

APUSH History Summer 2024 Assignment

Please read *The American Yawp*, “Volume 1: Before 1877,” <https://www.americanyawp.com/> these chapters will cover everything from Native Americans prior to the arrival of Columbus to Reconstruction after the Civil War.

Once you have read each chapter, please complete the questions below. Yes, you must answer these questions for EACH chapter.

1. Write 5-8 bullet points (like those modeled below in the reading strategies) concerning the major events, concepts, and/or people of the chapter.
2. What are 2 key terms from the chapter? Pick what you think are the 2 most important terms from this chapter and define them.
3. What was one new thing that you learned about from this chapter? Describe it.

What is the purpose of this assignment? The purpose of this assignment is to familiarize and remind you all of early US history from 1400-1877 and to get you in the habit of weekly reading and reading notes.

The goal of this assignment is to have more in class discussions, projects, and primary source reading than lecture as we start the year.

Lastly, for reading tips and tricks, there are a few listed below.

Reading Strategies

1. Let me just get this out of the way now, yes, yes you do have to read all of the words on the page. Be intentional about it. Read the words out loud to yourself if it helps you focus or do the reading with a friend.
 - a. Note: Skimming is great, but it is a different skill that you can practice once you have mastered reading in full.
2. Take notes. On paper. Studies show that we retain information more fully when we hand write the information. Even if you just make a few brief bullet points summarizing what you read, you will be able to remember that information better if you hand write it than if you type it.
 - a. Bonus tip: taking notes can look different to everyone. Some people work best with bullet points, like what you see here:

***The Complete Practical Encyclopedia of Archaeology.* ed. Catherine Stuart, Melanie Hibbert, and Dan Hust. (London: Hermes House, 2009).**

- 19th century is the main time period (265)
- Giovanni Belzoni (1778-1823) (266-267)--- both origins and big contributor
 - Italian strongman who turned his attentions to archaeology and uncovered Abu Simbel (266)
 - Gets the patron Henry Salt (antiquarian) from London where he was working as a strong man to feed his family when they fell on hard times (266)
 - He was trained as a hydraulic engineer (266)

- 1815 his goal in Egypt is to sell his new water wheel idea (266)
 - failed and began working for Salt who was at the time the British consul-general in Cairo (266)

While other people work best with brief summaries such as:

- Giovanni Belzoni was one of the first people to work at key sites like Abu Simbel and the Giza Plateau. He is exemplary of the antiquarian era in Egyptology, and while he did not have very scientific methods by modern archaeology standards, his work did spark an interest in Egyptology and helped to feed into the Victorian obsession with ancient Egypt started by the *Description de l’Egypte*.

A third strategy is also to draw pictures. Sometimes an image of the main idea of the reading can be just as helpful as a written note.

3. Don’t highlight/underline everything. It is tempting when reading for history to take the highlighter/pen to the page, but if you highlight/underline everything, how do you know what is actually important? Instead try highlighting/underlining key vocabulary and people. For example:

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- Giovanni Belzoni (1778-1823) (266-267)--- both origins and big contributor
 - Italian strongman who turned his attentions to archaeology and uncovered Abu Simbel (266)
 - Gets the patron Henry Salt (antiquarian) from London where he was working as a strong man to feed his family when they fell on hard times (266)
 - He was trained as a hydraulic engineer (266)
 - 1815 his goal in Egypt is to sell his new water wheel idea (266)
 - failed and began working for Salt who was at the time the British consul-general in Cairo (266)
 - Obtained the upper half of a colossus of Ramses II for the British Museum (266)
 - From the Ramesseum (266)
 - excavated Karnak Temple (266)

4. Ask questions. Often we are really concerned with getting everything “right,” but from a teaching perspective, I don’t assign readings wanting my students to understand everything and get everything “right.” I want them to struggle, think, and *learn*. So in reading, sometimes it is more productive to write down questions about the reading.

For example, if I am reading about Jean Francios Champollion deciphering hieroglyphs a good question would be, what was his process?

5. Look up unfamiliar vocabulary in a dictionary, or Google it. Don't just stop reading because you don't understand a word. Look it up. This is how you grow your vocabulary.

6. Try using reading questions to guide you. It may also be useful to answer these questions once you have read. Below are some generic reading questions that can be applied to most history readings, whether they are secondary or primary sources.
 - a. What is the document? Is it a secondary or primary source?
 - b. Who is the author?
 - c. What is the author's purpose?
 - d. What is the goal/intent of the source?
 - e. Who is the audience?
 - f. What is the main idea/main point of the reading?
 - g. What is something new that you learned from this reading?
 - h. What is something that challenged or confused you?