

ADVANCED PLACEMENT UNITED STATES HISTORY SUMMER READING ASSIGNMENT

Directions: Over the course of the summer you will be reading a portion of *A Little History of the United States* by James West Davidson in order to develop or refine your knowledge of American history. This assignment will also require you to analyze and critically think about what you are reading so that you will be able to utilize this content in the Advanced Placement United States history course next year.

The tasks you are being asked to complete should be done for different sections of the book outlined below.

SECTION 1: Chapters 1-6:	Geography of the World, Native Americans and Europeans and the Collision of Civilizations.
SECTION 2: Chapters 7-10:	Early English Settlement & Development and Equality in the Colonies
SECTION 3: Chapters 11-14:	The Rise to Colonial Rebellion and the Beginning of the Grand Experiment
SECTION 4: Chapters 15-17:	The Critical Period for the Fledgling Country through the Age of Andrew Jackson
SECTION 5: Chapters 18-20:	Entrenchment of a Region, Transformations and Reforms, and Expansion into the Frontier
SECTION 6: Chapters 21-22:	The Crisis of the Union and the Civil War between the States

Tasks for Each Section

1. From each section, select 10 people, events, places or ideas that are especially significant to the historical era being examined by the author and briefly describe the role/significance of that historical development.
2. For each section, create a timeline on a continuum (horizontal line) for the essential developments of the era explained by the author. 5 – 7 historical developments should be present on your timeline.
3. For each section, define a central theme the author is attempting to establish in regards to the process of American history (such as creating an identity, or challenging traditional ideals, etc.).
4. For each section, choose one of the following Historical Thinking Skills and utilize it in regards to the content of the section. YOU ARE ONLY REQUIRED TO COMPLETE ONE OF THESE PER SECTION.
 - Historical Causation
 - ❖ What chain of events or singular development caused an event to happen within this section?
 - Change and Continuity Over Time
 - ❖ Is an ideal, development, event, etc. in this section a better representation of the United States staying as it is, or changing its course?
 - Periodization
 - ❖ How is an event, idea, person, etc. in this section a representation of a larger time period or a bigger picture as a whole?
 - Comparison
 - ❖ What could you compare or contrast a particular historical event, person, development, etc. in this section to that you have already read about?
 - Contextualization
 - ❖ How does a particular event, development, person, etc. from this section relate to the larger time period in which it is occurring? (i.e. The Revolution erupts during a time period of new political, scientific, and intellectual development known as the Enlightenment. Therefore the Revolution is a byproduct of Enlightenment thinking that was occurring worldwide.)
 - Historical Argumentation
 - ❖ What are the claims made by the author in this section that he attempts to defend? Is the author successful?
 - Historical Evidence
 - ❖ What pieces of evidence do you find that the author employs to defend a position taken on the content discussed in this section?
 - Interpretation
 - ❖ What would be a position that you could generate that would act as a different perspective to the author's position in this section?
 - Synthesis
 - ❖ How does the content of this section connect to the content of another section of this book?
5. For each section, choose one piece of historical content that you found interesting and discuss why you found it interesting.

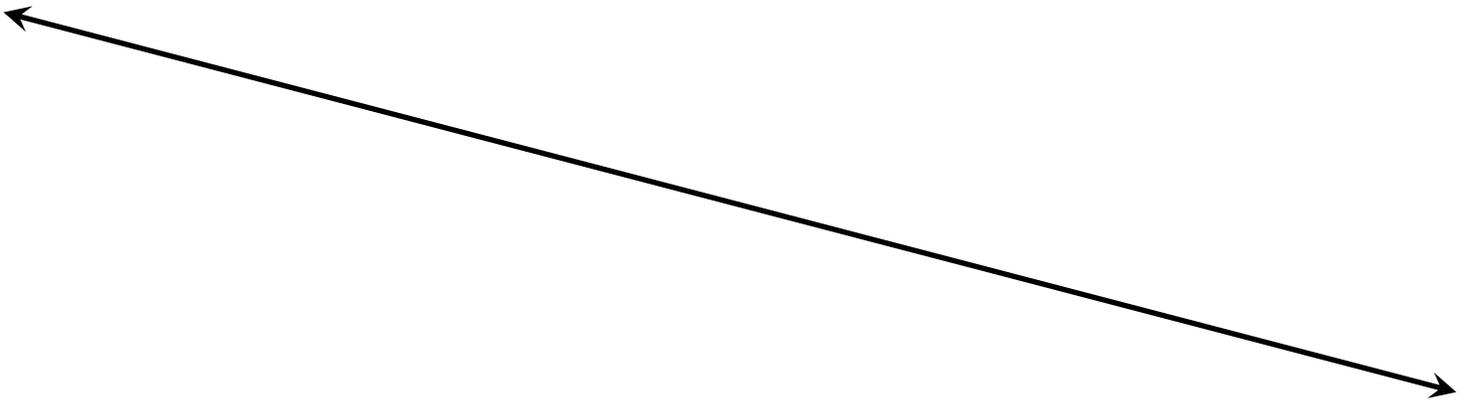
Example Template (DOES NOT HAVE TO LOOK LIKE THIS. THIS IS JUST AN EXAMPLE)

Section Being Discussed: _____

Task 1: Identifications

1. ID 1: Such and such blah blah blah so on and so on this that yadda yadda yadda
2. ID 2: Such and such blah blah blah so on and so on this that yadda yadda yadda
3. ID 3: Such and such blah blah blah so on and so on this that yadda yadda yadda
4. ID 4: Such and such blah blah blah so on and so on this that yadda yadda yadda
5. ID 5: Such and such blah blah blah so on and so on this that yadda yadda yadda
6. ID 6: Such and such blah blah blah so on and so on this that yadda yadda yadda
7. ID 7: Such and such blah blah blah so on and so on this that yadda yadda yadda
8. ID 8: Such and such blah blah blah so on and so on this that yadda yadda yadda
9. ID 9: Such and such blah blah blah so on and so on this that yadda yadda yadda
10. ID 10: Such and such blah blah blah so on and so on this that yadda yadda yadda

Task 2: Visual Timeline



Task 3: Theme

Within this section, the author is trying to establish such and such theme. He develops this theme by discussing content and provides evidence....

Task 4: Historical Thinking Skill

Skill Chosen: Interpretation

Answer: Within this section, the author takes the position that the economic system that failed during this time period is the result of some event. In reality I think that this other event is probably the biggest contributor to the failure of the economic system during this time because...

Task 5:

Within this section I really liked reading and learning about the such and such because it connects to something or other and I found it really interesting...so on and so fourth.