

**AP US History**  
**Preparation for Fall Study:**  
**Summer Study Requirements 2009**  
**Mr. Clarke – Mr. Keeler**

**I. Study of Colonial Period:**

- a) Sign out a copy of Carnes and Garraty's The American Nation (12<sup>th</sup> ed) from the History Office. Most of you will get this during your final history class this year. If not, see Connie Holyfield-Boyd, secretary for History Dept. (her desk is in the English office) Mr. Clarke, Mr Keeler or Mrs Shortliffe. You must cover the book and protect it. You may also look under the Parents tab on the homepage to locate information on Textbooks and places where you can purchase a personal copy.
  
- b) Study Chapters 1 and 2 in your textbook. The attached study guide will help you to prepare for a test on these two chapters to be given on the third day back at school in the fall. Besides reading, it is strongly recommended that you take notes on the terms listed, and outline answers to the study questions. No review questions/terms will be handed in; you are preparing for a test. (There just isn't enough time in the year before the AP Exam to go over this content in class.)
  
- c) Read and analyze a primary source. We will use a lot of primary sources in this course. A very interesting document referred to by Carnes/Garraty in Ch 2 is by Hector St. John de Crevecoeur, called "Letters from an American Farmer". Go to the following web site at the University of Virginia to locate it: <http://xroads.virginia.edu/~hyper/CREV/letter03.html> . Print out Hector St. John de Crevecoeur's Letter #3 up through Section 92, which is about 15-16 pages on most printers. Please read, analyze and be prepared to discuss this interesting document the second day of class.

**II. Summer Reading/Book Report:**

- a) You will also need to read one summer reading book of your choice and write a brief report on it, due the first day of class. See my book list below.

## **AP US History**

### Chapter 1

Crusades  
Leif Ericson  
Christopher Columbus  
Vespucci  
Treaty of Tordesillas  
Balboa and Cortes  
conquistadores  
John Cabot  
Henry Hudson  
Protestant Reformation  
Richard Hakluyt  
Queen Elizabeth  
Sir Walter Raleigh  
Spanish Armada  
Sir Francis Drake  
Roanoke  
London Company  
Jamestown  
Powhatans  
indentured servant  
House of Burgesses  
Anglican Church  
Separatists  
Mayflower Compact 1620  
Squanto  
William Bradford  
Puritan Commonwealth: Mass Bay Company 1630  
John Winthrop  
The Great Migration  
covenant, predestination, visible saints  
Anne Hutchinson  
Roger Williams  
Thomas Hooker / Fundamental Orders of Connecticut  
Dutch settlement  
Peter Minuit  
Lord Baltimore  
Toleration Act of 1649  
Duke of York  
William Penn

### Points for Mastery:

Students should be able to explain:

1. the forces that drove Europeans to exploration.
2. why England was relatively slow to explore and settle the New World
3. European beliefs and attitudes that governed their relations with Native Americans.
4. why private exploration was prominent in England and what the consequences were.
5. what problems confronted English settlement.
6. what joint-stock, proprietary and royal colonies were.

## Chapter 1

### Essay Questions:

1. Describe the ways Native American and European cultures were similar to and different from each other when Europeans invaded America in the 1500s.
2. Explain why Spain was the first European nation to establish a New World empire and why England ultimately became so successful as a New World colonizer.
3. Compare and contrast the roles of religious and economic motives in the beginning of English settlement in the New World.
4. Describe the religious views and social values of Massachusetts Bay Puritans and explain why Roger Williams and Anne Hutchinson posed a real threat to that colony.
5. Compare and contrast events surrounding Virginia's founding with Massachusetts Bay.

## Chapter 2

headright system  
quitrent  
indentured servitude  
“peculiar institution”  
covenant  
town meeting  
Half-Way Covenant  
Dominion of New England  
Edmund Andros  
Bacon’s Rebellion  
William Berkeley  
Middle passage  
Boston Latin School / Harvard  
Scotch-Irish  
James Oglethorpe  
Cotton Mather  
Glorious Revolution: William and Mary  
Salem Village  
Leisler’s Rebellion  
Paxton Boys Uprising  
John Peter Zenger

### Points for Mastery

Students should be able to explain:

1. what made life in the Chesapeake so precarious.
2. how the realities of the New World forced the London Company to accept changes in their plans for colonization.
3. the factors that led to the adoption of slavery in the American colonies.
4. what led to the cultivation of tobacco and the consequences of that decision.
5. what issues led to Bacon’s Rebellion.
6. what factors favored a productive society in New England.
7. the rise of the triangular trade and why it was not really triangular.
8. the factors that led to the growth of the Middle Colonies.
9. how life was different and similar in Southern, Middle and New England colonies.

Essay Questions:

1. Explain how Europeans who settled in England’s North American colonies were “Americanized by that experience. Define a colonial “American.”
2. Explain the origins of slavery in England’s North American colonies.
3. Compare and contrast the economic, political and social features of life in the New England, middle and southern colonies.
4. Explain why the religious fervor of New England Puritans declined after 1660. Show how the Salem witchcraft trials were related to this decline.
5. What were the political, social and religious circumstances that contributed to the hysteria of the Salem witch trials?
  - a. Suggestion: watch “The Crucible”; and read the review on page 68-9.
6. Account for the several little rebellions that broke out periodically in England’s North American colonies; Bacon’s, Leisler’s and the Paxton Boys’ uprising.

# AP US History

## Summer Reading List 2009

- Choose ONE book (some are novels, some non-fiction) from the list below.
  - Consult a librarian or reviews on the web to find one you think you'll enjoy.
- Do writing assignment below. Due first day of class.

For this project, you will complete a written review of a book in American History. The report should be about 4 pages (typed, double-spaced, 12-point font, 1-inch margins); in total, it should be about 1000-1200 words long. Your written report should integrate a discussion of the following (in no particular order) with an introduction and a conclusion:

1. A brief summary of the plot or topic.
2. A description of the historical period and issues with which the book deals, either directly or indirectly.
3. A summary and an assessment of the author's arguments and/or themes.
4. Whether you thought the book was helpful to learning about history—and an explanation of the reasons why (or why not) you thought so. This question is especially relevant for novels. How useful are novels in learning about history? Try to go beyond making the argument that “textbooks just have a bunch of facts while historical accounts told from a personal point of view bring history alive.” That's a good starting point, but it's just a starting point. (In your conclusion, you can comment on whether or not—and why or why not—you *personally* liked the book. It's possible to dislike a book personally but still decide that it's useful for learning history.)

### Pre-Columbian/Colonial/Pre-revolutionary

Begiebing, Robert.	The Strange Death of Mistress Coffin (mystery)
Cooper, James Fenimore.	The Pathfinder; The Deerslayer
Cross, Gilbert.	A Witch Across Time
Donnell, Susan.	Pocahontas
Edmonds, Walter.	Drums Along the Mohawk
Forbes, Esther.	Mirror for Witches
Rinaldi, Ann.	A Break With Charity
Philbrick, Nathaniel	Mayflower
Shuler, Linda.	She Who Remembers
Ulrich, Laurel Thatcher.	A Midwife's Tale

## **Revolutionary War**

Chernow, Ron	Alexander Hamilton
Ellis, Joseph	Founding Brothers;
Ellis, Joseph	His Excellency George Washington
Fast, Howard.	April Morning
Fleming, Thomas	Duel: Burr, Hamilton and the Future of America
Isaacson, Walter	Benjamin Franklin: A Life
Jakes, John.	The Bastards; The Rebels
McCulloch, David.	John Adams; 1776

## **Antebellum America**

Brands, H.W.	Andrew Jackson: His Life and Times
Hayley, Alex.	Roots
Jakes, John	North and South; The Furies
Johnson, Charles.	Middle Passage
Kinder, Gary	Ship of Gold in the Deep Blue Sea
Monfredo, Miriam.	Seneca Falls Inheritance; Blackwater Spirits
Remini, Robert	Life of Andrew Jackson (one volume edition)
Stone, Irving.	Immortal Wife
Stowe, Harriet Beecher.	Uncle Tom's Cabin
Styron, William.	Confessions of Nat Turner
Vidal, Gore.	Burr: A Novel
Wilson, Dorothy.	Lady Washington

## **Western Expansion**

Ambrose, Stephen.	Undaunted Courage
Bristow, Gwen.	Calico Palace.
Houston, James.	Ghost Fox
Gordon, Noah.	Shaman
Grey, Zane.	Riders of the Purple Sage
Jackson, Helen Hunt.	Ramona
L'Amour, Louis.	The Proving Trail
McMurtry, Larry	Lonesome Dove

## **Civil War**

Alcott, Louisa May	Little Women
Catton, Bruce	Stillness at Appomattox
Cornwell, Bernard	The Bloody Ground (or another in this series on CW)
Donald, David Herbert	Lincoln
Dubus, Elizabeth	Twilight of The Dawn

Kearns-Goodwin, Doris  
Jakes, John  
Mitchell, Margaret  
Oates, Stephen B  
Swanson, James  
Walker, Margaret.

Team of Rivals: The Political Genius of A. Lincoln  
The Titans  
Gone With the Wind  
With Malice Toward None: Life of Abraham Lincoln  
Manhunt  
Jubilee

## **Reconstruction to World War I**

Addams, Jane  
Caldwell, Taylor  
Carr, Caleb  
Doctorow, E.L.  
Fast, Howard.  
Ferber, Edna  
Freeman, Mary  
McCulloch, David  
Morris, Edmund  
Sinclair, Upton  
Vosper, Alice  
Wharton, Edith  
Wilder, Thornton

Twenty Years at Hull House  
Answer as a Man  
The Alienist  
Ragtime  
Freedom Road  
Showboat  
Pembroke  
The Path Between the Seas; Mornings on Horseback  
The Rise of Theodore Roosevelt; Theodore Rex  
The Jungle  
Rags to Riches  
The Age of Innocence  
Our Town

## **Between Wars and the Great Depression**

Craven, Margaret.  
Fitzgerald, F. Scott.  
Howard, Brett.  
Leuchtenberg, William  
McCay, Claude.  
Plain, Belva.  
Steele, Danielle.

Walk Gently This Good Earth  
Tender is the Night  
Memphis Blues  
Franklin D Roosevelt and the New Deal  
Home to Harlem  
The Golden Cup  
Wings

## **World War II and the 40s**

Ambrose, Stephen.  
Beschloss, Michael  
Brooks, Jerome.  
Brown, Harry.  
Kearns-Goodwin, Doris  
Isaacs, Susan.  
Shepard, Jim.  
Smith, Steven.  
West, Dorothy.  
Wharton, William.

The Wild Blue  
The Conquerors  
Make Me a Hero  
A Walk in the Sun  
No Ordinary Time: Franklin and Eleanor... WWII  
Shining Through  
Paper Doll  
American Boys  
The Living is Easy  
A Midnight Clear

## Modern Era

Branch, Taylor.

Burner, David.

Cannon, Lou

Einstein, Charles.

Fried, Richard.

Halberstam, David.

Malcolm X

McCulloch, David

Meacham, Jon

Moore, Harold.

Reeves, Richard

Schweitzer, Peter

Thompson, Robert Smith

Woodward & Bernstein.

Parting the Waters

Making Peace With the 60's

President Reagan: The Role of a Lifetime

Willie's Time.

Nightmare in Red: The McCarthy Era in Perspective

The Fifties

The Autobiography of Malcolm X

Truman

Franklin and Winston

We Were Soldiers Once and Young

Profile of Power: Kennedy; Ronald Reagan: Triumph

Reagan's War

The Missiles of October

All the President's Men