

AP SUMMER WORK - 2014-2015

Introduction: Thank you for joining the AP United States History Program! In this class we will use a variety of historical thinking skills to uncover the major themes in US History from the Revolutionary period to the modern day.

Content Reading:

- Alan Brinkley, *American History: A Survey* - Chapters 2-4

Assignment:

Your task is to read the assigned chapters so that you understand the both the overall narrative of American history and the specific details that help to serve this narrative.

The Brinkley text, as many things you will encounter in the APUSH course, is a college level reading and requires a different approach than some of your other textbooks.

Students are often confused on the level of detail they need to know once they are done reading a section. How can you tackle this information-dense text efficiently and understand historical concepts at the appropriate level of detail?

The trick is to understand the historical narrative **before** taking notes. Some teachers call this narrative your “mental velcro.” By understanding the main ideas, debates, and key players FIRST, the other details will start to make sense and will “stick” to your “mental velcro” better.

How to read the Brinkley textbook:

1. Read the introduction and the conclusion to the chapter. What are the key issues that Brinkley is going to discuss in this chapter? What narrative is he presenting?
2. Review the pictures, graphs, and maps *before reading*. How do these pictures fit into the narrative that Brinkley set-up in his introduction and conclusion?
3. Next, review the section headings and highlighted text.
4. Review the questions and terms provided by your teacher (see below). What questions and concepts will you be able to answer by reading this chapter? Make an outline of your notes that you will fill in as you go.
5. Finally, read the chapter and take notes. These notes will look differently for each person. Some students prefer to simply outline the chapter and terms, while other students may like to answer the provided questions in depth. The notes/questions will not be collected, but this content will appear again on tests, quizzes, writing assignments, and during class discussions. To prepare for class, you should be able to answer the questions using relevant historical vocabulary no matter what system of note-taking you use.

One last note: It is **very important** that you actually read the textbook. Skimming for key phrases or looking at chapter outlines online will decontextualize the information, making it difficult to understand and remember. Feel free to use alternate study materials as review, but these are **not** a replacement for reading.

Historical Debates: What interpretations of American history do historians continue to debate today?

- Why did the colonies of Jamestown and Plymouth “succeed” where earlier colonial ventures had failed?
- Why did relations with Native Americans become increasingly (and shockingly) violent in New England and Virginia in 1676? Did these conflicts result from the success of English colonization, or the failure colonial self-government?
- Did the conflicts of 1676 represent a turning point in each region?
- Why did Americans create a racial based system of slavery?
- What social pressures caused the mass hysteria known as the Salem Witch Trials?
- Do the British measures leading up to the Revolution look reasonable in retrospect? If so, how can one explain the American response to them?
- How radical was the American Revolution? Was it a challenge to existing authority or a conservative attempt to maintain the existing political hierarchy?

Contemporary Debates: What social, political, and economic issues did Americans from this time period debate?

- To what extent were the colonists politically, economically, and culturally “English?”
- How much self-government was appropriate given the geographical isolation of the American colonies?
- How much religious dissent could be tolerated in the each of the colonies? Why were religious minorities suppressed in some colonies and welcomed in others?
- Did Parliament have the right to either suppress certain types of economic activity or raise revenue from the colonies?
- Is there an American identity prior to the Revolution? If so, what makes an American unique from a British citizen?
- How could Americans resist Parliament’s imperial program without a voice in that Parliament?

Historical Vocabulary: What historical terms, events, places, people, and trends will you need to know to understand the above historical debates?

- Jamestown/Virginia colony: John Smith, Tobacco, Powhatan Confederacy, Virginia Company, Indentured Servitude, House of Burgesses, Bacon's Rebellion, slavery
- New England Colonies: Plymouth Plantation, Mayflower Compact, Pilgrims/Puritans, John Winthrop, Anne Hutchinson, Roger Williams, King Philip's War
- Purpose for the founding of each colony, and how this affected the settlement pattern there, and how this settlement pattern affected the development of each colony. Pay attention to religion, education, sex ratio, and type of government.
- How did the geography of each colony affect the economic activity of that colony? Types of cash crops, plantation system, merchant class, urban areas
- Colonial relationship to England and the world: Mercantilism, English Civil War, Navigation Acts, Dominion of New England, Salutary Neglect, Triangular Trade
- First Great Awakening and Enlightenment: George Whitfield, Jonathan Edwards, challenges to traditional religious and political authority
- French and Indian War: Albany Plan, Iroquois Confederacy, William Pitt, Peace of Paris.
- Parliament's Imperial Actions and American responses: War Debt, Proclamation of 1763, Chief Pontiac, Sugar Act, Stamp Act, Virginia Resolves, Sons of Liberty, Townshend Acts, Boston Massacre, Boycotts, Virtual v. Actual Representation, Boston Tea Party, Coercive/Intolerable Acts, First Continental Congress, Lexington and Concord

Exemplar Answer: After completing this assignment, you should be able to answer the above questions using the given historical vocabulary. Try to answer the questions using a similar level of historical detail.

Did Parliament have the right to either suppress certain types of economic activity or raise revenue from the colonies?

After the Peace of Paris in 1763, Parliament realized it needed to strengthen its control over the American colonies. The war had left the newly expanded empire in enormous debt, and as members of the British Empire, American colonists were expected to pay their fair share. Parliament argued it had the right to tax through virtual representation, even though Americans elected no actual members to Parliament.

While it took the Americans some time to articulate these ideals, a growing number of Americans argued that Parliament had no right to directly tax them because the Americans were not actually represented in that legislative body. This would amount to taxation without representation. So, though

Parliament tried many varieties of taxation to raise revenue and establish their authority, the Americans would only pay taxes to their locally elected legislatures. Americans also viewed the end of the French and Indian War as an economic opportunity, with vast expanses of land to settle and with membership to the largest empire since the Romans. When Parliament began to limit this settlement and trade, as in the Proclamation of 1763 and in the various forms of taxation, Americans understood their political ties to Great Britain to actually be limiting their economic potential.

Time Expectations:

Every student will spend a different amount of time on reading and note-taking, but on average these three chapters should take you about four to six hours.

Due Date: We will spend the first few class days reviewing this information, and your understanding will be assessed in the first full week of school.