

AP US History Summer Assignment

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Mrs. Driscoll

Welcome to AP US History! Please feel free to email me if you have any questions. The goal is to be engaged, love the study of history, learn and grow. Don't panic, and always feel free to ask questions. My email address: Ddriscoll@stuartschool.org

Please purchase the following supplies:

- a number of 3 ring binders
- looseleaf
- 3/5 inch index cards either ringed together or separate, but you'll need a container if the cards are not ringed. (These are optional. Buy only if you find completing Id's to be helpful to your learning.)

I am guessing that you might be eager to start this work ASAP. I urge you to work on it in August. This way, the work will be fresh in your memory.

1. Carefully read the handouts you will be receiving electronically. One is a guide to APUSH. The second is the course syllabus.

Please complete the following for our **first** day of class.

2. Read, chapters 1 and 2 in your text, *Give Me Liberty!* The historian writer of this text is Eric Foner. Pay close attention to Foner's analysis and description of the Puritans. I would urge you to take good notes on Foner's views on the Puritans. Then, read, *Caleb's Crossing* by Geraldine Brooks. Write a 2 to 3 page essay in response to this prompt:

Compare and Contrast Brooks' analysis of the Puritans with Foner's analysis. Eric Foner is an outstanding historian. This essay question is fundamentally asking you to assess Brooks' analysis of the Puritans. Think about how Foner might have critiqued the novel for its historical accuracy. Would Foner have agreed with Brooks' choices in the novel? Would he argue that Brooks successfully captured the Puritan society? Would he have criticized some of Brooks' decisions? If so, which ones?

Arrive at an insightful thesis - one that does not simply indicate that Foner and Brooks' analysis is both similar and different!!!!

3. Complete the following questions based on your reading of the text's chapters 1 and 2. We will spend time discussing note-taking strategies

to improve your reading fluidity and comprehension. Just a tip for now – resist the temptation to wildly highlight! Do consider underlining key sentences that seem to summarize important ideas. Also, feel free to make comments in the margins or jot down questions in the margins. Try to have an on-going personal dialogue with the text.

4. Sometimes I will give you IDs (identifications) for each chapter. I urge you to create definitions which clearly define the term and more importantly, relate the term to the historical period. In other words, how does the term relate to the themes presented in each chapter? Where appropriate, include the date. Having accurate and insightful IDs is useful to “drill the facts”.

Vocabulary (ID's) for Chapter 1:

Indentured servitude
Protestant Reformation

4. Questions for Chapter 1: (Some students find it helpful to word-process their answers. This is fine, though not absolutely necessary. Whether you word-process or write, do leave space for adding information from our class discussion.)

- a. How did Indian and European **ideas of freedom** differ on the eve of contact?

- b. Foner calls this first chapter, “A New World”. What does he mean by this label? Think deeply about this question. Don’t accept it on face value.

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c. What impelled European explorers to look west across the Atlantic?

Political Causes	Social Causes	Economic Causes

d. What happened politically, socially and economically when the peoples of the Americas came in contact with Europeans?

Political consequences	Social consequences	Economic Consequences

5. Vocabulary (ID's) for Chapter 2:
Virginia Company

Plantation
 Charter
 Headright system
 House of Burgesses
 Royal colony
 Proprietary colony
 Puritanism

6. Questions for Chapter 2:

a. For the English, land was the basis of liberty. Explain the reasoning behind this concept **and** how it was markedly different from the Indian conception of land.

b. Make a chart in which you contrast 17th century New England and the Chesapeake colonies. This is the first of many charts which you will construct in this course. It's an efficient way to process a great deal of evidence analytically. Think of using this type of organizational structure for all contrast arguments:

Topic of contrast	17th Century New England Society	17th Century Chesapeake Society
Gender ratios (an example)	While some male dominance, closer to gender balance	Initially, males only. Throughout the 17th century, males dominated 5 to 1.

(c). In what ways were the two societies similar? This type of organizational structure works well for this kind of analysis. Use this structure for arguments which ask for similarities. Feel free to find more than 3 similarities under each category.

Economic Similarities	Social Similarities	Political Similarities
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(d). What were the main sources of tension in 17th century New England?

7. Now turn to your review book, *United States History: Preparing for the Advanced Placement Examination*. John J. Newman.

a. Complete Multiple Choice, see pages 15-18 and pages 40-42
Record your answers here.

Pages: 15-18

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Pages 40-42

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| 4. ____ | 8. ____ |