

Advanced Placement United States History Summer Assignment for the 2015-2016 School Year

Mr. Hudson – khudson@pasco.k12.fl.us

This class is very fast paced so that we can cover as much material as possible in order to fully prepare for the AP exam. Over the summer break, I expect that you will begin developing a more advanced and inquisitive mindset. During APUSH, you will be exploring many themes and issues throughout the narrative of this country, and should start developing the skills necessary to process them beforehand. The following list of behaviors to alter is strongly recommended:

- >A very important aspect to the class is your ability to become an informed citizen. When you see a current event story on the news or facebook, don't just take it at its face value; try to find multiple sources that describe what is happening from different points of view (i.e. conservative, liberal, etc.). The truth lies somewhere in between. Also, try to verify the validity of your source material. While it is important to remain balanced, exposure of false information is common (i.e. the reason why Wikipedia is usually regarded as questionable).
- >Read as much as you can. You will be reading a large amount of material for class, and should get in the habit early. If you are not accustomed to reading, it will be difficult to adjust. This will also help to improve your vocabulary skills.
- >You may want to familiarize yourself with the major policies of each president. Obviously you will not have enough time to learn everything about them, but a basic overview of major facts such as time periods they served in may help you follow along in the class more easily. This website categorizes each president fairly concisely: <http://ipl.org/div/potus/>

The summer assignment is two-fold. For the first portion, you will be reading source material and analyzing it. All of the assignments that are in this section need to be hand-written using blue or black ink. For the second, you will be reinforcing your knowledge of world geography.

1. Reading/Comprehension

Required Texts:

Bailey, Thomas, Lizabeth Cohen, David M. Kennedy. *The American Pageant: A History of the Republic*. 15th ed. Boston: Houghton Mifflin, 2013. Print.*

*This is the textbook for the class. The option of checking a physical copy out for the summer may not be an option. I will make sure the .pdf versions of the sections you need are accessible online.

Zinn, Howard. *A People's History of the United States: 1492 – Present*. New York: HarperCollins, 2005. Print. **

**It is highly recommended that you purchase this book to have a tangible copy. It can be found for a relatively low price on amazon.com, half.com, or ebay.com. Most bookstores also have a few in stock. If you do not wish to pay for the book, it is also available online for free at <http://www.historyisaweapon.com/zinnapeopleshistory.html>

Part 1

Read the first chapter of *The American Pageant* (book pages 2-23). You need to create an outline of this text that you can annotate and understand. Taking good notes does not mean simply copying the text onto another piece of paper. Reword and organize the information into your own words (i.e. the way you think).

Part 2

Read the first chapter of *A People's History of the United States* titled "Columbus, the Indians, and Human Progress." Preview the questions in part 3 and note in the book what evidence you will use to answer them (if you have purchased the book, don't be afraid to write in it; it is yours).

Part 3

Answer each of the following questions thoroughly.

1. Explain the implications of Zinn's purpose for writing this book in the manner that he does. What is the reason, therefore, that many educators choose this specific narrative to be juxtaposed with your textbook?
2. What are the major differences in the treatment of Columbus and his aftermath between Zinn and the textbook? Give a character profile of Columbus from each viewpoint and then explain what your own viewpoint leans toward.
3. Compare the treatment of Native American cultures in the textbook to that of Zinn's standpoint. What do you learn about these cultures? Do either of the sources provide you with a *clear* picture of their way of life? Describe the reasoning for your statements.
4. From Zinn's narrative, identify one early and one subsequent reason for Columbus' oppression of the native cultures. How does the textbook treat each of these reasons?

Part 4

In a short essay (no more than a page), describe 3 major differences between the textbook and Zinn's' book so far. Provide a short explanation of why you chose each of the items. Also explain the dangers one would face if they only read from one of these sources.

Part 5

Read chapters 2 (book pages 24-40) and 3 (book pages 41-59) in *The American Pageant*, taking outline notes as before in part 1.

Part 6

Key terms are an unfortunate necessity when absorbing information for the AP test. With such a broad range of very specific topics that can appear on the test itself, you need to be familiarized with the terms, their meanings, and their implications. For convenience, we will be utilizing the textbook to gather preliminary information on these topics, and then as the class moves forward, add information as it becomes relevant. Rote memorization is not the goal of this exercise. Understanding of the historical significance is key. Most of these terms have been selected by the College Board as pertinent (even if only marginally so), but I have also included key terms you should know as well.

For each of the following terms, provide a one-sentence description in your own words, and at least one sentence about the relevance of the term to the story of American History. You may use reliable outside resources to find additional information if you wish.

1.

Canadian Shield	Incas	Aztecs	Nation-states	Cahokia	Middlemen
Three-sister farming	Caravel	Plantation	Columbian Exchange		<i>Conquistadores</i>
Treaty of Tordesillas		Capitalism	<i>Ecomienda</i>	<i>Noche Trieste</i>	<i>Mestizos</i>
Battle of Acoma	Popé's Rebellion		Black Legend	Ferdinand and Isabella	
Christopher Columbus		Francisco Coronado	Francisco Pizarro	Bartoleme de las Casas	
Hernan Cortes	Malinche	Moctezuma		Giovanni Caboto	
Robert de La Salle		Father Junipero Serra			

2.

Protestant Reformation	Roanoke Island	Spanish Armada	Primogeniture
Joint-stock company	Virginia company	Charter	Jamestown
1 st Anglo-Powhatan War	2 nd Anglo-Powhatan War	House of Burgesses	
Act of Toleration	Barbados slave code	Squatters	Iroquois Confederacy
Tuscaro War	Yamasee Indians	Buffer	Henry VIII Elizabeth I
Sir Francis Drake	Sir Walter Raleigh	James I	Captain John Smith
Powhatan	Pocahontas	Lord De La Warr	John Rolfe Lord Baltimore
Oliver Cromwell	James Oglethorpe	Hiawatha	

3.

Calvinism	Predestination	Conversion	Puritans	Separatists
Mayflower Compact		Massachusetts Bay Colony	Great Migration	Antinomianism
Fundamental Orders		Pequot War	King Philip's War	New England Confederation
English Civil War		Dominion of New England	Navigation Laws	Glorious Revolution
Salutary Neglect	Patroonships	Quakers	Blue Laws	Martin Luther
John Calvin	William Bradford	John Winthrop		Anne Hutchinson
Roger Williams	Massasoit	Metacom (King Philip)		Charles II
Sir Edmond Andros	William III	Mary II	Henry Hudson	Peter Stuyvesant
Duke of York	William Penn			

2. Geography

1. You will need to familiarize yourself with all 50 states and their major cities.
2. You will need to familiarize yourself with the countries of Europe and Asia along with the major cities and climates.
3. You will need to familiarize yourself with the following bodies of water and geological features: Atlantic Ocean, Pacific Ocean, The Great Lakes, Great Salt Lake, Gulf of Mexico, Mississippi River, Tennessee River, Ohio River, Appalachian Mountains, Rocky Mountains.

This information will be relevant throughout the course. Although you don't have to memorize all of the geographic information, familiarization will help you tremendously. There will be an assignment regarding geography within the first week of class that you will need to be prepared for in advance.

It is vital that you are able to comprehend all of the topics that you study. Do not wait until the last few days of summer to complete this assignment; cramming is a very poor method of exercising cognitive skills. The entire assignment is mandatory and will be due on the day that you get back to school from summer break.