

## **2018-2019 AP US History (APUSH)—Mrs. Ridgway's Summer Assignments**

*"Learning is not attained by chance, it must be sought for with order and attended to with diligence" —Abigail Adams (1744-1818), 1780*

Welcome to Advanced Placement United States History, otherwise known as APUSH. There is a lot of reading and writing in this class and it is imperative that you begin this process early. Complete the list of summer work and have it ready to submit on the 1<sup>st</sup> day of school. Keep in mind that this class requires extensive reading and covers a wide range of U.S. History. By the end of the school year, you will have accomplished two introductory college history classes. In essence, you will have completed the same amount of content that is covered in both the 10<sup>th</sup> and 11<sup>th</sup> grade history classes, but in a year rather than two years. Our pace is about a chapter a week. This means that it is rigorous and requires that you set aside time to work on it each day.

You will be receiving a syllabus on the first day of school and will need to read through the syllabus, sign it yourself, and have your parent/guardian sign it. By signing it, you are confirming that you have read and understand the commitment required in an advanced placement class, you agree to check google classroom on a regular basis, and you will utilize the class website regularly. Be sure to visit the website on the syllabus once class starts.

Currently visit the [College Board website](#): to better understand the requirements, exam format, cost, and responsibilities you assume. You can find this on my website [www.reridgway.wixsite.com/warriorhistory](http://www.reridgway.wixsite.com/warriorhistory) as well as on google classroom (**code edpfc**).

Try to start the summer work immediately; especially the book and summary. Then take a break. Once closer to the start of school complete the chapter assignments and notecards. Then before school starts, read over your responses/notecards to refresh your memory. You will be expected to know chapters 1 and 2 and will be taking a quiz over the first two chapters during the first couple of days of class.

### **PURCHASE:**

- Notebook paper for lecture notes
- Multiple Post-it notes
- Multiple Index cards-50 in a pack (4x6 or larger is suggested)
- Books required for class

### **CLASS MATERIALS:**

- **TEXTBOOK:**
  - GIVE ME LIBERTY: An American History (AP Edition) **Ch 1 & 2 Summer reading**  
Eric Foner  
3rd ed., W.W. Norton Company, 2013  
ISBN: 978-0393263404
- **WEEKLY READINGS:**
  - Voices of Freedom: A Documentary History (Vol 1) **Ch 1 & 2 Summer Notecards**  
Eric Foner  
3rd Edition  
ISBN: 978-0393-5660
  - Voices of Freedom: A Documentary History (Vol 2)\* **Need by Nov 2018**  
Eric Foner  
3rd Edition  
ISBN: 978-03939-35684

- **BOOK READINGS:**
  - Roanoke: The Abandoned Colony 2<sup>nd</sup> Edition **Summer Reading**  
by Karen Ordahl Kupperman  
ISBN: 978-0742552630
  - Revolution Song: A Story of American Freedom\* **Need by Aug 2018**  
By Russell Shorto  
ISBN: 978-0393245547
  - 1968: The Year that Rocked the World\* **Need by Oct 2018**  
By Mark Kurlansky  
ISBN: 0-345-45582-7
  - The Looming Tower: Al-Qaeda and the Road to 9/11\* **Need by Feb 2019**  
By Lawrence Wright  
ISBN: 978-1-4000-3084-2
- **Video Worksheets** (available on website)-periodically assigned

## SUMMER ASSIGNMENTS:

1. **Chapter 1: A New World**
  - a. Read pages 6-51
  - b. Answer “Review Questions” 1-9, page 50 (use complete sentences)
  - c. Key Terms (define the 21 terms listed): Beringia, Aztec Empire, Incan Empire, Mound Builders (Cahokia), Pueblo Bonita, Iroquois, Christian Liberty, coverture, Zheng He, caravel, Reconquista, Columbian Exchange peninsulares, mestizos, Protestant Reformation, mercantilism, encomienda, Black Legend, Pueblo revolt, metis, joint stock company
2. **Chapter 2: Beginnings of English America, 1607-1660**
  - a. Read pages 54-89
  - b. Answer “Review Questions” 1-8, page 90 (use complete sentences)
  - c. Key Terms define 24 listed on page 91
3. **Roanoke: The Abandoned Colony 2<sup>nd</sup> Edition**
  - a. Read book (208 pages)
  - b. Write a minimum of 300-word review. Use of Spark Notes and other condensed summaries is NOT ALLOWED and will result in a 0 if detected. In the first paragraph, begin with a quote from the book that you thought was interesting and discuss it. Then, critique the book or film and rate it using a scale of 1 to 5 stars (\*\*\*\*\* = Enjoyed it greatly to a \* = didn’t enjoy it all). In the remaining paragraphs, choose three specific facts (or people) that you felt were important to understanding the story and analyze them, react to them and discuss them.
4. **Voices of Freedom: A Documentary History (Vol 1)**
  - a. Make Voices notecards for Chapter 1 and chapter 2
  - b. Chapter 1 (6 cards)
    - i. Adam Smith, Thomas Morton, Bartolome de las Casas, Charles W. Hackett, Father Jean de Brebeuf, William F. Ganong
  - c. Chapter 2 (7 cards)
    - i. Richard Hakluyt, Susan Myra Kingsbury, William H. Browne, John Winthrop, Thomas Hutchinsons account, Roger Williams, People of the Council of the Army

**\*\*SUMMER WORK DUE ON FIRST DAY OF CLASS\*\***

How to make Index cards for terms

<b>(FRONT OF CARD)</b>	<b>NAME:</b>
TERM	
(bottom left) Chapter	(bottom right) page #
<b>(BACK OF CARD)</b>	Define Term in 7-11 words

How to make Index cards for Voices

<b>(FRONT OF CARD)</b>	<b>NAME:</b>
<b>Speaker:</b> Who is the <b>Speaker</b> ? (Name and description of character)	
<b>Occasion:</b> What is the <b>Occasion</b> ? The time and the place of the piece; the context that prompted the writing.	
<b>Audience:</b> Who is the <b>Audience</b> ? The group of readers to whom this piece is directed.	
<b>Purpose:</b> What is the <b>Purpose</b> ? The reason behind the text. Is it to persuade, entertain, attack, condemn, support, etc.? What did the author want his/her audience to think as they read his/her writing?	
<b>Subject:</b> What is the <b>Subject</b> ? State the subject in a few words or phrases. 3 bullet points reflecting the author's main idea.	
<b>Tone:</b> What is the <b>Tone</b> ? Describe the attitude of the author. Find words and phrases that describe tone of the whole piece.	
<b>(BACK OF CARD)</b>	
<b>Question Responses:</b> Answer the 2 questions at the end of the reading assigned. Use complete sentences.	
<b>Quote:</b> Copy a sentence or statement from the text that you think is powerful and/or a reflection of the overall theme from the reading.	