**SUMMER ASSIGNMENT: APUSH 2025-2026**

**Mrs. Murphy**

**1. Read Chapters 18, 19, and 20 in *American History: Connecting with the Past* by Alan Brinkley and *The Devil in the White City*, and then complete your assigned DQ – due 1st day of school (September 4(A)/5(B)). Be sure to check formatting requirements below.**

**2. Read *The Devil in the White City*. The novel will be incorporated into our study of “The Gilded Age” which is our first unit of the year.**

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***The Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America AUTHOR: Erik Larson (2003)***

As a bridge from APUSHI to APUSHII you are required to read this fascinating novel, which is set in 1890s Chicago. It chronicles the design and construction of the 1893 Columbian Exposition (World’s Fair) with all the wondrous new technologies of the “Gilded Age,” along with the thrilling true story of the first known serial-killer in U.S. history who is on the loose in Chicago during the time. This novel is great story-telling, combining both history and a thrilling mystery.

SUGGESTION: You may want to take notes (or annotate your book!) on the major themes of the novel:

 The technological wonders of the fair

 The city/national politics involved in the building of the fair

 The economic impact of the fair for Chicago and the nation.

We will discuss the Fair and the impact on Chicago in context with our study of the new American city as discussed in Chapter 18 of the textbook. **There will be an assessment on the summer reading on the first day**. This includes Devil in the White City and Brinkley chapters 18 - 20.

**2025 Summer Reading Assignment**

**AP US History II –Mrs. Murphy**

**Progressivism**

**DQs – Discussion Questions – 25 pts**

**\*\*Please refer to “How to Write the DQ Response” on my webpage to guide you in formatting your response\*\* THIS IS A MUCH MORE ROBUST VERSION OF A DQ!**

**ASSIGNMENTS BY LAST NAME – ALPHABETICALLY:**

**DQ#1 – Last names A-C**

**DQ#2 – Last names D-K**

**DQ#3 – Last names L-N**

**DQ#4 – Last names O-Shah**

**DQ#5 – Last names Shr-Z**

**DUE FIRST DAY OF AP**

DQ#1 (Brinkley Chapters 18.1, 18.2, 18.3 and 20.5): Analyze the ways in which migration led to changes in American identity for immigrants and first time city dwellers. This prompt should include Push/Pull factors for immigration, migration from rural to urban areas, settlement patterns, nativism, and assimilation. (Theme: ID, PEO, WOR)

DQ#2 (Brinkley Chapter 18.1, 20.1, 20.2, 20.4; Larson): To what extent did the emergence of an industrial culture in the U.S. lead to greater opportunities for, and restrictions on, women and minorities during the Gilded Age? This prompt should address suffrage, settlement house/social work, labor unions, Booker T. Washington and WEB DuBois. (Theme: ID, PEO)

DQ#3 (Brinkley Chapter 18.2-18.6, 20.1; Larson): How did rapid urbanization reflect the Gilded Age? This question should address the following: Political: machine politics; Society: City Beautiful Movement, living conditions, art, Social Gospel; Economics: leisure and rise of consumer culture and development of class divide. (Theme: POL, ENV, CUL)

DQ#4 (Brinkley Chapters 19.1-19.4, 20.3, 20.4, 20.5): Explain how concepts about the legitimate role of the federal government in looking out for the welfare of its citizens changed during the Progressive Era. This prompt should address: Party system/party politics, patronage, tariffs, trusts, Populists, Progressives, socialists. (Theme: WXT, POL)

DQ# 5 (Brinkley Chapter 20): To what extent did Progressives and “muckrakers” influence economic, social and political change on the national, state and local levels? This question should address Jane Addams, Jacob Riis, temperance, Upton Sinclair, Robert LaFollette, Theodore Roosevelt, Woodrow Wilson. (Theme: POL, WXT, CUL)



***Interpreting your DQ prompt:***

Brinkley Chapter 16, Section 1, and Chapter18, Section 3

DQ#1 (Brinkley Chapters 16.1, 18.3): How did a new wave of immigration from Southern and Eastern Europe and Asia challenge the idea of what it meant to be American? This question should include Push/Pull factors for immigration, settlement patterns, nativism, and assimilation.

(Theme: ID, PEO, WOR)

Theme: ID,PEO,WOR

Themes covered byDQ. Abbreviations correspond to the 7 thematic learning objectives identified by the AP curriculum. See SPE for further information

Some key information that should be present in the DQ and that you can use to guide your inquiry. This is not a comprehensive list, but only a guide.

**How to Write a DQ**

* As a change from last year, DQs may now be **two** pages.
* You are still writing your answer as an essay outline but it **does not** have to be 5 paragraphs.
* You must also add **one** **open-ended question** aligned with an AP reasoning process (Comparison, Causation or Continuity and Change) and **one question that creates a connection to a current event** to enhance the class discussion.
* You must follow the proper formatting such as heading, **bolding** key terms, centering and underlining the question, no smaller than 11 pt. font, etc.
* Conclusion should be an introductory paragraph for an essay. It should include **contextualization** and a bolded **thesis**.
* All DQs must be submitted on TurnItIn and a hard copy provided in class. (You will be asked the first day to submit your DQ on TurnItIn and hand in the hard copy)

**General DQ Rubric**

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| **Category** | **Requirements** |
| **Format (6):**Heading (1)Key terms (1)Organization (2)Questions (2) | * **Heading** is complete and in right hand corner
* **Key terms** and **names** bolded
* DQ is logically organized and is no more than 2 pages
* **Question** thoughtful and aligned to AP reasoning processes (cannot be a repeat of the DQ topic question)
* **Question** creating connection to current event
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| **Content: (19)**Thesis (3)Topic Sentences(2)Evidence (6)Analysis (6)Contextualization (2) | * **Thesis** is balanced with clear subtopics and addresses the prompt
* Clear **topic sentences** that support the thesis
* **Evidence** is comprehensive, clearly relates to the topic sentence and includes dates
* **Analysis** clearly develops relationship between evidence and thesis
* Concluding paragraph includes **contextualization**
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