



Welcome to **A**dvanced **P**lacement **U**nited **S**tates **H**istory!

This is a college preparatory course and you will be expected to produce college-level work as well as take the AP exam on **Friday, May 10, 2019**.

**IMPORTANT:** *please be sure this is the right class for you! You will be expected to read every night and take notes. There will also be extensive essay writing and a research project (NHD.) If any of this sounds like it is not for you, please see your counselor immediately.*

#### EDUCATIONAL GOALS:

1. Increase reading comprehension skills
2. Learn/Practice effective note taking
3. Participate in Academic Discussion
4. Learn to conduct historical research
5. Interpret Primary Sources
6. Practice historical writing
7. Learn to be a History Geek!

#### SUMMER ASSIGNMENTS:

**Assignment 1** – Join the **APUSH 2018-2019** group on EdModo. Please email Ms. Pettingill for the group code (the codes expire, so rather than give you the code it would be better to email.) Please join ASAP as messages will be sent out regarding assignment 2. Make sure to include an email in your profile so you will get notifications when there are posts.

**Assignment 2** – Read Gordon Wood’s “American Revolution” and complete the attached reading questions.

#### **Due on August 27.**

**Assignment 3** – Start your research projects! There are three parts to this research project:

- 1<sup>st</sup> Part – Your research which you will begin over the summer & finish 1<sup>st</sup> semester
- 2<sup>nd</sup> Part – Your National History Day (NHD) project which will be due at the end of the 1<sup>st</sup> semester
- 3<sup>rd</sup> Part – a presentation which will be due 2<sup>nd</sup> semester. You will also participate in the Largo High History Fair in January

Please see the next page for the criteria for your summer research. You will need to choose a topic, get it approved and then work on your research according to the rubric below. Keep in mind that for the 2<sup>nd</sup> Part you can work with a group (up to 3 students per group.) If you will want to be part of a group you will need be working on (and get approved for) the same topic. **EACH PERSON WILL STILL NEED THEIR OWN RESEARCH!!** For example, if there are three people working together, they will end up with 15 sources total since they are to research 5 each.

Due August 27 (2 Weeks into school)	
Annotated Sources – MLA on index card	
Book	/10
Academic Website	/10
Primary	/10
Primary	/10
Choice	/10
<b>TOTAL GRADE</b>	<b>/50</b>

Due September 10 <sup>th</sup> (4 weeks into school)	
Notes – 6 index cards each source	
Book	/30
Academic Website	/30
Primary	/30
Primary	/30
Choice	/30
<b>TOTAL GRADE</b>	<b>/150</b>



## Instructions for History Day Summer Assignment

1. Pick a topic for your History Day Project
  - a. This year's theme is "Triumph and Tragedy." Your topic must connect to both the theme AND have a connection to *American History*.
  - b. Ask yourself the following questions:
    - i. Why did my topic happen at this particular time and this particular place?
    - ii. What were the events or the influences that came before my topic?
    - iii. How was my topic influenced by and how did it influence the economic, social, political and cultural climate of the time period?
    - iv. How does it fit the theme? What impact did it have?
  - c. Go to [www.nhd.org](http://www.nhd.org) and look through the types of projects you can produce and check out the past projects for ideas. You will NOT be doing a research paper for your NHD project, you can choose to do an Exhibit, a Play, a Website or a Documentary. You do not have to decide the type of project immediately, but it does help to have it in mind.
    - i. Email your potential topic Ms. Pettingill at [pettingilld@pcsb.org](mailto:pettingilld@pcsb.org) for approval.
2. For each source you must cite where it came from
  - a. All citations should be MLA style. An easy way cite is to use [www.easybib.com](http://www.easybib.com)
  - b. Make sure to include all the information needed for your citation, a general idea is you need the Title, author, publisher, date and location of publication
  - c. Each source should also have an annotation – this is a couple of sentences describing the source and why it is useful for your topic.
  - d. Each source card is worth 10 points for a total of 50 points.
  - e. Source information that should be on your card:

Print	Online	SOURCE INFORMATION	
		<i>Record information for every box marked with an X</i>	
X	X	<b>Author of the source</b> (If source is a website with no author, leave blank.)	
X	X	<b>Name of the source</b> (title of article, name of book, title of video, etc.)	
X	X	<b>Date the source was published</b> (For books, check first pages; for websites, check the bottom of the page.)	
	X	<b>Name of the website</b> (name of the entire site – usually at the top of the page)	
	X	<b>Source URL</b> (http address for the EXACT page the source is on)	
	X	<b>Date you found and used the source</b>	
X		<b>Page Numbers</b> (Newspaper & journal articles only)	
X		<b>Publisher Name &amp; City</b> (Books only)	



This source is a.....

	<b>Primary Source</b> (created at the time of the event, or by someone who participated in it)
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	<b>Secondary Source</b> (created after the event, or by someone who did not participate in it)
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	Website (not including online newspapers or magazines)
	Book
	Newspaper or Journal Article (print or online)
	Video
	Personal interview
	Other (please specify)

1. Take notes on your topic (this part is not due until September 10<sup>th</sup>)
  - a. All notes must be NON-REPETITIVE, relevant and SUBSTANTIAL
  - b. Notes should be written on 3x5 notecards.
  - c. You need at least 2 PRIMARY SOURCES
    - i. See the next page for some really good places to start
    - ii. Remember, a primary source is a piece of information about a historical event or period in which the creator of the source as an actual participant in or a contemporary of a historical moment. The purpose of primary sources is to capture the words, the thoughts and the intentions of the past. Primary sources help you to interpret what happened and why it happened. Examples include documents, artifacts, historic sites, songs, maps, advertisements, newspapers, video or other written and tangible items created during the historical period you are studying.
    - iii. Remember, the ultimate goal for these projects is to submit your project for judging. Most winning projects include personal interviews, so think of who you can interview for a Primary Source!
  - d. Remember to not just take generalized notes, but to Quote your sources and include specifics about where you quotes came from. (i.e. page #'s - this is true for both primary and secondary sources.) NHD limits the amount of words you can use, one way around that limit is to quote your source.
  - e. You should have at least 6 notecards for each source, with 5 sources that means you should have a total of at least 30 notecards when you are done. Each notecard is worth 5 points for a total of 150 points. Each card should include at least one fact (along the lines of who, what, when where, how) and details regarding that fact.
  - f. Each card should include what source it is from and what the topic is for the card. For example, if you were researching Henry Ford's Triumph in car production by using the assembly line, topics could include "discovery of the technique" or "difficulties faced" or "competitors", etc.



**2. REMEMBER TO LOOK AT THE RUBRIC FOR WHEN RESEARCH IS DUE!!**

- 3. Your card should include your Source information, subtopic and specifics on where to find it. See sample below:**

SOURCE – McPherson, Battle Cry, 664-665

IMPACT

- High human cost – 23,000 U casualties, ¼ of army
- 28,000 C casualties, 1/3
- Many wounded left in Gettysburg
- Confed. never possesses power and reputation they brought into the battle
- Lee tried to resign, Davis wouldn't accept
- Gburg. and Vburg. were "crucial turning point"
- Confed. War Department clerk – "the news from Lee's army is appalling ... This [is] the darkest day of the war."



## Resource Guide for Students

This listing of sites is meant to be a starting point for your research! It is by no means an all-inclusive list – DO NOT rely entirely on this list for your research.

Research Methods & Materials	General Resources
<p><b>American Historical Association</b> - Historians and the web: A Beginner's Guide  <a href="http://www.historians.org/perspectives/issues/1996/9601/9601COM3.CFM">http://www.historians.org/perspectives/issues/1996/9601/9601COM3.CFM</a></p> <p><b>Eight Steps of Historical Research</b> from NHD  <a href="http://www.nhd.org/EightSteps.htm">http://www.nhd.org/EightSteps.htm</a></p> <p><b>Digital Documents from the Eisenhower Library</b>  <a href="http://www.eisenhower.archives.gov/">http://www.eisenhower.archives.gov/</a></p> <p><b>Hoover Presidential Library</b> Resources for NHD  <a href="http://hoover.archives.gov/education/nhd/historyday.html">http://hoover.archives.gov/education/nhd/historyday.html</a></p> <p><b>Researching a Topic in 4 Easy Steps</b> – from Yale University  <a href="http://www.library.yale.edu/instruction/topic.html">http://www.library.yale.edu/instruction/topic.html</a></p> <p><b>Research Skills from Colorado History Day</b>  <a href="http://www.coloradohistoryday.org/research.html">http://www.coloradohistoryday.org/research.html</a></p> <p><b>A Student's Guide to the Study of History</b> - A guide written to help high school and college students with historical research  <a href="http://www.historyguide.org/guide/guide.html">http://www.historyguide.org/guide/guide.html</a></p> <p><b>National Archives</b> NHD Materials  <a href="http://www.archives.gov/research/arc/education/national-history-day.html">http://www.archives.gov/research/arc/education/national-history-day.html</a></p> <p><b>You Be the Historian</b> – from the National American History Museum  <a href="http://americanhistory.si.edu/kids/springer/">http://americanhistory.si.edu/kids/springer/</a></p> <p><b>The Smithsonian Institute Research Information System</b> - This site allows you to search all the Smithsonian Collections! <a href="http://www.siris.si.edu/">http://www.siris.si.edu/</a></p>	<p>A Listing of <b>Historical Organizations and Institutions</b> - from NHD <a href="http://www.nhd.org/OrganizationsandInstitutions.htm">http://www.nhd.org/OrganizationsandInstitutions.htm</a></p> <p><b>Museums and Historic Sites</b> - from NHD  <a href="http://www.nhd.org/MuseumsandHistoricSites.htm">http://www.nhd.org/MuseumsandHistoricSites.htm</a></p> <p><b>History Matters</b> - A searchable database of hundreds of history websites.  <a href="http://historymatters.gmu.edu/browse/wwwhistory/">http://historymatters.gmu.edu/browse/wwwhistory/</a></p> <p><b>The Library of Congress: American Memory Project</b>  <a href="http://lcweb2.loc.gov/amhome.html">http://lcweb2.loc.gov/amhome.html</a></p> <p><b>The Internet Public Library</b> - History  <a href="http://www.ipl.org/IPLBrowse/GetSubject?vid=13&amp;cid=1&amp;tid=6945&amp;parent=6925">http://www.ipl.org/IPLBrowse/GetSubject?vid=13&amp;cid=1&amp;tid=6945&amp;parent=6925</a></p> <p><b>A Listing of the Presidential Libraries</b> - from the National Archives <a href="http://www.archives.gov/presidential-libraries/">http://www.archives.gov/presidential-libraries/</a></p> <p><b>CIA: The World Factbook</b>  <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a></p> <p><b>The Library of Congress:</b> <a href="http://www.loc.gov">http://www.loc.gov</a></p> <p><b>National Archives and Records Administration (NARA):</b>  <a href="http://www.archives.gov/">http://www.archives.gov/</a></p> <p><b>NARA: Online Exhibits:</b> <a href="http://www.archives.gov/exhibits/">http://www.archives.gov/exhibits/</a></p> <p><b>The History Channel</b> - <a href="http://www.history.com">http://www.history.com</a></p> <p><b>The Harry S. Truman Library &amp; Museum</b> -  <a href="http://www.trumanlibrary.org/">http://www.trumanlibrary.org/</a></p> <p><b>The WWW Virtual Library: History</b> - <a href="http://vlib.org/History">http://vlib.org/History</a></p> <p><b>ABC-CLIO:</b> <a href="http://www.socialstudies.abc-clio.com/">http://www.socialstudies.abc-clio.com/</a> (Ask your teacher for access to the database)</p> <p>NHD on Facebook!!  <a href="http://www.facebook.com/nationalhistoryday">http://www.facebook.com/nationalhistoryday</a></p>
Primary Sources on the Web	State Resources
<p><b>Eyewitness to History:</b>  <a href="http://www.eyewitnesstohistory.com/index.html">http://www.eyewitnesstohistory.com/index.html</a></p> <p><b>Librarians' Internet Index</b> – Photo Collections:  <a href="http://www.iii.org/search/file/photocollections">http://www.iii.org/search/file/photocollections</a></p> <p><b>National Archives:</b>  <a href="http://www.archives.gov/research/">http://www.archives.gov/research/</a></p> <p><b>Strategies for Locating Primary Sources</b> – from Yale University:  <a href="http://www.library.yale.edu/instruction/primsources.html">http://www.library.yale.edu/instruction/primsources.html</a></p> <p><b>United States Holocaust Museum:</b>  <a href="http://www.ushmm.org/">http://www.ushmm.org/</a></p>	<p><b>National History Day in Florida website:</b>  <a href="http://www.floridahistoryfair.com/">http://www.floridahistoryfair.com/</a></p> <p><b>USF St. Pete. Library Special Collections:</b>  <a href="http://lib.usfsp.edu/special-collections/">http://lib.usfsp.edu/special-collections/</a></p> <p><b>Florida Memory Project:</b>  <a href="http://www.floridamemory.com/">http://www.floridamemory.com/</a></p> <p><b>State of Florida Archives:</b>  <a href="http://dlis.dos.state.fl.us/index">http://dlis.dos.state.fl.us/index</a> <a href="http://www.researchers.cfm">Researchers.cfm</a></p> <p><b>Florida Historical Society:</b>  <a href="http://myfloridahistory.org/">http://myfloridahistory.org/</a></p>



# The American Revolution: A History, Gordon S. Wood

## Preface

1. What was the point of the author writing the book?

## I: Origins

1. The author implies that the revolution was not just an “intellectual endorsement of a previously existing social reality” but also what?
2. What were the effects of the growth and movement of populations in the mid-18th century?
3. The increase in the cost of food made colonists very wealthy because they were supplying Europe with much of their food. What did many colonists do with their new wealth? Provide specific examples.
4. This newfound wealth and feeling of independence led to what religious development?
5. Describe the two pain problems that faced England immediately following the 7 Years War?
6. Identify three things (pg 19) that King George III did that caused problems in England. Explain.
7. How did the situation with John Wilkes show the peoples growing dissatisfaction with the English government?
8. Describe the reason for and a description of the following: Proclamation of 1763, Quebec Act of 1774, Sugar Act of 1764, Vice Admiralty Courts, and the Stamp Act of 1765.

## II: American Resistance

1. What was the initial reason for the currency act of 1764?
2. What prevented the Stamp Act from being enforced in America? Explain.
3. Describe the five ways the British responded to the Stamp Act resistance (pgs. 30-32)
4. Describe the position on taxes of John Dickerson and the way the Daughters of Liberty resisted taxes imposed upon them by Parliament.
5. What happened in 1768 that convinced John Adams that independence was the only solution to the crisis?
6. Identify the event that finally angered the British (Dec 1773) and what was their response?
7. Examine the two sides of the debate over the understanding of the concept of “representation”?

## III: Revolution

1. What happened to state governments between 1774 and the Declaration of Independence in 1776? (pgs. 47-52)
2. Describe the two major battles between 1774 and 1776 and the three main documents created in this time period (Olive Branch Petition, Common Sense, Declaration of Independence.)
3. What does the author mean when he writes: “the American revolution has always seemed to be an unusually intellectual and conservative affair”?
4. Using page 60, make a list of the reforms that colonists advocated for.

## IV: Constitution Making and War

1. Describe the different viewpoints that the British and the colonists have toward the concept of a constitution?
2. Whereas lower assemblies in royal governments were seen as a check against executive authority, new state governments saw the lower house of state assemblies as what?
3. What was the main issue that stood in the way of adoption of the Articles of Confederation?
4. What battle was the turning point in the war?
5. How were General Henry Clinton and General Howe different in their approach to the revolution?



**V: Republicanism**

1. According to the author, the real revolution was not the fighting but the adoption of what philosophy. Explain and provide at least one example.
2. Besides creating republics, what else did Americans believe was going to develop in America? Provide examples.
3. Describe what our founding fathers considered “republican equality”? Provide examples.
4. How did the revolution generation believe republicanism would affect international relations?
5. Referring to the previous question, is this true for the 20th century? Explain with examples (this answer is not in the book!)

**VI: Republican Society**

1. Describe how loyalists, the south, merchants and trade were affected by the war?
2. How did the revolution affect Native Americans?
3. Describe the growth of egalitarianism following the revolution?
4. Explain how republicanism affected education in America?
5. How did the revolution affect criminal punishment?
6. How did the revolution affect slavery? Be specific.
7. How did the revolution affect religion? Provide specific examples.

**VII: The Federal Constitution**

1. What happened to state capitals following the revolution? Provide examples.
2. What part of newly created constitutions and state governments were citizens afraid of? Why?
3. Describe the balance between popular democracy and authority and stability. Why was this balance necessary in the new United States?
4. Identify the reasons why the Articles of Confederation needed to be reformed.
5. Describe James Madison’s proposal at the 1787 Constitutional Convention.
6. Describe the New Jersey Plan
7. Describe the Connecticut Compromise
8. Who established the constitution? Be specific (the answer is not people’s names)
9. Explain how elections would create a responsive national congress.
10. What did James Madison mean when he said: “a republic remedy for the diseases most incident to a republican government”?
11. According to the author, what “was the most significant consequence of the American Revolution?”