

## 11<sup>th</sup> Grade Hist1010/1020

2024 Summer Reading

Dr. Limberg

**These reading assignments will be due on Monday, August 19. We will discuss them in class on that day, and this will be the first grade in your test/paper grade category. They will take you a substantial amount of time to complete, so start well in advance!**

Required book (this year's primary textbook):

Newman, John and John Schamlbach. *United States History: Preparing for the Advanced Placement Examination*. 2020 edition. (Also known as the AMSCO book)

Unit 1 Key Term ID list

[Access file through this link](#)

Required secondary source readings and analysis questions:

[Selection from Howard Zinn, \*People's History of the United States\*](#)

[Selection from Larry Schweikart and Michael Allen, \*Patriot's History of the United States\*](#)

Document copy of analysis questions to be filled out before discussion on Monday the 19th

### **1. Read the first two chapters of your AMSCO book.**

You are not required to turn in notes from these. But on Monday the 19th you will have the first reading quiz of the year as part of the assessment grade on this assignment. This year I will not be requiring chapter notes, but there will be a short set of stimulus-based multiple choice questions every Friday that covers the material in the assigned reading for the week.

### **2. Write 5 IDs from the Key Terms list covering Unit 1, which you have read about in Chapter 1 of your AMSCO book.**

After you pick 5 terms from the list, use your textbook to help write a 3-4 sentence short paragraph for each term that a) in 1-2 sentences gives information on \*what\* the term was or did, with specifics, then b) in 1-2 sentences gives information on \*why that matters\* such as how it changed something or how it fit a larger pattern. This is practice for your SAQs and helps you connect specific things to larger themes.

### **3. Read the two secondary source selections, as well as the section in AMSCO that deals with conflicting views on Columbus. Answer [the analysis questions on this document](#) and prepare for an in-class discussion.**

These different accounts represent some very different approaches and motivations for how to do history. They are looking at the same people and events, but focusing on different things and interpreting them through different lenses. Each approach has both potential benefits and flaws.

The analysis questions you need to answer are designed to help you understand each approach and think through what you agree with or disagree with about the different interpretations. We will discuss the sources together in class on Monday the 19th.

**4. Get to be friends with Daniel Jocz, Steve Heimler, and/or John Green, who have created a series of study/review videos for AP US History students.**

Start figuring out some of the review resources that are available to you. I will be posting links to a bunch of things as you get access to Google Classroom, but a jump start over the summer is always helpful!