



SHAKER HEIGHTS CITY SCHOOL DISTRICT

SHAKER HEIGHTS HIGH SCHOOL
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MICHAEL D. GRIFFITH
Principal

May 20, 2009

Dear Advanced Placement U.S. History Student,

Your enrollment in Advanced Placement U.S. History for the 2009-10 school year signals the beginning of an exciting journey. The course often presents students with a significant academic challenge. However, based upon your efforts, we are confident that you will be successful and expect that it will prove to be a rewarding experience. The first step in the process is the completion of the summer reading and note-taking requirement.

First, before you leave for summer vacation, you are expected to pick up a copy of your textbook, David M. Kennedy's *The American Pageant: A History of the Republic*, from the textbook office in room 117. Your assignment includes reading chapters 1-5 in *The American Pageant*. The second component of the summer reading assignment includes reading chapters 1-3 in Howard Zinn's *A People's History of the United States*. Copies of *A People's History of the United States* can be found at the public library, local bookstores such as Borders and/or Joseph Beth's, or on line. Students are encouraged to purchase their own copy since many of the other chapters will be assigned throughout the course of the year. Attached is a list of key terms, concepts, and historical figures to guide your reading and note taking. Also included are four essay questions to outline. Shortly after classes begin in August there will be both an objective and essay test based on the readings.

We wish you the best of luck this summer in your preparation for A.P. U.S. History. If you have any questions or concerns with regard to these assignments, please contact either of the instructors, Mr. Tim Mitchell or Mr. Dann Parker, via email.

Sincerely,

Tim Mitchell
A.P. U.S. History Teacher
mitchell_t@shaker.org

Dann Parker
A.P. U.S. History Teacher
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APUSH: Summer Reading Assignment

Terms: As you read the assignments in *American Pageant*, chapters 1-5 and *A People's History of the United States*, chapters 1-3, identify in your notebooks the following terms, particularly defining who? what? where? when? why? how? significance?

Lord Baltimore
Walter Raleigh
Bartoleme de las Casas Christopher Columbus
James Oglethorpe
John Rolfe
Hernado Cortes
John Smith
royal charter
squatter
joint-stock company
primogeniture
Dominion of New England
enclosure
proprietor
conquistadors
Spanish Armada
Virginia Company
mestizos
Restoration
Maryland Act of Toleration
House of Burgesses
John Calvin
Peter Stuyvesant
John Winthrop
Anne Hutchinson
King Philip's War
Roger Williams
Thomas Hooker
John Cotton
Henry Hudson
William Penn
Sir Edmund Andros
William Bradford
Separatists
the "elect"
Fundamental Orders
franchise
"visible saints"
covenant
patroonship
conversion
antinomianism
predestination
Protestant Reformation
Navigation Laws
"Bible Commonwealth"
Mayflower Compact
Dutch West India Company

Pilgrims
Great Puritan Migration
Glorious Revolution
Quakers
Mayflower
New England Confederation
Calvinism
Puritans
Protestant ethic
General Court
yeoman
Massachusetts Bay Company
*Institutes of the Christian
Religion*
Half-Way Covenant
indentured servitude
headright system
middle passage
slave codes
jeremiads
Bacon's Rebellion
The Great Awakening
Jonathan Edwards
George Whitefield
Phyllis Wheatley
Benjamin Franklin
John Peter Zenger
old and new lights
Paxton Boys
Regulator movement
Molasses Act
Stono Rebellion
Hector St. Jean Crèvecoeur

Advanced Placement U.S. History Summer Reading Assignment 2009-10

Mr. Parker & Mr. Mitchell

Upon completion of the Summer Reading assignments (Chapters 1-5 in the text *The American Pageant* and Chapters 1-3 in Howard Zinn's *A Peoples History of the United States* consider the following questions as you begin to prepare for a Summer Reading essay test (to be administered in the first week of school).

1. How did the interactions between Europeans and indigenous peoples, African slaves, and indentured servants shape colonial society in North America prior to 1750? How does Howard Zinn's *A People's History* paint a different portrait than the textbook *American Pageant*? Explain.
2. Analyze the extent to which religious freedom existed in the North American colonies prior to 1700.
3. "Although Northerners and Southerners later came to think of themselves as having separate civilizations, the Northern and Southern colonies in the 17th and 18th centuries were in fact more similar than different." Assess this statement.
4. "Until 1763 Britain exerted control over the American colonies more by economic measures than by political measures." Assess the validity of this statement.