

# Advanced Placement United States Summer Assignment

**Date Assigned: July 1, 2011**

**Date : September 6, 2011**

**The Advanced Placement United States History course summer assignment requires students to read Chapters 1, 2, 3 in *American History: A Survey* and respond to ONE of the following thematic essays. Your essay must not exceed TWO pages. You must also complete identifications for each chapter.**

**You are also to complete ONE of the Project Options presented below.**

## **Thematic Essays:**

1. In the seventeenth century, New England Puritans tried to create a model society. What were their aspirations and to what extent were those aspirations fulfilled during the seventeenth century? (1983)
2. “Throughout the Colonial period, economic concerns had more to do with the settling of British North America than did religious concerns.” Assess the validity of this statement with specific reference to economic and religious concerns. (1990)
3. Analyze the extent to which religious freedom existed in British North American colonies prior to 1700. (1998)
4. How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1775? (2001)
5. Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750:

British  
French  
Spanish

**Chapter 1- Define/Identify the following terms:**

Land Bridge  
Sioux, Pawnee, Pueblo  
Iroquois  
Cherokee, Seminole  
Mayas, Incas, Aztecs  
Age of Discovery  
Christopher Columbus  
Amerigo Vespucci  
Hernan Cortez  
Francisco Pizarro  
Francisco Vasquez de Coronado  
Vasco Nunez de Balboa  
Juan Ponce de Leon  
Hernando De Soto  
Conquistadores  
Asiento System  
John Cabot  
Giovanni de Verrazano  
Jacques Cartier  
Samuel de Champlain  
Father Jacques Marquette  
Robert de La Salle  
Henry Hudson  
Joint- Stock Company  
Richard Hakluyt  
English Reformation  
Calvinist Puritans  
Church of England (Anglicans)  
Separatists  
Elizabeth I  
James I  
Sir Humphrey Gilbert  
Plantations  
Enclosure Movement  
Merchant Capitalists  
Mercantilism  
Coureurs de bois  
Sir Francis Drake  
Spanish Armada  
Roanoke  
Sir Walter Raleigh  
Utopia

## **Chapter 2- Identify/Define the following terms:**

London Company  
“Starving Time”  
House of Burgesses  
Lord Baltimore  
Headright system  
Sugar cultivation  
Plymouth Plantation  
Puritans  
“Freemen”  
Anne Hutchinson  
Pequot War  
“Patroonships”  
William Penn  
James Oglethorpe  
Jamestown  
John Smith  
Tobacco  
Sir William Berkeley  
Bacon’s Rebellion  
Separatists  
“Theocracy”  
“City upon a hill”  
Fundamental Orders  
King Philip’s War  
Quakers  
John Rolfe  
Indentured Servants  
Powhatan  
Pocahantas  
Toleration Act  
William Bradford  
“Saints”  
Mayflower Compact  
Squanto  
John Winthrop  
Thomas Hooker  
Roger Williams  
John Cotton  
“The elect”  
New Amsterdam  
“Inner light”  
Philadelphia  
Navigation Acts

**Chapter 3- Define/Identify the following terms:**

Congregationalism  
Patriarchy  
“Covenant”  
Harvard  
William and Mary  
Town meetings  
The Great Awakening  
Jonathan Edwards  
George Whitfield  
“Visible Saints”  
Scotch Irish  
Dutch  
English cultural domination  
Self-government  
Religious toleration  
Subsistence farming  
Cotton Mather  
Benjamin Franklin  
*Poor Richard's Almanac*  
Professions (medicine, law)  
John Peter Zenger  
Andrew Hamilton  
Salem Witch Trials  
Life Expectancy  
Midwives  
Middle Passage  
Natural Growth Rate  
Slave Codes  
Iron Working  
Myth of self sufficiency  
Consumerism  
Social Mobility

## 1. Historical Novel Review.

Select a novel from the list provided and write a book review which includes the following:

- A) The title and the author.
- B) A brief summary of the novel.
- C) A personal reaction to the novel which includes:
  - 1. Which aspects of the novel you either liked or disliked.
  - 2. Identify a character that most made an impression on you and why this character engaged you.
  - 3. What broad questions or issues does the novel address?
- D) Evaluate the novel in terms of its accuracy:
  - 1. Does the novel appear to have a particular point of view?
  - 2. Which aspects of the novel to your knowledge are accurate or inaccurate?  
Find passages in the text that provide examples of historical accuracy in relation to setting, plot, characterization of the people and events of this time period.
  - 3. Where and how might the author have exaggerated the story and discuss possible reasons for this?
- E) How does the novel relate to our course in United States History?
  - 1. Does the novel add anything new to our knowledge of the subject?
  - 2. Are there lessons which can be learned from this novel?
  - 3. How has this novel changed or altered your understanding of this time period in United States History?

## Novel Selections

*The Scarlet Letter* by Nathaniel Hawthorne

*Men to Match* by Irving Stone

*Uncle Tom's Cabin* by Harriet Beecher Stowe

*Cold Mountain* by Charles Frazier

*The Red Badge of Courage* by Stephen Crane

*The Killer Angels* by Michael Shaara

*The Jungle* by Upton Sinclair

*A Portrait of a Lady, The Bostonians, The Americans* by Henry Adams

*Sister Carrie, An American Tragedy* by Theodore Dreiser

*The Octopus* by Frank Norris

*The Age of Innocence* by Edith Wharton

*Johnny Get Your Gun* by Dalton Trumbo

*Babbitt* by Sinclair Lewis

*Gone With the Wind* by Margaret Mitchell

*The Last of the Mohicans* by James Fenimore Cooper

*The Grapes of Wrath* by John Steinbeck

*Snow Falling Among the Cedars* by David Guterson

*The Adventures of Huckleberry Finn* by Mark Twain

*Inherit the Wind* by Jerome Lawrence

*Native Son* by Richard Wright

*Invisible Man* by Ralph Ellison

*Farewell to Arms* by Ernest Hemingway

## 2. Historical Biography Review.

Select a biography about a person from any time period in United States History and write a book review including the following:

- A) The title and the biographer. Include the biographer's credentials.
- B) A personal reaction to the biography which includes:
  - 1. Why you chose this person to read about and were you satisfied with your choice upon completing the biography.
- C) Evaluate the biography in terms of its historical relevance:
  - 1. Discuss the historical significance of the subject.
  - 2. What perspective does the biographer present in their research and discussion of the subject and what methods does the biographer use?
  - 3. Did the biographer focus on one aspect of the subject's life or did they present a comprehensive life story?
  - 4. Where and how might the biographer have presented a bias about the subject and discuss possible reasons for this? Provide specific references from the text.
- D) How does the biography relate to our course in United States History?
  - 1. Discuss how the biographical knowledge about this person has increased your understanding of the time period.
  - 2. Discuss how the biography has changed or altered your understanding of this time period in United States History?
  - 3. Are there lessons which can be learned from this person?

### 3. Personal History Account

History is made by ordinary people everyday. Interview a person that that has lived through a significant period of history and record their recollections.

Some significant time period suggestions:

The Great Depression

World War II

Korean War

Cuban Missile Crisis

Vietnam War

The Sixties

Watergate

A) Research the period in history your subject is willing to discuss with you.

B) Generate a list of questions for the interviewee that are thoughtful and probing and will encourage your subject to share aspects of their life during the significant period in history.

C) Videotape or audio record your interview.

D) Compare the answers of your subject to at least one other primary source of that time period and analyze the similarities and differences.

E) Write a personal reaction to your experience in the interview process, how the information has changed or altered your understanding of United States History. Share any lessons that you learned from this experience.

#### 4. Historical Site Experience

Visit a historical site or museum that has some significance in American History. This could be a Revolutionary or Civil War battlefield, a site of a Native American settlement or Early European settlement, a president's home or presidential library, a historical museum or some other significant historical place. Obtain a brochure from the site, take photographs, and provide other evidence that you were there.

A) Record the name of the site and where it is located.

B) Provide a personal reaction about your experience at the site.

1. How did your visit and experience enhance your understanding of the person(s), events, and time period provided by the site?
2. Describe and discuss the authenticity of the site and provide photographs to illustrate.

C) Discuss and provide an analysis of what you learned on the significance of this site in United States History.