

## AP US History Summer Assignment

Welcome to AP US History! Over the summer, you will be required to cover the first three chapters of our text, *America's History* and complete the accompanying assignments. These assignments will be due on the first day of class. We will review Chapters 1-3 and be ready to take a test on **Friday, August 20, 2010**.

Please give thoughtful consideration to the reading and assignments, and be prepared to discuss as soon as you return to school. Our pace for this course will require reading and working outside of class independently. You may find this challenging at first, but as you learn new strategies and become accustomed to the class structure, you will find the workload challenging but manageable. The number one recommendation from this year's AP students is, "Don't put off the summer assignment! Do it early in the summer!" I highly recommend that you discipline yourself and work a bit each week over the summer instead of waiting till the last week of your vacation to dive into the material!

I will be available over the summer if you have any questions or need help getting started. Please feel free to contact me at [eroberts@bssd.net](mailto:eroberts@bssd.net).

### General Instructions

Recommended materials: 3" three-ring binder, one package of 5 tab dividers, loose leaf paper, 1 spiral notebook, sticky notes such as 3M Post-it Notes, and a flash drive. I would recommend that you wait to purchase a review book until later in the year. I have several you may want to look over to find the best fit for you.

Your notebook will be used throughout the year and will become a valuable resource.

### Summer Assignment Instructions **Remember the advice – DO NOT PROCRASTINATE!!**

1. **Read and take notes** – for each chapter (Chapters 1-3), you will read and take notes in the one of the recommended formats. You may use a standard outline, Cornell notes or the "sticky note method" for the summer assignment. Please do not make lists of bulleted statements and consider them notes.
2. **Identify and explain the significance of vocabulary** – each chapter has a vocabulary list of words that you will need to understand and be able to use in context. Careful attention to your vocabulary will pay off in the end when you are ready to study for the AP test in May.
3. **Answer the discussion questions** – each chapter has questions which correlate to the sections and to the chapter in general. Answer the discussion questions on your own paper. Start with good habits by writing your answers in complete sentences using specific historical support. I've given an example of a complete answer at the end of this packet. Your writing skills will be essential to your success. Don't worry if this doesn't feel comfortable at first. It is something we will all be working on throughout the year.
4. **Keep track of any questions you have** – our first few days of class will be spent reviewing this material. Please keep a list of questions you would like to discuss on those days. Of course, please feel free to email me with questions as well. If necessary, we can meet at school for tutoring during the summer.

5. **Choose your biography/historiography** take notes as advised. We will spend one day in class at the beginning of the year typing the paper in the library. Be prepared to work on August 23 & 24 on your paper. **All papers will be due no later than Aug. 25, 2010**
6. **Plagiarism** - Plagiarism will not be tolerated in A.P. US History. One of the primary purposes of the class is to prepare students to perform well on the AP US History exam in May 2010. Plagiarizing work during the course of the year is not the way to pass the exam and, most importantly, plagiarism is dishonest. You may complete your summer assignments in electronic format and email them to me; however, any work that is plagiarized will be returned for a one-time chance at correction. Work plagiarized thereafter will receive a zero. Please be aware that this includes terms and discussion questions, as well as all other work.

I'm looking forward to working with all of you next year!

**Have a great summer!**

## Chapter 1: Worlds Collide: Europe, Africa, and America 1450-1620

### Key Terms

pueblos	peasant	yeoman	dower right
primogeniture	republic	civic humanism	trade slaves
<i>reconquista</i>	<i>encomiendas</i>	Columbian Exchange	mestizo
indulgence	predestination	outwork	mercantilism
Price Revolution	indenture		

### Key People/Events

Columbus	Ponce de Leon	Cortes	Pizarro
Moctezuma	Martin Luther	John Calvin	Ninety-Five Theses
Spanish Armada	Taino	Aztec	Inca
Maya			

### Discussion Questions

1. Why and how did Portugal and Spain pursue overseas commerce and conquest?
2. What was the impact of the Columbian Exchange on the Americas, Europe, and Africa?
3. How did Protestant religious doctrine differ from that of Roman Catholicism?
4. Why did Spain lose its position as the dominant European power?
5. What factors prompted the large-scale migration of English men and women to America?
6. What made Native American peoples vulnerable to conquest by European adventurers?
7. What led to the transatlantic trade in African slaves?
8. What was mercantilism? How did this doctrine shape the policies of European monarchs to promote domestic manufacturing and foreign trade?

## Chapter Two – The Invasion and Settlement of North America 1550-1700

### Key Terms

common law                      chattel slavery                      freehold/freeholder  
joint-stock corporations      proprietors

### Key People/Events

de Soto	Cartier	de Champlain	Marquette
de la Salle	Iroquois	Five Nations	Henry Hudson
Peter Stuyvesant	Virginia Company	Powhatan	John Smith
Pocahontas	John Rolfe	House of Burgesses	Puritans
Pilgrims	William Bradford	Mayflower Compact	Roger Williams
Anne Hutchinson	Thomas Hooker	Edmund Andros	John Winthrop

Salem Witchcraft Trials

### Discussion Questions

1. How were Spanish, French, and Dutch colonial strategies similar? How did they differ? In what ways were the similarities and differences reflected in the nation's settlements in the New World?
2. What were the special characteristics of the population of Virginia in the seventeenth century and what accounted for them?
3. What were the various systems of forced labor that took hold in the Chesapeake colonies?
4. Compare the Indian uprising in Virginia in 1622 with Bacon's Rebellion in 1675. What were the consequences of each for Virginia's economic and social development?
5. What problems did the Puritans have with the Church of England? What beliefs made the Puritans different?
6. The Puritans of Massachusetts Bay had fled and established church and religious persecution in England. Why, then, did they promptly establish their own church and persecute dissenters?
7. Describe the political structure that developed in the New England colonies. What was the relationship between local government and the Puritan churches?

## Chapter 3 – The British Empire in America 1660-1750

### Key Terms

Middle Passage	gentility	bills of exchange
probate inventory	salutary neglect	Radical Whigs
Declaration of Rights	Navigation Acts	Quakers

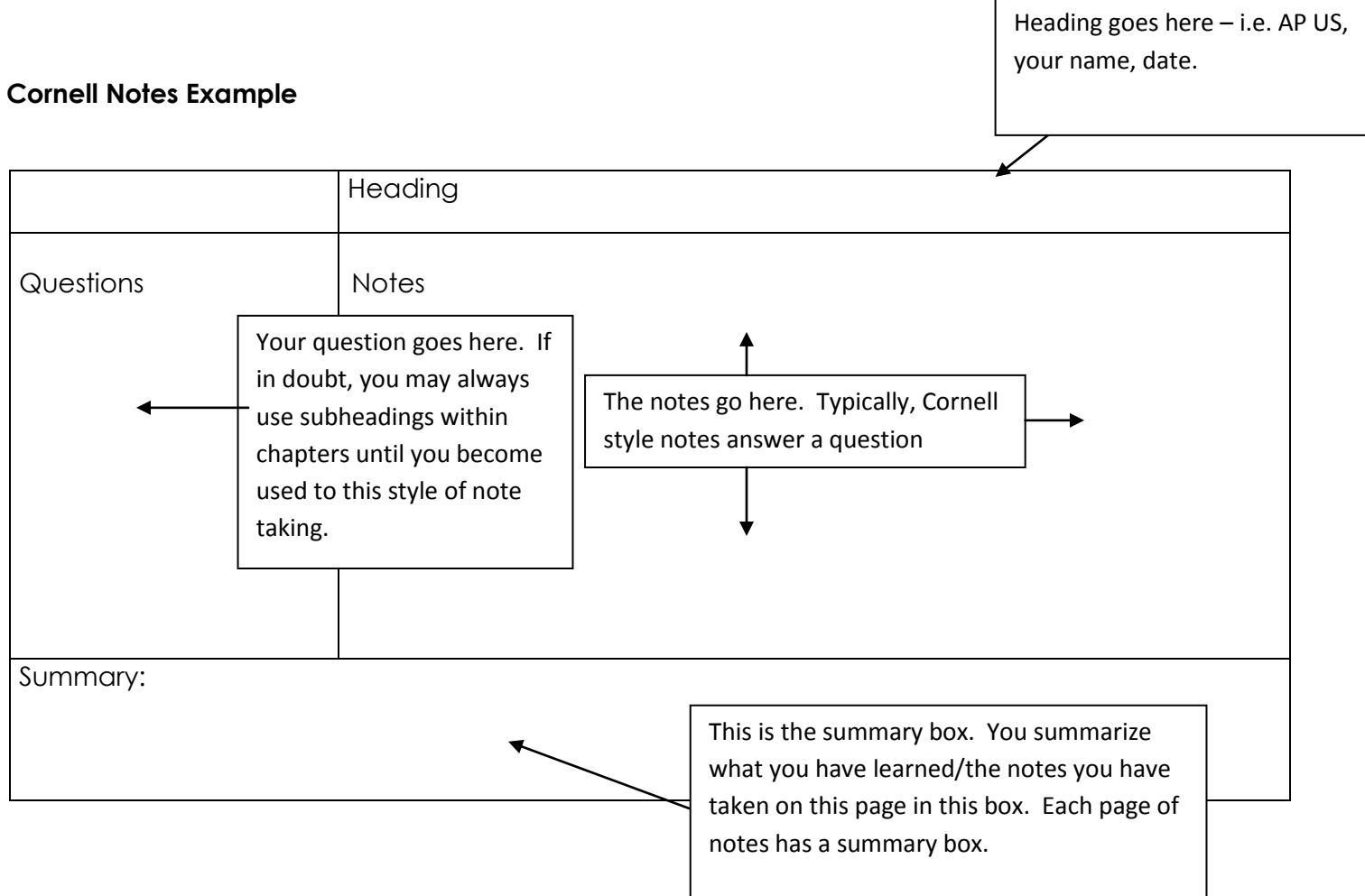
### Key People/Events

William Penn	Glorious Revolution	John Locke	Jacob Leisler
James II	William & Mary	Stono Rebellion	
William Byrd	Robert Walpole		

### Discussion Questions

1. What was the role of the colonies in the British mercantilist system?
2. Explain the causes of the Glorious Revolution and how it affected England and America.
3. How did Native Americans attempt to turn European rivalries to their advantage? How successful were they?
4. What role did Africans play in the expansion of the Atlantic slave trade? What role did Europeans play?
5. In what colonies were enslaved Africans most successful in creating African American communities? Where were they least successful? How do you explain the difference?
6. Why did Virginia and other southern planters make the decision to implement slavery in the seventeenth century? Did they have other options?
7. What were some of the causes of rising friction between the colonials and the British? Were the American colonials or the British more responsible for those frictions?
8. Explain each of the following quotes:
  - "...each generation of whites was 'nursed, educated, and daily exercised in tyranny'" (Thomas Jefferson, *Henretta*, 87).
  - "'Every master is born a petty tyrant'" (George Mason, *Henretta*, 87).

## Cornell Notes Example



For a template where you can create your own Cornell notes page, visit

<http://www.eleven21.com/notetaker/>

## Sticky Note Method

Use Post-It Notes™ to mark terms, important ideas, questions and connections. Write the question or a brief description of what you want to remember or come back to on the note, then place it in the text in the appropriate spot. At the end of the section or chapter, use the sticky notes as a springboard for writing a summary or reaction to the chapter. Good summaries or reactions are lengthy and comprehensive. Make an effort to define terms and answer your own questions in your summary or reaction paper.

## Traditional Outline Format

- I. Main Topic
  - A. Subheading
    1. Support
    2. Support
    3. Support
      - a. Detail about support
      - b. Detail about support
  - B. Subheading
    1. Etc.

## **Discussion Question - Answer Example**

How did the climate affect the rise and decline of various native peoples?

*Climate affected the rise of early native peoples. During the last Ice Age, a colder climate froze the water surrounding continents and exposed the Land Bridge in the Bering Strait, allowing native people to cross into North America around 10,000 B.C. Over time, the Americas were populated. As the climate began to warm at the end of the Ice Age, the land bridge was once again covered and North American Indians were isolated in the Americas. The warm moist climate that followed allowed natives to begin cultivating corn, beans and squash. These crops eventually spread as far north as Canada.*

*Climate also contributed to the decline of native peoples. Geographic isolation made Native Americans highly susceptible to European disease when Europeans began migrating beginning with the arrival of Columbus in 1492. Changes in climate, such as drought, affected the migratory patterns of Native Americans and contributed to the decline of native civilizations.*

## AP US History Summer Reading Assignment

### Getting Started

As part of your summer assignment, you will read a biography or historiography. The topics and people should be a topic or person we will study first semester, which will cover exploration to the 20<sup>th</sup> century – 1450-1900. That is quite a time period to cover, so begin by scanning the topics in the table of contents and try to hone in on your interests. You will be the expert when we reach that person or topic, so choose carefully.

There are many options for obtaining your book. I have pulled books from our BSSHS library that you will be allowed to check out for the summer. You will be responsible for the care of this book over the summer and its safe return. You must visit Mrs. Cole in the library before June 2 to check out your book - first come, first served. If you do not check out a book from the BSSHS library, you may choose to request a book from the Mid-Century Public Library, or, you may feel it is worth investing in a book from a bookstore. All books obtained outside of school must be approved. Please contact me to make sure that book you plan to read meet assignment requirements – 1450-1900 and of suitable intellectual depth. Books checked out from BSSHS do not need approval.

### The Assignment

As you read, take careful notes in the manner that best suits you. I recommend using a spiral notebook to make notes, and record observations, or you might write questions and observations on sticky notes and flag the pages on which you have questions or on which an important point is made. Please only write in your book if it is yours.

There are four basic categories to be considered in your evaluation--historiography, methodology, style, and personal evaluation.

A. Historiography: the tradition in which the author writes history. Historiography (which is a fancy word for the "history of history writing") concerns the intellectual approach the author takes to the subject, the school of historical thought that most influences the author, and the assumptions, values, or analytical frameworks the author employs.

1. What is the author's theme or thesis? What is the author's purpose in writing the book?
2. What are the author's values and biases? From what point of view does the author write?
3. Are the author's assumptions and assertions in agreement with those generally held in the field? If not, are deviations clearly identified, well motivated, and overtly justified?
4. What impact does this work have in its field? Does it contribute something original? Will it have lasting value?

B. Methodology: the author's method includes the rules employed in organizing the evidence, the kinds of questions asked by the author, and the approach utilized in answering them.

1. What are the sources of the author's data? Are these sources adequate? What are the limitations of the data, any inherent biases or problems which must be taken into consideration in its use?

2. What kinds of questions does the author ask about the subject? Are there questions which remain unasked, or questions asked but unanswered?

C. Style: the author's style has to do with the writing and organization of the book.

1. Is the book well written? Are there passages of eloquence or elegance?
2. Is the book well argued? Does the author clearly articulate and answer questions raised in the book? How well does the author's point come across and does it convince you?
3. Is the book accessible to an intelligent reader or only to a specialist?

D. Personal Evaluation: think about your own approach to the subject, your own values, and your preferred method. Reading is not a passive experience, but an interaction between author and reader.

1. What is your response to the author's point of view?
2. What do you think to be the greatest strength of the work, and the greatest weakness?
3. What does the book contribute to your understanding of the subject?

The form of a book review is an essay. You should begin with an introduction that both grabs the reader's attention and provides a statement of the points you intend to make (a thesis statement). You may then choose to move on and write a paragraph about each of the categories (historiography, methodology, style, and personal evaluation). You may decide that the topic of your book review lends itself to a deeper examination of one category than the others, for example, if its methodology is especially interesting or terrible. Finally, you will want to provide a conclusion for your essay which sums up your argument

*Adapted from Professor Catherine Lavendar, The Department of History, The College of Staten Island of The City University of New York.*