

AP US HISTORY- Blizzard/Pringle

2011 Summer Assignment

- First, some cautionary words:
 - There is **NO WAY** that you can read the material we are asking you to read and **NOT** have questions! We recommend, in the strongest way possible, that as you read, you record your questions, observations, and reactions to what you have read. This is called “active reading” and it is the most important skill that you need for this course!
 - If you are in the habit of trying to find the “right answer,” (this is most of you!), you need to realize that in this course, there are no “right” answers, only answers of differing levels of quality.
 - In history, what is ***NOT*** said is often as important, or more important, than what ***IS*** said. You must be able to ***draw inferences*** and ***recognize implied language!***
 - It is safe to say that this course will be more strenuous, more mentally and intellectually challenging than any course you have yet experienced in your academic life at Westfield High School! It is a college level course and has a college level workload. You may therefore infer that the expectations, both behaviorally and academically, are of a corresponding level. Remember, you made the CHOICE to enroll in this course!
 - Students should purchase a copy of ***10 Days that Unexpectedly Changed America*** by Steven M. Gillon. (ISBN # 0-307-33934-3) This book is the companion edition to the History Channel film series of the same name and will be used by students throughout the year. You are expected to have read **Chapter 1 (Massacre at Mystic)** and **Chapter 2 (Shays’ Rebellion)** by the first day of school.
 - **Students in the course will adhere to a strict honor code. Violations of this code will be pursued through the proper channels and will be dealt with harshly!**

Part I: Brinkley

- Read and take notes on Chapters 1-5 in Brinkley.
- Be sure to record your questions, observations, and reactions to what you read!
- Be prepared to both discuss and be tested on the material you read in the first several days of school.

Part II: Guided Questions

- Below are some guided questions to accompany your reading assignments. You should be able to formulate responses, both oral and written, to ALL of these questions by the time school begins. We suggest that you read and analyze the questions BEFORE you begin your reading and then formulate your responses with historical evidence from the reading!

- * How did the approach to colonization in the western hemisphere differ among the various European nations, including Great Britain, France, Spain, and Portugal?

- * What impact did the Salem Witch trials have colonial life in New England? What were the roles of the Puritan faith, women, and the economy in Salem that contributed to this event?

- * How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1775?

- * What was the level of religious tolerance in the North American colonies prior to 1700 and how did it influence colonial development as it pertains to:
 - Colonial government
 - Economic development
 - Social structure

- * How did Great Britain's policy of salutary neglect in the late 17th and early 18th century influence the development of American society as illustrated in the following:
 - Legislative assemblies
 - Commerce
 - Religion

- * In what ways did the French and Indian War (1754-1763) alter the political, economic, and ideological relationship between Great Britain and its American colonies?

- * Analyze the political and economic climate of the United States in the years immediately following the American Revolution? How did these conditions create an atmosphere that would ultimately lead to the creation of the Constitution?

Any questions regarding the summer assignment can be directed to Mr. Pringle using the email address below. Best wishes for a wonderful and enlightening summer!

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