also, remember that when referring to books, titles should be underlined or *italicized*. This same rule holds true when referring to newspapers, ships and trains, as in the following examples:

*That was a fine piece of reporting in last week's *Lake Chelan Mirror*, don't you think?

*I shall sail to England aboard the *Lusitania* and return on the *Titanic*.

*Only a fool would travel on the *Empire Builder* when he could take the *North Coast Limited*.

- **(2) Read Chapters 1 and 2 of *The American Pageant* and the corresponding reading questions (attached).** These will be due the second day of class (**Thursday/Friday, September 2-3**). **HANDWRITTEN ANSWERS ONLY.**
- **(3) For students who did not take modern world history or AP European history, a third assignment is required: View and respond to ten modern-history videos on Schoology, by Monday, August 24.**

ESSAY GUIDELINES

A. ORGANIZATION AND STRUCTURE

1. Opening and closing paragraphs: Does the opening paragraph introduce your entire topic? Does the closing paragraph conclude your essay by tying its main points together?
2. Development of topic:
 - a. Are general statements supported with examples?
 - b. Do paragraphs contain a topic sentence?
 - c. Effective transitions between paragraphs?

B. ACCURACY

Have you reviewed the main points? Is your information accurate and complete?

C. CLARITY

Could someone not familiar with your topic understand your essay? Are unfamiliar terms and events clearly explained?

D. MECHANICS

Consistent use of verb tense? Use of formal language (avoid contractions, slang, informal language)? **Use of third person** (“he,” “she,” “it,” “they”), **NOT first (“I,” “we”) or second (“you”) person**? Are block quotes (of four or more lines) indented and single-spaced? Are references appropriately cited (MLA format)?

E. SPELLING, GRAMMAR AND PUNCTUATION

Correct spelling, grammar and punctuation? Are names of books (as well as newspapers, ships and trains) underlined or *italicized*?

F. GUIDELINES FOR HISTORICAL WRITING

Do not use nicknames, whether of your own or others’ creation (it’s “de Gaulle,” not “Chuckie”). Use Roman, not Arabic, numerals in referring to royalty (it’s “Louis XIV,” not “Louis the 14th”). Use first and last names on first reference; use only the last name on subsequent references.

BINGE WATCHING!

If you want to do some “binge watching” of a historical TV series (or two), these are a couple of my favorites These are on YouTube and probably many other places.

- ***Roots***. Story of an American family from enslavement in Africa through the Civil War, based on Alex Haley story of his family. Phenomenally popular when this aired in the 1970s and sparked many Americans’ interest in genealogy. *Roots: The Next Generation* continues Haley’s family’s history after the Civil War.
- ***Winds of War* and *War and Remembrance***. Miniseries on World War II. Centers around a fictional American naval officer (Pug Henry, played by Robert Mitchum) who manages to be everywhere (and if he isn’t, his family is) and meets every major figure (with one unfortunate exception) before and during World War II). Based on Herman Wouk’s (highly accurate) historical fiction books of the same name.
- ***I’ll Fly Away***. Set in a small southern town in the 1950s, focusing on a white family with two high school students and the family’s black maid—all people of good will—as the civil-rights movement impacts their community (e.g. integrated sports) and their lives. Two-season TV series, created in the early 1990s.

Name _____
AP United States History/Mr. Nuxoll
American Pageant Reading Questions, Chapters 1 and 2

Answer attached questions; hard copy (**HANDWRITTEN ANSWERS ONLY**) is due second day of class.

1. How did the geographic setting of North America—including its relation to Asia, Europe and Africa—affect its subsequent history?
2. What were the common characteristics of the Indian cultures of the New World, and what were the important differences among them?
3. What fundamental factors drew the Europeans to the exploration, conquest and settlement of the New World?
4. What was the impact on the Indians, Europeans and Africans when each of their previously separate worlds collided with one another?
5. What were the greatest achievements of Spain's New World empire, and what were its greatest evils and disasters?

