

Welcome to AP U.S. History. In this class you are going to be accepting the responsibility and the workload of a college freshman. In this class you will be expected to read, read, read, analyze, analyze, analyze, and write, write, write. If you came to AP U.S. History to be with your friends or to not have to take 2 years of US History, you may have accepted more work than you bargained for. The whole emphasis of this class is to prepare you for the AP test, which will gain you college credit. In the process of preparing for the test, you will also learn how to become a college student. To be successful in this class, you will need to gain the knowledge, and then apply the knowledge. You will learn the importance of taking notes over what you read, you will learn how to identify important information, you will learn how to analyze events to determine the important role that they played in our history, and you will learn how to write a college essay. In essence you will learn how to think on a higher level.

In order to get a jump on our journey through American history you will need to do some extensive summer work. Your assignments should be ready by the first day of class. This assignment will be your first grade. You will test over this material the second day of school as well. Get your year started with a good grade.

The first 3 chapters of the text are attached [here](#). Adjust magnification as needed. Download these files for your future use.

Assignment #1

Read and take notes over the first 3 chapters of your American Pageant textbook. There is no substitute for reading in APUSH. Notes will be checked the first day of class for completion and a grade. Can be typed or by hand but, no cut and paste computer notes. I will check for this. If you write it (by hand or computer) you remember it better! If you do use your computer for these notes, create documents using Google Docs only! No documents will be accepted in Word format (or any other form for that matter). **See the last portion of this document for AP Reading tips and AP Note taking tips.**

Assignment #2

You are to create flashcards for numbers 1-65 of the following terms. These are to be handwritten. On one side place the term and label it Unit One. On the reverse side, write a definition or explanation of what that term means. If it is a person, explain their importance. You should have these completed when you return to school.

No cut and paste computer junk. Your definition should give the important information.

Who was the person, group, or thing?

What did they do? Why was the action important? Think “What, So What”

Number each entry according to the number before each term.

To define terms, use textbook context clues and additional sources (computer, but not Wikipedia)

All assignments listed above are due the first day of school. No exceptions! There is NO late work accepted in APUSH ever. You can't do it in college, and since you have decided to take a college level course, the same applies here.

I suggest that you create an electronic folder in Google Docs. 1.) Create a folder for APUSH 2.) Within that folder, create a folder for Period 1. 3.) Within that folder, create 3 separate folders (one for Chapter 1, another for Chapter 2, and a third for Chapter 3)

You will also be encouraged to purchase a book for use throughout the year. The book is titled “United States History – Preparing for the Advanced Placement Examination.” ISBN number is 978-0-7891-8904-2. **MAKE SURE IT IS THE 2016 EDITION** [HERE IS A LINK IF INTERESTED](#) You can find used copies for around \$12-\$15 and new from \$20 - \$25. Search the Internet for the best deal. Please DO NOT BUY any other books (as in review books like Princeton Review, Kaplans, etc.) until we talk in class.

If you should have any questions, you may email me at steve.ford@pinelakeprep.org I will periodically check my email during the summer and get back to you as soon as I can. APUSH is not for procrastinators, so work on the assignment a little at a time. If you wait and try to do it all at once, you will be overwhelmed.

ASSIGNMENTS

Ch. 1 - 3 Terms

On note cards write a definition of the following terms. This must be done in your own handwriting.

No cut and paste computer junk. Be sure to have the term and unit number on one side and the explanation on the other side of the card. Your definition should give the important information. Who was the person, group, or thing? What did they do? When did they do it? Why was the action important?

Number each card according to the number before each term, and then stack your card in numerical order.

Chapter 1& 2

1. Spanish Armada
2. Iroquois Confederation
3. Sir Walter Raleigh
4. Roanoke Colony
5. Lord De La Warr
6. Humphrey Gilbert
7. Joint Stock Company
8. Primogeniture
9. Virginia Company
10. Jamestown
11. Pocahontas
12. Powhatan
13. John Smith
14. Indentured Servitude
15. John Rolfe
16. "Starving Time"
17. House of Burgesses
18. Hansome Lake
19. First Anglo-Powhatan War
20. Second Anglo-Powhatan War
21. Yeoman
22. Proprietor
23. Squatter
24. Barbados slave code
25. Lord Baltimore
26. Maryland Act of Toleration
27. James Oglethorpe
28. Oliver Cromwell
29. Restoration

Chapter 3

30. Calvinism
31. John Calvin
32. Mayflower
33. Mayflower Compact
34. William Bradford
35. Pilgrims
36. Separatists
37. Puritans
38. Puritan migration
39. Church of England
40. Congregational Church
41. The "Elect"
42. "Visible Saints"
43. Franchise
44. Conversion
45. Anne Hutchinson
46. Antinomianism
47. Predestination
48. Roger Williams
49. Dissenters
50. Metacom
51. Thomas Hooker
52. Fundamental Orders of Connecticut
53. Harvard
54. King Philip's War
55. New England Confederation
56. Dominion of New England
57. Sir Edmond Andros
58. Navigation Laws
59. Glorious Revolution
60. Protestant Reformation
61. Henry Hudson
62. Peter Stuyvesant
63. patronship
64. William Penn
65. Quakers

APUSH TIP SHEETS

Suggestions for Reading for AP United States History

AP United States History is a college-level class that will require students to read and write complex essays. These are not easy tasks. Students often struggle and resist finding ways to improve because these are not enjoyable tasks. However, these are invaluable skills that are necessary for the class and for success in college. Our job, as AP teachers, is to set high standards and assist students reach these lofty goals.

This class requires that students read assigned chapters of their text to better prepare them for class lectures and activities. Because of the college-level rigor of AP classes, the teachers give frequent reading quizzes (RQs) over assigned pages. These RQs are five- minute, fill-in-the-blank quizzes. Students are allowed and encouraged to take notes over their reading and use these notes on the reading quizzes.

Many APUSH students have comprehension issues when it comes to the reading quizzes. At times, students are "doing everything they are supposed to" yet still struggle to find success on reading quizzes. Many students come to class with notes and appear ready to perform well on these assignments. Yet, the results do not always mirror the effort that they appear to have put in.

I encourage all students to modify their reading approach by "**reading for understanding**" rather than "reading to accomplish a task." **Many students, especially first-year AP students, view reading as a task to perform rather than a tool to bolster their understanding;** that by taking the time to go through the book, they have "done what they were required to do" for this class.

Here are some tips to help students as they read for this course:

1. Before beginning to read, students need to skim the chapter and look for bold section headings. These section breaks are the "outline" for the pages they need to read. In doing so, students can make some initial predications about the knowledge they are about to gain. During this process, students need to be thinking, "What is this chapter or section about?" and "What do I think is going to happen?" In doing so, they are creating a series of expectations that the book will either validate or refute. Either way, the ideas are more likely to make sense and "stick;" This process should take 2-3 minutes.

- An additional hint to help with comprehension is to watch the videos I provide before reading. I call these PREview Videos. In short, these videos provide explanations for what you are about to read. Then, when you read and take notes, you tend to have a general knowledge base to build on. These are the video links for the first 3 chapters:
- Chapter 1 – <https://www.youtube.com/watch?v=rSS9Y53jVI>
- Chapter 2 – <https://www.youtube.com/watch?v=y51ri8EwUZs>
- Chapter 3 - https://www.youtube.com/watch?v=Ud0MyzWA_mU

2. After the initial skim, students should read without any intention of taking notes. Just read. After each "section" of reading (divided by bold headers), students should ask themselves two questions: (a) what was the main idea, and (b) what are the 2-3 biggest ideas from this section? Once a section is finished, students should then take notes for the RQ...but only notes that pertain to those two questions.

3. When taking notes, the goal is not to re-create the book in an attempt to cover everything in case a question is asked on the quiz. We want a student to be able to answer questions based purely on his reading comprehension alone. But the notes are there as a back-up. In this light, the 2-3 things a student writes per section should be proper-noun ideas, terms, or events whose specific names he would most likely forget on the quiz. For example, I would not want students to take the time to write that "the USA heavily favored England prior to our involvement in World War 2." This is an idea that I would expect he should be able to retain from reading. I would recommend that he write "Lend-Lease, 1941, replaced Cash-Carry" because these two

programs can be confusing. The note-taking does not have to be elaborate, a list of concepts organized by book section, is sufficient for many students.

4. Once students have read the appropriate pages, they should re-skim the chapter. As they go, they should not refer to their notes. Instead, they should be thinking about/ recalling the main points in each section.

5. When finished, and if there is time, students can use the textbook website and take the chapter quizzes to ensure comprehension:

In summation, this process is going to take students a bit more time than what they might normally do. Students probably are not going to like this process at first. But, the pre- and post-chapter skimming is only going to take 5 extra minutes and makes a considerable difference. The note-taking is something most students do anyway, but is a process that most students can improve.

APUSH teachers want students going off to college with better reading skills so they will not become frustrated with the amount of reading they will have to do. Reading and essay writing are the biggest struggles that AP students have because they are not skills that students have been expected to practice as much as we would like in the lower grades.

Thus, we heavily encourage AP classes so students will learn to better read and write.

Please let me know what I can do to help!