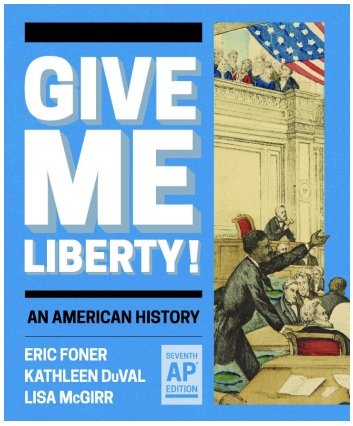
APUSH SUMMER WORK, 2026-27

Greetings, future APUSH student –

I'm looking forward to having you all in AP U.S. History! While I know that requiring summer work is not ideal, it is unavoidable in our case. This is something I've done for many years because of the AP schedule and the school calendar; to complete the required content for the year, we just have to get started a little early. Please understand that this is in addition to the summer reading assignment, Anne Moody's *Coming of Age in Mississippi*.

1. Go ahead and get your textbook: **Eric Foner's *Give Me Liberty! An American History*, AP Seventh Edition [ISBN: 978-1-324-07139-6 or 9781324071471]**. I strongly encourage you to buy or rent the e-book edition, as it is much more affordable, but used copies of the hardcopy versions are available. Either way, be sure to purchase **the exact latest edition** (it should look like the blue cover below), as there are multiple versions and editions of *Give Me Liberty!*, including a separate one that Honors folks are purchasing. This is the first year I am using this new edition, so if you are borrowing one from past years, it's not the same book. If your parents are ordering it for you, make sure they understand this! If you know your order will not arrive until school begins, I have .pdfs of the first two chapters I can send you; you just need to email me. There are other required texts for this year, but this is the only one besides the summer reading you'll need before school commences.



2. Once you have the textbook, you will read the first two chapters and complete HANDWRITTEN definitions of the terms from the Foner chapters. **This is due on the first day of school on Monday, August 11.** You will show me the completed list of terms during class that day as your first homework assignment of the year (and yes, they have to be handwritten; you will receive a zero if they are not). If you will be absent on Aug. 11, you need to email me photos of the work by then.

Your terms will constitute your notes for those two chapters and will acclimate you to some of the out-of-class work expectations for the year. Moreover, these handwritten definitions will help you prepare for the first unit test and subsequent ones -- you are, in effect, creating a study guide for each unit test as you complete them -- and will help you review for the APUSH exam in May. If you're a flashcard person (as I was), then feel free to create these as flashcards. **Since this work entails starting our first unit early, I would not recommend commencing this work until 1-2 weeks before school begins**.

This assignment is required to continue in this course after August 11. Late work will not be accepted. If you feel that you will not be able to get this done, or the thought of this is giving you acid reflux, then you may want to reconsider taking APUSH.

Tips for reading Foner

- *Before* beginning to read and complete your terms, spend a few minutes scanning all the pages in the chapter to identify the major sections and headings and get a sense of what will be covered.
- Look carefully at Foner's "Focus Questions" for each chapter before reading the chapter. Think about these questions as you read and return to them when you are done. You can test your reading comprehension by gauging the extent to which you can answer these questions without looking for the answers in the chapter.
- Don't forget to examine the pictures and read the captions you see on every page. These are the types of things you'll see as primary source documents on unit tests and the AP exam.

Tips for handwriting definitions for your terms

- Each term should answer this question: *according to Foner and the other authors, why is this event, person, event, or development significant for understanding U.S. history?*
    - In answering this question, you should consider causes, effects, and the historical situation of the term.
    - Notice that you are looking for the textbook authors' definition, not Google, AI, or any other resource. You will not receive credit for definitions coming from another source.
    - It is OK to write down the exact wording from the textbook. For the terms that are in bold in the textbook, you should be writing more than what is provided in the definition boxes you'll see in the margins
    - Remember that you will be using these term definitions to study for each unit test and the AP exam next May, so you should help yourself by being thorough in these definitions and inserting "fun facts" that will help you remember the term later

- Sample term:
  By 950, the rise of large-scale farming led to the emergence of urban centers, with Cahokia being the largest. In fact, this city just outside of present-day St. Louis was the largest north of Mexico. It influenced the spread of other mound builders throughout the Mississippi River Valley, as archaeologists call it, “Mississipian civilizations.”

Terms for Foner Chapters 1-2

Foner Ch. 1
Cahokia
Great League of Peace
Native American views on land
Native American gender practices
West African religion
Reconquesta
slavery in Western Europe
caravel
Christopher Columbus
conquistadores
Aztecs
Columbian Exchange
creoles
haciendas
mestizos
Protestant Reformation
Bartolemé de Las Casas
repartimiento system
Black Legend
Ponce de León
Hernando de Soto
St. Augustine
Santa Fe
Pueblo Revolt
New France
fur trade
Henry Hudson
New Netherland
Borderland

Foner Ch. 2

Anglican Church
Roanoke Colony
enclosure movement
John Smith
indentured servants
Jamestown
headright system
House of Burgesses
Anglo-Powhatan Wars
Tobacco
plantation-based slavery
1619
dower rights
Maryland
proprietary colony
Puritans
John Winthrop
Pilgrams
Mayflower Compact
Massachusetts Bay Colony
Pequot War
Dissenters
Rhode Island
Roger Williams
Anne Hutchinson
Half-Way Covenant
English liberty
English Civil War
Maryland Toleration Act