

Honors United States History I Summer Assignment

Hello everyone!

Welcome to Honors US History I. The following material constitutes a summer assignment for all students entering the course this coming school year. Honors US History I is an interesting yet highly challenging course that will prepare you for Advanced Placement United States History (APUSH) which makes it possible to obtain college credit while still in high school. Like many colleges and college-level courses, there is an expected and necessary skill and knowledge level required to be successful in the course.

You will be reading Chapters 1-2 in *The American Pageant*. The rationale is that college-bound students need to learn to interact with the text in a positive and productive manner. Learning to identify key information in a text is a skill that will serve any student of social studies for years to come. As well, the AP US History exam is incredibly thorough, and students are often tested on both well-known and obscure knowledge of U.S. History. It is essential that you carefully read your entire textbook over the course of the year. **Along with your reading of chapters 1-2, complete the questions that are provided.** You must answer all questions in *handwritten form and in your own words*. The rationale is that in Honors/AP simply answering a question or defining a term on content only is half the process. You will need to learn how to analyze and make connections between individuals, events, and time periods. Simply copying information out of a textbook is not only a form of plagiarism but you are simply not connecting with the material. You may write your answers in pencil, blue or black pen. **Lastly, you will be reading and answering questions dealing with a secondary reading in regards to the new world and the colonial period.** The purpose of this assignment is to be familiar with various viewpoints in regards to historical events, and to identify bias in an author's point of view.

The summer assignment will allow us to “hit the ground running.” This assignment is not busy work, there are skills as well as content related exercises in this assignment. Do not merely complete this assignment; focus on a deeper understanding, read for comprehension, and focus on the provided directions.

Treat these assignments as an introduction Pre-Colonial and Colonial American history. This is where the course officially begins and it will be extremely important to your success in the upcoming year if you complete this assignment. Along with the content you will notice that certain exercises stress skills as well as content. Again, these exercises were designed with *you* in mind, not a large workload. Please note, you will be assessed (tested for understanding) when you return, so please take the exercises seriously. **As well, I will not accept the summer assignment late.**

Assignments Due August 15th. Turn in to 9/10 office to Dr. Falletta

1. Chapter 1: Glossary and written responses
2. Chapter 2: Glossary and written responses

Assignments Due first day of class in September:

1. Reading and responses to Howard Zinn’s “Columbus, the Indians and Human Progress”

I am looking forward to working with all of you next year!
Mr. Derion/ Mrs. Neil

Scroll down for assignments...



Honors US I
Summer Reading Assignment
“The American Pageant”

Chapter 1: New World Beginnings, 33,000 BC-AD 1769

Glossary: Define the following words in your notebook. This will be checked for completion.

1. Nation-state (p. 5)
2. Matrilinear (p. 7)
3. Confederacy (p. 7)
4. Primeval (p. 7)
5. Saga (p. 8)
6. Middlemen (p. 8)
7. Caravel (p. 8)
8. Plantation (p. 9)
9. Ecosystem (p. 11)
10. Demographic (p. 13)
11. Conquistador (p. 13)
12. Capitalism (p. 16)
13. Encomienda (p. 16)
14. Mestizo (p. 18)
15. Province (p. 18)

Applying what you have learned: Answer the following in hand written form on paper that can be turned in to be graded. This is not meant to be an essay. Show your understanding of the reading.

1. How did the geographic setting of North America-including its relation to Asia, Europe, and Africa-affect its subsequent history?
2. What were the common characteristics of all Native American cultures in the New World, and what were the important differences among them?
3. What fundamental factors drew the Europeans to the exploration, conquest, and settlement of the New World?
4. What was the impact on the Native Americans, Europeans, and Africans when each of their previously separate worlds “collided” with one another?
5. In what ways might the European encounter with the Americas be seen as a disaster or tragedy, and in what ways might it be seen as a necessary step forward in the history of humanity?

Chapter 2: The Planting of English America, 1500-1733

Glossary: Define the following words in your notebook. This will be checked for completion.

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| 1. Nationalism (p. 25) | 4. Charter (p. 26) | 7. Indentured Servant (p. 31) | 10. Matriarch (p. 36) |
| 2. Primogeniture (p. 26) | 5. Census (p. 29) | 8. Toleration (p. 31) | 11. Melting pot (p. 38) |
| 3. Joint-stock companies (p. 26) | 6. Feudal (p. 30) | 9. Squatter (p. 35) | |

Applying what you have learned: Answer the following in hand written form on paper that can be turned in to be graded. This is not meant to be an essay. Show your understanding of the reading.

1. What factors contributed to England's establishment of colonies on the North American continent?
 2. What were the purposes of England's American colonies and how were those purposes altered in the early years of settlement.
 3. What features were common to all of England's southern colonies and what features were peculiar to each one?
 4. How did the search for a viable labor force affect the development of the southern colonies? What was the role of African-American slavery in the early colonial settlements?
 5. Discuss the relations between the English settlers and the Native Americans of the southern Atlantic coast.
 6. Compare and contrast the early colonial empires of Spain and England in terms of motives, economic foundations, and relations with native peoples. What factors explain the similarities and differences in the two ventures?
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Honors US I
Summer Reading Assignment
"Columbus, The Indians and Human Progress" by Howard Zinn

Answer the following questions after reading Howard Zinn's essay "Columbus, The Indians and Human Progress". Reading found here:

<http://www.historyisaweapon.com/defcon1/zinncol1.html>

1. Characterize the actions of Columbus and his men in relation to their treatment of the Arawak Indians. Should or can these actions be labeled as genocide? Why or why not?
2. Compare and Contrast the treatment of the Arawaks with that of The Powhatans and Pequots as well as the Incas of Peru in no more than two pages in length.
3. Howard Zinn writes from the point of view of the "conquered". His writing is considered "revisionist history. How should we judge the actions of historical figures? Do we judge them based on the morals of their time or the morals of today? Taking this into consideration use the readings about Columbus in Zinn's essay as well as your textbook to characterize Columbus as a hero or a villain. Your response needs to be a minimum of one page in length; not to exceed two pages.