

Dear A.P. United States History Student,

June 2<sup>nd</sup>, 2016

Welcome to Advanced Placement United States History! You were selected to be enrolled in this Advanced Placement course as a result of your completion of the A.P. U.S. Entrance Examination. You should have already completed the A.P. application requirements, which officially commits you to a binding contract to complete the summer assignment, and to remain enrolled in the course for the year. After reviewing the summer assignment, you will have a clear indication of the A.P. course workload and commitment involved. You will be more than prepared for the A.P. Exam in May, and do not worry there will be plenty of time for engaging activities throughout the year. Please look over the attached material carefully since the specific instructions and deadlines for this course's summer assignment are outlined there.

As a reminder, failure to complete the Summer Assignment will be a detriment to your grade in the course, especially during the first semester. A.P. United States History involves the analysis of a plethora of primary and secondary sources that will challenge your academic capabilities. You will be required to read and outline weekly chapters provided from the American Pageant Textbook, which I will make available on the Class Website. Please note that all class assessments; including quizzes, multiple choice tests, short answer questions, and essays will reflect classroom discussions and your textbook outlines. In other words, it is vital to stay ahead of the curve. These outlines will be extremely valuable to use as a study guide for the A.P. Exam in May.

Throughout the summer I will periodically post information regarding the A.P. guidelines for the course. You are responsible to keep up with the information that is posted on the Google Classroom Website. The code for enrollment is located on the A.P. Course Syllabus on the Thomas A. Edison Website under A.P. U.S. History. If there are any difficulties finding the code for enrollment it is the following: **A.P. United States History 2017 password: h12kaa8**. You are to submit all inquiries to me at the following email address [aheavey@taehs.org](mailto:aheavey@taehs.org). Assignments can be posted to Google Docs, which is linked to the Google Classroom Website. You will be required to submit a physical copy of this assignment on **September 16<sup>th</sup>, 2016**. Please contact me if you have any questions about the summer assignment or the course. Congratulations on your enrollment in Advanced Placement United States History. I have the utmost confidence that you will enjoy your experience throughout the academic year. Enjoy your summer vacation, I look forward to meeting you in the Fall.

Sincerely,

Mr. A. Heavey  
A.P. United States History Instructor  
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### A.P. United States History Summer Assignment Part 1:

Read and outline Chapters 1-6 in *The American Pageant*. This is posted on the Google Classroom Website (A.P. United States History 2017 password: h12kaa8). Take notes on the reading. You are responsible for ALL the information in these chapters and will be tested during the first week of school. The following are key identifications for each chapter (if you cannot find them in the textbook you may need to look them up elsewhere):

**\*\*Note: For students new to the A.P. outline process, you should have extensive notes that outline the most important information for each chapter. One method is to incorporate a Top Ten of the most important information reflected in a chapter. To see a sample of an acceptable outline, go to the Google Classroom Website.**

Include these terms in your notes you take on the textbook reading. Your notes will be checked the first week of class.

**London/Virginia Company, Quakers, Puritans, Jamestown, Toleration Act of 1649, House of Burgesses, joint stock company, John Smith, John Rolfe, Powhatan, cash crop**

**Mayflower Compact, Reformation, Pilgrims, Puritans, Fundamental Orders of Connecticut (1639), Great Migration, Calvinism, Dutch East India Company,, separatists, King Philip's war, Glorious Revolution, Cotton Mather, Navigations Acts, mercantilism, Triangular Trade**

**Indentured Servant, Regulators, Dominion of New England, Middle Passage, slave codes, Nathaniel Bacon, headright system, halfway covenant, George Calvert, Toleration Act**

**Royal colony, Charter colony, Proprietary colony, Great Awakening, Deism, Jonathan Edwards, Paxton Boys, Triangular Trade, George Whitefield, John Peter Zenger, Anne Hutchinson, John Winthrop, Roger Williams, Salem Witch Trials**

**Quartering Act, Patrick Henry, Stamp Act Congress, Sons and Daughters of Liberty, Declaratory Act, Samuel Adams, Tea Act, Intolerable Acts, John Locke, Jean-Jacques Rousseau**

### A.P. Summer Assignment Part 2

Read the first **six** chapters of **Howard Zinn's *A People's History of the United States*** (A free version of the book can be found at: <http://www.historyisaweapon.com/ziinapeopleshistory.html>).

We will also be reading this book throughout the year, this will be provided to you in class.

For the first six chapters of Howard Zinn's book do the following:

- Write Zinn's **thesis** for each chapter in one to three sentences.
- Write three pieces of evidence that Zinn uses in the chapter to prove his thesis.
- Relate an argument that Zinn makes back to one of the "Historical Thinking Skills"

**Historical Causation**

**Patterns of Continuity and Change over Time**

**Periodization**

**Comparison**  
**Contextualization**  
**Historical Argumentation**  
**Appropriate Use of Relevant Historical Evidence**  
**Interpretation**  
**Synthesis**

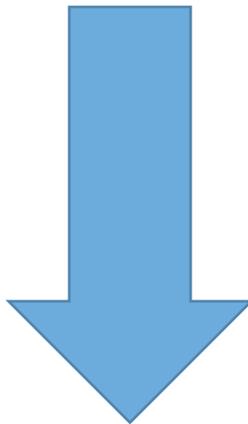
- Be ready to discuss these chapters in class.
- You must purchase an A.P. Review Book to assist in preparing for the Exam. I have reviewed the following book and have found that it is the best one out there: *United States History: Preparing for the Advanced Placement Examination* (2015 Exam) Paperback – January 15, 2015 by John J. Newman (Author), John M. Schmalbach (Author)  
[http://www.amazon.com/United-States-History-Preparing-Examination/dp/0789189046/184-2383331-3074141?ie=UTF8&\\*Version\\*=1&\\*entries\\*=0](http://www.amazon.com/United-States-History-Preparing-Examination/dp/0789189046/184-2383331-3074141?ie=UTF8&*Version*=1&*entries*=0)

Or Princeton Review's *Cracking the AP U.S. History Exam*, 2016 Edition (College Test Preparation) Paperback – August 4, 2015

[http://www.amazon.com/Cracking-U-S-History-College-Preparation/dp/0804126275/ref=pd\\_bxgy\\_14\\_img\\_2?ie=UTF8&refRID=0CF99JBST801HTR8ARVH](http://www.amazon.com/Cracking-U-S-History-College-Preparation/dp/0804126275/ref=pd_bxgy_14_img_2?ie=UTF8&refRID=0CF99JBST801HTR8ARVH)

**\*\*Note: The outlines that you complete for both Howard Zinn and the American Pageant will be assessed in class during the first week of school. This will be completed as a Long Essay Question Assessment. The grading rubric for this assessment is available below.**

**See next page for Long Essay Question Grading Rubric**





For questions assessing <b>CAUSATION</b>		
Describes causes AND/OR effects of a historical development	<b>OR</b>	Describes historical continuity AND change over time, and analyzes specific examples that illustrate causes AND/OR effects of a historical development
<b>1 point</b>		<b>2 points</b>

For questions assessing <b>PERIODIZATION</b>		
Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed	<b>OR</b>	Describes the ways in which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis
<b>1 point</b>		<b>2 points</b>

Response synthesizes (brings together) the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing one or more of the following as relevant to the question:				
Appropriately extends or modifies the stated thesis or argument.		Explicitly employs and additional appropriate category of analysis (i.e., political, social, economic, cultural, geographical, race/ethnicity/gender) beyond that called for in the prompt		The argument appropriately connects the topic of the question to <u>other</u> historical periods, geographical areas, contexts, or circumstances.
<b>1 point</b>	<b>OR</b>	<b>1 point</b>	<b>OR</b>	<b>1 point</b>
				<b>1 point</b>

**D. Synthesis: 0-1 point      Skills assessed: Synthesis**