

Advanced Placement United States History (APUSH) Summer Assignment 2018

Welcome to APUSH. The following material constitutes a summer assignment for all students entering the course this coming school year. AP United States History is an interesting yet highly challenging course that you can take for possible college credit while still in high school. Like many colleges and college-level courses, there is an expected and necessary skill and knowledge level required to be successful in the course.

You will be reading Chapters 1-4 in *The American Pageant*. The rationale is that college-bound students need to learn to interact with the text in a positive and productive manner. Learning to identify key information in a text is a skill that will serve any student of social studies for years to come. As well, the AP US History exam is incredibly thorough, and students are often tested on both well-known and obscure knowledge of U.S. History. It is essential that you carefully read your entire textbook over the course of the year. **Along with your reading of chapters 1-4, you are required to take notes (handwritten in blue or black ink) and complete study cards for the essential terms and names provided below. Please follow the directions for how to properly identify these terms and names.** The rationale is that in APUSH simply answering a question or defining a term on content only is half the process. You will need to learn how to analyze and make connections between individuals, events, and time periods. Simply copying information out of a textbook is not only a form of plagiarism but you are simply not connecting with the material. **Lastly, you will be reading and completing tasks dealing with material from Howard Zinn's *A People's History*.** The purpose of this assignment is to be familiar with various viewpoints in regards to historical events, and to identify bias in an author's point of view.

Please note, this assignment is not busy work, there are skills as well as content related exercises in this assignment. Do not merely complete this assignment; focus on a deeper understanding, read for comprehension, and focus on the provided directions.

The summer assignment will also allow you to “hit the ground running,” saving valuable time for review prior to the APUSH exam in early May.

Treat these assignments as an introduction Pre-Colonial and Colonial American history. This is where the course officially begins and it will be extremely important to your success in the upcoming year if you complete this assignment. Along with the content you will notice that certain exercises stress skills as well as content. Again, these exercises were designed with *you* in mind, not a large workload. Please note, you will be assessed (tested for understanding) when you return, so please take the exercises seriously. **As well, I will not accept the summer assignment late. The assignments are due on August 20th.**

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

J. Calinda

2018 APUSH
Summer Reading Assignment
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Expectations

This is a college-level course that will require an extensive amount of reading, essay writing, and critical analysis of primary and secondary sources throughout the year in preparation for the United States History Exam given by the College Board in May 2018. The assignments are typical of what will be completed during the school year. They include mastering chapter identifications, guided reading questions, document analysis, and student generated notes. The rationale for the summer assignment is to get students acclimated with some of the resources that will be available during the school year.

ADVANCED PLACEMENT COURSE at ONTEORA

Responsibility	Student centered. Students are responsible for ensuring their success in the class. Teacher role is as facilitator of learning.
Homework	Homework is assigned, but not all may be graded. The purpose of homework is to reinforce classroom activities and to fill gaps in knowledge. Student is expected to complete this individually. Homework in AP, while copious at times, is designed to impart the knowledge necessary to take the AP Exam and to reinforce the skills needed to pass the exam. Just doing all your work does not guarantee you an "A", just like in college. You not only have to do the work, but you have to understand it and retain it as well. You must take ownership of the material and STUDY!!
Class Structure	Resembles what is seen in university classrooms. Students are provided a college-level textbook and supplemental readings. Grades rely on written work, quizzes, tests, and major projects. Synthesis, analysis and application of information is emphasized.

CORE CONTENT

Identifications: Your chapter identifications are simply essential vocabulary terms, people, or events of note. As we progress through the year it is your responsibility to master these identifications. A mastery of this material will complement lecture discussions and serve as review for the May exam. To assess your master of these terms you be assessed on these terms throughout the year.

Textbook Readings: You will be expected to generate notes for each chapter you read this year in a variety of formats.

Outside Readings: Your outside readings will encompass historical journals, scholarly articles, historical novels, or biographies to complement course content and examine alternative perspectives.

You will be expected to generate notes in a variety of formats.

Part I: Textbook

1. Read chapters 1-4 in the *American Pageant*. I have posted scanned copies of the chapters on the classroom for you. You are required to take notes on the chapters. Your notes are to be handwritten in ink. Do not copy everything you read. Look for the main ideas and concepts.
2. **Identifications:** Your task is to create notes cards for each of the following terms, names, and events you will encounter in the chapters. You are required to include the page number from the book that each term is located on. It is not enough to simply define the word. Place the term within the context of the readings.

Chapter 1: New World Beginnings

Old World,
New World
Aztecs
Incas
Pueblo
Mound Builders
Three-sister Farming
Iroquois
Caravel
Barthemelo Dias
Columbus
Columbian Exchange
Treaty of Tordesillas
Encomienda
Black Legend

Chapter #2 The Planting of English America

Sir Walter Raleigh
Virginia
Enclosure Movement
Primogeniture
Joint-stock company
Virginia Company
Jamestown
John Smith
Powhatan
Pocahontas
Starving Time
Powhatan's Confederacy
Anglo-Powhatan Wars
John Rolfe
Tobacco
House of Burgesses
Indentured Servants
Act of Toleration
Barbados Slave Code

Chapter#3 Settling the Northern Colonies 1619-1700

Conversion Experience

Visible Saints

Puritans

Separatists

Myles Standish

Mayflower Compact

William Bradford

Great Migration

John Winthrop

Protestant Ethic

Anne Hutchinson

Antinomianism

Roger Williams

Thomas Hooker

Fundamental Orders

Squanto

Massasoit

Pequot War

Metacom

King Philip's War

Navigation Laws

Salutary Neglect

Dutch East India Company

Quakers

William Penn

Chapter #4 American Life In the Seventeenth Century-1607-1692

Indentured Servants

Freedom Dues

Headright System

William Berkeley

Nathaniel Bacon

Royal African Company

Middle Passage

Slave Codes

Chattel Slavery

Stono Rebellion

Yeoman Farmers

Town Meetings

Jeremiad

Conversions

Half-Way Covenant

Yankee Ingenuity

Leisler's Rebellion

Part II: Howard Zinn's *A People's History*.

This part of the assignment requires that you read the first two chapters of Zinn's book. Click on the blue headings below to access the material. Your answers to the questions and response to the tasks must be handwritten in blue or black ink.

Chapter 1: Columbus, The Indians, and Human Progress

1. According to Zinn, what is his main purpose for writing *A People's History* of the United States?
2. Write down the five most important things Zinn says about Columbus.
3. Write down the two most important things Zinn says about writing history.
4. Was Columbus responsible for the behavior of his men? Support your ideas with specific evidence from the text.
5. Why does Zinn dispute Henry Kissinger's statement: "History is the memory of states?"
6. Complete the following activity:
 - a. Choose a detailed description of an event from the text.
 - b. Write down a series of questions that knowledge of the event may enable one to answer.
 - c. Choose TWO of the questions and answer them.

Example

- a. *Detailed description of an event from the text: On page 5, Columbus 'got into a fight with Indians who refused to trade as many bows and arrows as he and his men wanted. Two [Indians] were run through with swords and bled to death.'*
 - b. *Questions: What does the above event reveal about Columbus' personality? What does the above event reveal about the purpose of his voyage? About Spanish/Arawak culture? About the comparative military strength of the Spanish and Arawak?*
 - c. *Answer: The Spanish had military superiority...swords vs. bows and arrows. Columbus wanted them to dictate the terms of trade.*
7. Write your personal reactions and responses to reading this chapter.

Chapter 2: Drawing the Color Line

1. Why did Virginians massacre Natives instead of enslaving them?
2. How does the answer to the above question explain the choice to import black slaves? What factors made Africans vulnerable to enslavement?
3. Zinn writes "Where whites and blacks found themselves with common problems, common work, common enemy in their master, they behaved toward one another as equals." What were the "problems" that blacks and whites shared? What was the "work" they shared? Was it the same? Did they work together? How did the "master"

treat his indentured servant vs. a slave? To what degree was their treatment similar and different?

4. How do we know that slaves resisted their enslavement? How do we know indentured servants resisted their indentured condition?
5. How did the ruling Virginia class begin to drive a wedge between white indentured servants and enslaved blacks?
6. Zinn argues that racism is not natural. Does he mean that it is caused by human decisions or historical forces? Explain your answer by first defining the difference between historical forces and human decision? What is a “historical force?” Do such forces compel humans to make decisions they would otherwise not have made?
7. Write your personal reactions and responses to reading this chapter.

If you have any questions about the assignment and/or course, please email me at jcalinda@onteoraschools.org or jcalinda@onteora.k12.ny.us.