

2017 Elgin High School Summer Reading Assignment for **AP US History**

**A Square Meal: A Culinary History of the Great Depression**

by Jane Ziegelman and Andrew Coe, 2016

**1.** You can **find this book** at amazon.com for as low as \$ 7.88, or you can check out a copy from Gail Borden Public Library. (They have ordered multiple copies anticipating demand this summer.)

**2.** Browse the attached pages of **time periods**, **thinking skills**, and **themes**. You will need to make connections to these as you read the book.

**3. Read the book.**

**4. Report on the book by doing the following:**

a. Identify the time period(s) covered in the book. Is this mainly a book about the Great Depression (period 6) or does it span other time periods? (1 short paragraph)

b. Which thinking skills do the authors most use in their writing? Explain by giving several examples. (3 short paragraphs)

c. Which themes do the authors most build their book around? Explain by giving examples. (2 short paragraphs.)

d. Give your own evaluation of the book. (3 short paragraphs) Include in your evaluation the following elements:

-To what extent did the book have a political or social purpose or agenda?

-Cook one recipe from the book and comment on how the 1030's "tasted."

-Was this a "good" history book? Explain. What did the book help you gain insight into—or did it fail to inform you? Was the topic "important" enough to be called "history"?

**THE REPORT IS DUE ON OR BEFORE THE FIRST DAY OF CLASS.**

# The Nine Thinking Skills

The College Board invites us to not just “study history,” but to “think like historians.” The nine skills outlined below define the range of work we will be doing throughout the school year. (These are the skill categories that appear in the gradebook for this course.) It is understood that these thinking skills will not be useful or coherent without the knowledge base that comes from reading, discussing and remembering the content shown in the key concept outline.

1. **Historical Causation**- identify, analyze, and evaluate the relationships among multiple historical causes and effects.
2. **Patterns of Continuity and Change over Time**- recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time.
3. **Periodization**- describe, analyze, evaluate, and construct models that historians use to organize history into defined time periods.
4. **Comparison**- describe, compare, and evaluate multiple historical developments.
5. **Contextualization**- recognize and explain ways in which historical phenomenon or processes connect to broader regional, nation, or global processes.
6. **Historical Argumentation**- define and frame a question about the past through the construction of an argument.
7. **Appropriate Use of Relevant Historical Evidence**- describe and evaluate evidence about the past from diverse sources and draw appropriate conclusions.
8. **Interpretation**- describe, analyze, evaluate, and construct diverse interpretations of the past.
9. **Synthesis**- develop meaningful and persuasive new understandings of the past.

## **The Time Periods**

**(Our units of instruction will be based on these.)**

**Historians organize their interpretation and analysis of events and developments into eras. They see an endpoint or a beginning that marks a transition big enough to label a new time period. As historians review one another's work they may differ over how the time periods should be divided up or labeled. This skill of "periodization" is based on the "interpretative lens" of the individual historian.**

**Period 1: 1491-1607- Contact among peoples in North America creates a New World**

**Period 2: 1607- 1754- Distinctive colonial and native societies emerged from the conflict and maneuvering of Europeans and American Indians.**

**Period 3: 1754-1800- A new American Republic emerges out of colonial reaction to the British attempts to reassert control.**

**Period 4: 1800-1848- Rapid economic, territorial, and demographic changes occur alongside an effort to define and extend democratic ideals.**

**Period 5: 1844-1877- Expansion and growth caused tensions that led to a civil war followed by an effort to define and extend democratic ideals once again.**

**Period 6: 1865-1898- Enormous changes grew out of the United States rapid transition from agricultural/ rural to industrial/ urban.**

**Period 7: 1890-1945- Challenges at home and abroad resulted in a much larger and debated role for both federal and state governments.**

**Period 8: 1945-1980- Post war prosperity was accompanied by new international responsibilities and a new effort to define and extend democratic ideals.**

Period 9: 1980- Present- As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

## The Thematic Learning Objectives (aka “Big Ideas” that help us to understand history more intentionally and broadly.)

### Identity

This theme focuses on the formation of both American national identity and group identities in U.S. history.

**ID-1** Competing Conceptions of National Identity, late colonial-antebellum

**ID-2** Impact of **Manifest Destiny, territorial expansion, Civil War and industrialization** on **beliefs about progress and national destiny**, 19th century

**ID-3** Influence of U.S. involvement in **Spanish-American War, World Wars I and II, Great Depression and Cold War** on public debates about national identity, 20th century

**ID-4** How Conceptions of **Group Identity emerged out of cultural interactions** between colonizing groups, Africans and American Indians, colonial era

**ID-5** Role of economic, social, political and ethnic factors in **formation of regional identities**, colonial period through 19th century

**ID-6** How **migration** has influenced the growth of **racial and ethnic identities** and conflicts over **ethnic assimilation and distinctiveness**, periods 3-9

**ID-7** How **changes in class identity and gender roles** have related to economic, social and cultural transformations, since the late 19th century

**ID-8** How **civil rights activism** in the 20th century affected the **growth of identity-based political and**

social movements

## Work, Exchange and Technology

This theme focuses on causation and change in economic and labor systems in America.

**WXT-1** How **patterns of exchanging commodities, peoples, diseases and ideas** developed around the Atlantic World and shaped North American colonial societies, periods 2-3

**WXT-2** How **innovations in markets, transportation and technology** affected the economy and different regions, 1607-1865

**WXT-3** How **changes in transportation, technology and integration of U.S. economy into world markets** have influenced U.S. Society since 1865

**WXT-4** Development of **labor systems such as slavery, indentured servitude and free labor** to the end of the 18th century

**WXT-5** **Development, persistence and change in labor systems** since 1800 and how Civil War and **industrialization shaped U.S. society and workers' lives**

**WXT-6** How **arguments about market Capitalism, the growth of corporate power and government policies** influenced economic policies, periods 3-7

**WXT-7** Compare **beliefs and strategies of movements advocating changes to the U.S. economic system, particularly organized labor, Populist and Progressive Movements**

**WXT-8** How and why the **role of government in regulating economic life and the environment** has

changed since the end of the 19th century

## Peopling

**This theme focuses on how and why various people who moved to, from, or within the United States adapted to their new environment in America.**

**PEO-1 How and why people moved** within the Americas and to and within the Americas, periods 1-2

**PEO-2 How changes in the numbers and sources of international migrants altered social and ethnic makeup of U.S.** in 19th and 20th centuries

**PEO-3 Causes and effects of internal migration (urbanization, suburbanization, westward movement, Great Migration)** in 19th and 20th centuries

**PEO-4 Effects of migration, diseases and warfare on American Indian population,** pds 1-6

**PEO-5 How free and forced migration caused regional development, cultural diversity and blending and political and social conflict,** periods 1-6

**PEO-6 Role of internal and international migration on changes to urban life, cultural developments, labor issues and reform movements,** mid-19th through mid-20th century

**PEO-7 How and why debates over immigration have changed** since turn of 20th century

## Politics and Power

This theme examines the role of the state in society.

**POL-1** Factors behind **competition, cooperation and conflict among different societies and social groups** during colonial period

**POL-2** How and why **major party systems and political alignments** have arisen and changed, early Republic through end of 20th century

**POL-3** How **activist groups and reform movements (antebellum reformers, civil rights activists, social conservatives)** have caused changes to state institutions and society, periods 4-9

**POL-4** How and why the **New Deal, the Great Society and the modern conservative movement** sought to **change the role of the federal government**, periods 7-9

**POL-5** How **arguments about meaning and interpretation of the Constitution** have affected U.S. politics since 1787

**POL-6** How **debates over political values (democracy, freedom, citizenship) and extension of American ideals abroad** contributed to **ideological clashes and military conflict**, 19th-early 20th century

**POL-7** How **debates over civil rights and civil liberties** have influenced political life since the early 20th century

## America in the World

This theme draws our attention to the global context in which the United States originated and developed as well as the influence of the United States on world affairs.

**WOR-1** How **imperial competition and exchange of commodities** influenced patterns of development of North American societies in the colonial period

**WOR-2** How **exchange of ideas** among different parts of Atlantic World **shaped belief systems and independence movements** into early 19th century

**WOR-3** How **growing interconnection of U.S. with worldwide economic, labor and migration systems** affected U.S. society since late 19th century

**WOR-4** How **U.S. involvement in global conflicts** in 20th century set stage for **domestic social changes**

**WOR-5** **Motives behind and results of economic, military and diplomatic initiatives for U.S. expansion in Western Hemisphere** between independence and the Civil War

**WOR-6** Major aspects of **domestic debates over U.S. expansionism**, 19th and early 20th century

**WOR-7** **Goals of U.S. policymakers** in major international conflicts (**Spanish-American War, World Wars I and II, Cold Wars**) and how U.S. involvement altered role in world affairs

**WOR-8** How U.S. **military and economic involvement**



**in developing world** and issues such as **terrorism and economic globalization** have changed U.S. foreign policy goals since mid-20th century

## **Environment and Geography--Physical and Human**

**This theme examines the role of environment, geography, and climate in both constraining and shaping societies.**

**ENV-1** How the **introduction of new plants, animals and technologies altered the natural environment and affected the interaction** among various groups in the colonial period

**ENV-2** How the **natural environment contributed to regional group identities, institutions and conflicts**, pre-contact through independence

**ENV-3** **Role of environmental factors in regional economic and political identities** in the 19th century and how they affected conflicts such as the Revolution and the Civil War

**ENV-4** How the **search for economic resources affected social and political developments** from the colonial period through Reconstruction

**ENV-5** How and why **debates about the use of natural resources and the environment** have changed since the late 19th century

## Ideas, Beliefs and Culture

**This theme explores the roles that ideas, beliefs, social mores and creative expression have played in shaping the United States.**

**CUL-1 Compare the cultural values** of different European, African American and native peoples and **explain intergroup relationships and conflict** in the colonial period

**CUL-2 How emerging conceptions of national identity and democratic ideals shaped value systems, gender roles and cultural movements** in the late 18th and 19th centuries

**CUL-3 How cultural values and artistic expression changed** in response to Civil War and postwar industrialization

**CUL-4 How changing religious ideals, Enlightenment beliefs and republican thought** shaped politics, culture and society, colonial era through early Republic

**CUL-5 Ways that philosophical, moral and scientific ideas were used to defend and challenge the dominant economic and social order** in 19th and 20th centuries

**CUL-6 Role of culture and the arts in 19th and 20th century movements for social and political change**

**CUL-7 How and why "modern" cultural values and**

**popular culture** have grown since the early 20th century  
and **affected American politics and society**