

Advanced Placement United States Summer Assignment

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. 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 Great Gatsby by F. Scott Fitzgerald

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.