**Advanced Placement United States History**

Summer Assignment for the 2017-2018 School Year

Mr. Hudson – [khudson@pasco.k12.fl.us](mailto: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 the course of 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 of 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 to 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 every day, and should

become acquainted with the habit early. If you are not accustomed to reading, it will be extremely

difficult to adjust if you do not do this. It 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, or political party 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. Take this as an opportunity to improve your penmanship as well; answers are often marked wrong if they cannot be read. Avoid plagiarism. ***Students who plagiarize will not receive credit for that portion of any assignment***. For the second part, you will be reinforcing your knowledge of U.S. and world geography.

**1. Reading/Comprehension**

**Required Texts for the summer assignment**:

Bailey, Thomas, Lizabeth Cohen, David M. Kennedy. *The American Pageant: A*

*History of the Republic*. 15th ed. Boston: Houghton Miffin, 2013. Print.\*

\* I will make sure the .pdf versions of the sections you need are accessible online via the WCHS website. If you would like to check out a book for the summer, please come see me in Portable 4.

Zinn, Howard. *A People’s History of the United States: 1492 – Present*. New

York: HarperCollins, 2005. Print. \*\*

\*\*It is 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>

***Per College Board: All portions of this assignment must be hand-written in pen. This assignment is due on the first day of class.***

**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). The preferred method is to scaffold the information so that it is easy to follow using letters and numbers (I, II, III, A, B, etc.). You will be outlining all year.

**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.

!. 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 the 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 only 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 exam. 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. Many 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 need to.

**1.** Canadian Shield Incas Aztecs Nation-states Cahokia Middlemen

Three-sister farming Caravel Plantation Columbian Exchange *Conquistadores*

Treaty of Tordesillas Capitalism *Ecomienda* *Noche Trieste* *Mestizos*

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

1st Anglo-Powhatan War 2nd Anglo-Powhatan War House of Burgesses

Act of Toleration Barbados slave code Squatters Iroquois Confederacy

Tuscara 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 Patronships 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 and climates. Using this information, you will need to create a one-page color-coded map of the United States.

**2.** You will need to familiarize yourself with the following bodies of water and geological features *and include them on your map*: Atlantic Ocean, Pacific Ocean, The Great Lakes, Great Salt Lake, Gulf of Mexico, Mississippi River, Tennessee River, Ohio River, Appalachian Mountains, Rocky Mountains.

**3.** You will need to familiarize yourself with the countries of Europe, South/Central America, and Asia along with the major cities. Do NOT make a map with this information; it is for your recollection only.

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.

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,** as you probably will not finish it; 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. Students who choose not to do the summer assignment generally do very poorly for the first quarter, as there is no way to recuperate from the large point loss.

**Late Policy**: You have one day past the first day of school to turn this assignment in late. You will only receive 50% of the credit.