Dear Junior Global Honors History students,

We are excited to work with you this coming year, investigating American history while exploring its links to American literature and to the history of other parts of the world. This course is designed to be as rigorous and challenging as the AP course, while simultaneously allowing us to work on interdisciplinary projects and focus on your leadership, research, writing, and other skills. To succeed in this class at the honors level, students need to be self-directed, independent thinkers who are ready to examine U.S. history in depth, as well as assess the role the U.S. has played, and is playing, in the world. While we will not be focusing directly on preparing students for the AP exam in May, we will continue to expect students to understand the material at honors-level depth, and we will continue to work on skills that the AP demands, such as DBQ essay preparation and primary source analysis; students may choose to take the exam next May, but they are not required to do so. To give you an important foundation for the year, you will be having the same summer assignment as your regular AP class peers, which you can find on the “2017-2018 Summer Honors Global Reading” Schoology page.

We're looking forward to working with you this fall. Have a wonderful summer! Please let us know if you have any questions before heading off to a well-deserved break!

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SUMMER WORK EXPLANATION:

Textbook Reading:
- Notes on Alan Brinkley's, The Unfinished Nation – Chapters 1-Chapter 6 (end at page 142)

Supplemental Reading:
- Karen Ordahl Kupperman, “International at the Creation”

This reading presents a specific historical argument. When you have finished reading, be able to summarize her argument with specific historical details taken from the reading. In addition, how does this reading help to globalize (i.e., put the history in a global context) your understanding of early US history? What new details or emphases does it contain versus the other sources?

Time Expectations:
Every student will spend a different amount of time on reading and note taking, but on average these six chapters should take you about 10 to 12 hours. Pace it out - again, some people read more slowly than others.

Due Date:
Notes will be checked during the first week of school and we may spend some time reviewing this information. Your understanding will be assessed in the first full week of school through a variety of assessments.
Textbook Assignment Instructions:
Your task is to read the assigned chapters so that you understand both the overall narrative of American history and the specific details that help to serve this narrative.

The Brinkley text, as many things you will encounter in this course, is a college level reading and requires a different approach than some of your other textbooks.

To succeed, one must understand the historical narrative before taking notes. Some teachers call this narrative your “mental velcro.” By surveying the main ideas, debates, and sequence of events BEFORE note-taking, you will be able to better identify the most important details, and you will save time, too!

The best approach to the Brinkley textbook:
1. Read the introduction and the conclusion to the chapter. What are the key issues or debates that Brinkley is going to discuss in this chapter? What social, political, or economic changes should you expect to read about?

2. Review the pictures, graphs, and maps before reading the text. How do these pictures fit into the narrative that Brinkley set-up in his introduction and conclusion?

3. Next, scan the section headings and highlighted text.

4. Review the questions and terms provided by your teacher (see below). What questions and concepts should you be able to answer by reading this chapter?

5. Finally, read the chapter and complete your notes. These notes will differ for each person, but we strongly recommend organized, hand-written notes. See the online tutorial for using the Cornell Note-Taking System.

One last note: It is very important that you actually read the textbook. Skimming for key phrases or looking at chapter outlines online will decontextualize the information, making it difficult to understand and remember. Feel free to use alternate study materials and videos as review, but these are not a replacement for a complete reading.
Questions to think about as you read and take notes:

Historical Debates: What interpretations of American history do historians continue to debate today?

1. Why did the English colonies of Jamestown and Plymouth “succeed” where earlier colonial ventures had failed?

2. Were Native Americans “noble savages” living among their natural environment, or did they impact their environment as profoundly as English colonists?

3. Why did relations with Native Americans become increasingly (and shockingly) violent in New England and Virginia in 1676? Did these conflicts result from the success of English colonization, or from the failure colonial governments?

4. How did the three major conflicts of the 1670s represent a turning point in each region? These conflicts include King Philip’s War, Bacon’s Rebellion, and the Beaver Wars.

5. How did slavery shape British colonists’ racial beliefs?

6. Do the British policies leading up to the Revolution look reasonable in retrospect? If so, how can one explain the American response to them? If not, what made the British change their previously lenient policies?

7. What factors contributed to the Americans’ defeat of the British?

8. How revolutionary was the American Revolution? Did it change the fundamental nature of America socially, economically, or politically? Who led the Revolution, and who most benefitted?

9. How revolutionary were the Founding Fathers? What social and political changes did they intend to create? What groups did they seek to deny equal rights and privileges?

10. Why was the Articles of Confederation an imperfect framework of government?

What questions or issues did Americans debate in this historical period?

A. When did the colonists cease to be culturally “English” and become “Americans?”

B. How much self-government was appropriate for the colonies given the geographical isolation of the American colonies?

C. How much religious dissent could be tolerated in the each of the colonies? Why were religious minorities suppressed in some colonies and welcomed in others?

D. Did Parliament have the right to either suppress certain types of economic activity or raise revenue from the colonies? From what source did the King and Parliament derive that right of taxation?
E. How could Americans best resist Parliament’s imperial program without any representative in that Parliament?

F. What system or style of government could best maintain peace, protect liberty, and promote economic prosperity?

G. How should the new Constitution determine political representation and where does sovereignty lie - with the federal government or state governments?

**Historical Vocabulary: You should both define terms below AND use the words to answer historical questions.**

**Chapter One – The Collision of Cultures**
- Agricultural and societal trends in the South and North pre-European contact; Inca; Maya; Mexico
- Factors contributing to European exploration; Portuguese exploration; Columbus’ exploration; expansion of Spanish in early 1500s; methods of Spanish settlement; *encomiendas*
- Impact of biological and cultural exchanges; introduction of African slavery
- Reasons for English colonization; mercantilism; Protestant Reformation; Puritans; Separatists; French and Dutch settlements; Spanish Armada; Sir Walter Raleigh;

**Chapter Two – Transplantations and Borderlands**
- Jamestown/Virginia colony: John Smith, Powhatan Confederacy, Virginia Company, impact of tobacco, indentured servitude and slavery, House of Burgesses, Bacon’s Rebellion
- New England Colonies: Plymouth and Pilgrims, Mayflower Compact, Puritans, Massachusetts Bay Company, John Winthrop, Anne Hutchinson, Roger Williams, King Philip’s War
- Restoration Colonies: Charles II, Carolinas colony, English settlement of New York and New Jersey, William Penn and the Quakers, English ties to slavery in the Caribbean, conditions of slavery
- Purpose for the founding of each colony, and how this affected the settlement pattern there, and how this settlement pattern affected the development of each colony. Pay attention to religion, sex ratio, and type of government.
Chapter Three – Society and Culture in Provincial America

- Colonial population trends: shift from indentured servitude to slavery, birth, death and marriage rates, expansion of the slave trade, slave codes

- How did the geography of each region impact the economic and social activities of that colony? Types of cash crops, plantation system, merchant class, urban areas, triangular trade, consumerism

- First Great Awakening and Enlightenment: different types of religions in the colonies, George Whitefield, Protestant evangelism, natural laws, challenges to traditional religious and political authority

Chapter Four – The Empire in Transition

- French and Indian War/Seven Years War: Albany Plan, Iroquois Confederacy, William Pitt, War’s outcomes (not battles) and impact of war for Native Americans


Chapter Five – The American Revolution

- The beliefs behind the American Revolution: Second Continental Congress, Thomas Paine’s Common Sense, The Declaration of Independence, Jefferson’s inspiration for the Declaration

- Political and military issues during the Revolution: Congressional financing for the war, General Washington’s leadership, alliance with France

- Battles: APUSH is not a military history class, so you do not need to remember many battles. However, you should have a rough understanding of the course of the war. Where did the military conflict first take place, and how did the changing locations of the battles reflect a changing British strategy?

- American Revolution impact on society: Loyalists, changes for slaves, impact on Native Americans, new roles for women, changes to the American economy

- Political and economic outcomes of the Revolution: republicanism, state constitutions’ core principles, religious liberty, Articles of Confederation, Northwest Land Ordinances, Shays’ Rebellion

Chapter Six – The Constitution & the New Republic (Read to page 142, ending before “Federalists and Republicans”)

- The Constitutional Convention: Virginia Plan, New Jersey Plan, arguments over slavery, the Great Compromise, federalism, separation of powers, limited democracy

- Adoption of the Constitution: Federalist Papers, Anti-Federalists, process of ratification, Bill of Rights, creation of the Executive Branch
**Exemplar Answer:**
After completing this assignment, you should be able to answer the above questions using the given historical vocabulary. Try to answer the questions using a similar level of historical detail.

*Did Parliament have the right to either suppress certain types of economic activity or raise revenue from the colonies?*

After the Peace of Paris in 1763, Parliament realized it needed to strengthen its control over the American colonies. The war had left the newly expanded empire in enormous debt, and as members of the British Empire, American colonists were expected to pay their fair share. Parliament argued it had the right to tax through virtual representation, even though Americans elected no actual members to Parliament.

While it took the Americans some time to articulate these ideals, a growing number of Americans argued that Parliament had no right to directly tax them because the Americans were not *actually* represented in that legislative body. This would amount to taxation without representation. So, though Parliament tried many varieties of taxation to raise revenue and establish their authority, the Americans would only pay taxes to their locally elected legislatures. Americans also viewed the end of the French and Indian War as an economic opportunity, with vast expanses of land to settle and with membership to the largest empire since the Romans. When Parliament began to limit this settlement and trade, as in the Proclamation of 1763 and in the various forms of taxation, Americans understood their political ties to Great Britain to actually be limiting their economic potential.