

Advanced Placement United States History is a survey course designed to cover mainstream American history from the colonial era to the 1980s. Because the course encompasses so much material, we have found that assigning some of the earlier material during the summer allows the class to move at a more reasonable pace during the regular school year. Your summer work covers the colonial period (pre 1775) of American history. Follow directions and stick to due dates as described below.

Assignment 1: Read chapters 2 through 4 and take detailed notes on the main points. You do not need to turn these notes in, but I highly recommend that you take them. You will have both a multiple choice test and an in class essay based on this reading the second week of school (date tbd), and your notes will be valuable to you when studying for these. See the term sheet below for review purposes; you may find it helpful to take practice quizzes on the colonial era material using the websites listed below:

<http://www.historyteacher.net/USQuizMainPage.htm>

<http://www.bedfordstmartins.com/henretta> (make sure to click “visit the website for the 5th edition” under “About”)

Assignment 2: Read the first two chapters of *A People’s History of the United States** and **answer the following questions.** Your answers should be well-written, thought out, and detailed responses that not only show that you have read the chapters but, when necessary, have incorporated your own reflection and analysis. Responses should be no longer than one – two pages for each chapter. Remember, this is one man’s interpretation of history; you are free to agree or disagree with him (and I encourage you to do so). Make sure to follow the rules for writing in social studies (attached).

People’s History Questions:

Chapter 1: Columbus, the Indians, and Human Progress

- Write down the five most important things Zinn says about Columbus (including page numbers) and briefly support your choices.
- In a separate paragraph summarize what Zinn says he is trying to achieve in his writing of history.

Chapter 2: Drawing the Color Line

- How and why did the Virginia ruling class begin to drive a wedge between the white indentured servants and enslaved blacks?

* Howard Zinn’s *A People’s History of the United States (1492-Present)*, can be purchased at almost any bookstore or online, or you may check the book out of the library. You may want your own copy as we will be using this book next year.

Assignment 3: If you have not already done so, go to redwood.org/collect and follow the steps so that your email address is in the system. I will be using email throughout the year to communicate with you. If your email is not in the system you will miss out on a great deal of information!

All assignments are due the first day of class.

If you have questions, please feel free to contact me at fsalle@tamdistrict.org.

GOOD LUCK, HAVE A GREAT SUMMER & SEE YOU IN AUGUST!

Chapter 2: *The Invasion & Settlement of North America: 1550-1700*

New Spain	Joint-Stock Companies	Puritans
Francisco Coronado	Jamestown & Tobacco	Mayflower Compact
Francis Drake	Anglo-Powhatan War	Plymouth Colony
Franciscan Missionaries	Headright System	Massachusetts Bay Colony
<i>Encomenderos</i>	House of Burgesses	John Winthrop
Popés Rebellion	Lord Baltimore	Predestination
New France	Maryland Act of Toleration	Roger Williams
Jacques Cartier	Indentured Servants	Ann Hutchinson
Samuel de Champlain	Chattel Slavery	Oliver Cromwell
Jesuits Missionaries	Navigation Acts	Salem Witch Trials
Fur Trade	Yeomen Farmers	Town Meetings
New Netherlands	Landed Gentry	Pequot War
Peter Stuyvesant	Bacon's Rebellion	King Phillip's War
Walter Raleigh	Separatists	Iroquois Confederacy

Chapter 3: *The British Empire in America: 1660-1750*

Proprietary Colony	Glorious Revolution	Rice Trade
Royal Colony	John Locke	African-American culture
New York	Georgia	Stono Rebellion
The Carolina's	Salutary Neglect	Chesapeake Aristocracy
Pennsylvania	War of Spanish Succession	New England Economy
Quakers	South Atlantic System	Colonial Assemblies
Mercantilism	British Whigs	Robert Walpole
Navigation Acts	Sugar Trade	War of Jenkin's Ear
Dominion of New England	Royal African Company	Molasses Act
Edmond Andros	Middle Passage	Currency Act

Chapter 4: *Growth & Crisis in Colonial Society: 1720-1765*

Scots-Irish	Great Awakening	French & Indian War
Freeholders	Jonathan Edwards	Albany Plan
Women in Society	George Whitefield	William Pitt
Household Production	Old Lights vs. New Lights	Ohio Valley
Middle Colonies	Colonial Colleges	Fort Duquesne
Ethnic Diversity	Methodists	Pontiac's Rebellion
Enlightenment	Presbyterians	Proclamation Line of 1763
Benjamin Franklin	Baptists	Consumer Revolution
Deism	Revivalism	Paxton Boys

Top 10 Rules for Writing in Social Studies

1. Always have a clear, arguable and supportable thesis statement.

Do not say this...	Say this...
Teens today use drugs and alcohol.	Drug and alcohol use amongst teens has increased due to the media's glorification of drug culture.

2. Avoid the first person; do not say "I," "me," "my," or "personally."

Do not say this...	Say this...
In my opinion Germany was responsible for starting WWI.	Germany was responsible for starting WWI.

3. Avoid the second person; do not say "you."

Do not say this...	Say this...
Sure you've heard about Kent State, but have you heard about Jackson State?	Although many Americans are familiar with Kent State, few know about Jackson State.

4. Avoid using "we."

Do not say this...	Say this...
We were wrong to drop the bomb.	The United States government was wrong to drop the bomb.

5. Avoid chatty or familiar language; do not use slang or profanity.

Do not say this...	Say this...
Back in the day...	In the early 1800s... (or whatever time period you are speaking of)

6. Do not speak to your reader.

Do not say this...	Say this...
Imagine if you were a peasant during the French Revolution. OR How would you have felt if you were a peasant during the French Revolution?	Peasants during the French Revolution were angry with their government.

7. Never start a sentence with "well," "sure," "so," or "imagine."

Do not say this...	Say this...
So, times were difficult during the 1930s.	Times were difficult during the 1930s.

8. Do not overwrite when simple writing will do.

Do not say this...	Say this...
Gandhi was a man born in the year of 1869 from the country of South Africa.	Gandhi, born in 1869, was from South Africa.

9. Always refer to historical figures by their full names first, and by their last names later. Never refer to them by their first names.

Do not say this...	Say this...
Abraham was the man who ended slavery. Abraham was assassinated for his beliefs.	Abraham Lincoln was the man who ended slavery. Lincoln was assassinated for his beliefs.

10. Always use the past tense.

Do not say this...	Say this...
In 1944 Allied forces storm the beaches at Normandy.	In 1944 Allied forces stormed the beaches at Normandy.

