

FWAFA Grade 11 Summer Reading List 2018

Students,

Summer Reading has changed this year. PLEASE READ all instructions below very carefully. You have assignments for English and U.S. History.

- For English III or AP Language and Composition, you have two books to read and two reports to complete. The report forms are part of this reading packet (see below) and must be submitted to Turnitin.com. There is no additional test for Ms. Wojcik over these books—you are only graded on your reports.
- For U.S. History/AP U.S. History, you have three chapters to read in a history textbook. There are questions to answer as you read; the questions are in this packet. Questions should be printed out, answered, and brought to school on the first day of fall classes. There will be an additional quiz over these chapters in Mr. Jones's class.

All incoming 11th grade students must read the following books for English III/AP Language and Composition. You may use a new, used, borrowed (library) or digital version of the text. (Amazon links are included below for your convenience):

- *The Things They Carried* by Tim O'Brien (https://www.amazon.com/Tim-O'Brien-Things-They-Carried/dp/B0080QJBL0/ref=pd_lpo_sbs_14_t_0?encoding=UTF8&psc=1&refRID=MNH7RVM92MW0XWYXPMBJ)
- *Outliers* by Malcolm Gladwell (https://www.amazon.com/Outliers-Story-Success-Malcolm-Gladwell/dp/0316017930/ref=sr_1_1?s=books&ie=UTF8&qid=1525810661&sr=1-1&keywords=outliers+by+malcolm+gladwell)

All incoming 11th grade students must purchase the following book for U.S. History/AP U.S. History, and will read the first three chapters prior to the fall semester (Amazon links are included below for your convenience):

- *U.S. History: Preparing for the AP Examination, 2018 edition* (https://www.amazon.com/United-States-History-Preparing-Examination/dp/1531116922/ref=sr_1_1?ie=UTF8&qid=1525467425&sr=8-1&keywords=amsco+ap+us+history+2018)

Report forms and detailed instructions are in the following pages.

PLEASE NOTE:

1. Read the report form and/or questions BEFORE you start a book. This will help you to read with focus. There are also pieces of the English reports that need to be done as pre-reading activities.
2. Read the grading rubric for the English reports before you start so that you will know how to get the highest score.
3. Do not copy information about the books from ANY source. Do not use sources other than the book unless required by the question (pre-reading questions only). Answers for all report questions OTHER THAN PRE-READING must come from your own reading of the text. Reports that are found to contain plagiarized information (writing that is not your own—whether from an online source, another student paper, etc) will receive a failing grade. When you are asked to quote from the book on the report, use correct punctuation to indicate that you are quoting.

English III/AP Language and Composition Reading Guides:

Want some help with the English/AP Lang books? Ms. Wojcik has created a series of reading guides to assist you with difficult elements of the books (theme, vocabulary, historical context, etc). These guides are also designed to help you pace through the books so that you can take your time but finish with plenty of time to create your reports. The reading guides are online and are linked below. Using these guides is OPTIONAL but recommended. Additionally, Ms. Wojcik will send these out as a weekly email beginning on Sunday, June 10, and you can subscribe to that weekly email list by clicking “subscribe” at the bottom of the first email.

Reading Guides:

The Things They Carried:

Week One: <https://mailchi.mp/4b453d1c316b/obrien-1>

Week Two: <https://mailchi.mp/459ebb975b8f/obrien-2>

Week Three: <https://mailchi.mp/ccc6f3d9077b/obrien-3>

Outliers

Week One: <https://mailchi.mp/8c1d9951ad83/gladwell-1>

Week Two: <https://mailchi.mp/f9e31b9895ac/gladwell-2>

Week Three: <https://mailchi.mp/5fc2ddfbb5c0/gladwell-3>

Complete reports on BOTH BOOKS. **Reports must be submitted to Turnitin.com for EACH summer reading English/AP Lang book by 11:59pm, the night prior to the first day of school.**

Questions: Email....

English/AP Language and Composition: Christianne.wojcik@fwafa.org

U.S. History/AP U.S. History: Scott.Jones@fwafa.org

(Allow at least 48 hours for teachers to reply to email over the summer months)

New to FWafa? You need to register for a Turnitin.com account. The instructions for this can be found below:

2018-2019 High School Grade turnitin.com Instructions

All FWafa high school students will submit their summer reading reports on turnitin.com. Simply go to turnitin.com and follow the instructions using the information below.

Juniors

Class Name: FWafa20

Enrollment password: FWafa20

Class ID 8097589

Fort Worth Academy of Fine Arts
Summer 2018 Reading Report Form

This report must be completed for THE THINGS THEY CARRIED. Submit to Turnitin.com by 11:59pm, the night prior to the first day of school. Complete all questions/sections. Refer to the grading rubric to better understand expectations.

Student Name:

Date of Report:

PRE-READING: Complete this section before you begin the book. You are expected to use a reliable source to find this information (for example: Goodreads.com).

1. Find and read a brief biographical sketch of Tim O'Brien. Summarize what you read in a well-developed paragraph (5-7 sentences). Paraphrase but DO NOT copy your source. Please list the source of this biographical information below your summary.

Summary:

Source of biographical information: _____

2. Based on pre-reading about the author and book, make a prediction. What do you expect will be a theme/lesson explored in this book? Explain your answer in a well-developed paragraph. (5-7 sentences)

Prediction:

DURING READING: Complete this section as you read the book. For each question, write a well-developed constructed response that uses specific reference to the text. You should expect your answers to be 3-5 sentences each. Type below each question.

STYLE:

1. There is very little plot; the narrative is carried entirely by the characters whose stories are told in short vignettes. Why do you think O'Brien uses short, disconnected pieces of stories?
2. The chapters are somewhat like the soldiers themselves--loosely connected, overlapping some common details yet each having something different and separate to say. Choose one chapter, and argue why it could be lifted out to stand on its own as a short story.

ARGUMENT:

- Notice that the focus of the work is entirely on the individual and NOT on the chronology/history of the war. Based on what you've read so far, give your opinion: What is Tim O'Brien's argument about war? How do you know?

AUTHOR'S PURPOSE:

- Consider the chapter titled "Style." What is the purpose of this chapter? What more do you learn about Azar and Henry Dobbins, and the contrast between these men?
- The story of Kiowa is told THREE times in the middle chapters of the book. Why? Think about what is different in each telling? Does the TONE change? Does your feeling about Kiowa's story change? Is Kiowa ever the main character in any of these tellings? What do you think about that? Write a well-developed paragraph to answer these questions.

AFTER READING: Complete this final section after you have read the book.

- Application: In a well-developed paragraph (5+ sentences) explain how modern students can apply the theme/lesson of this book and share something that you learned during your reading.
- Next Steps: Write two questions that you would like to discuss about the text. Do not answer your own questions.

Grading Rubric:

Below 70%	70-79%	80-89%	90% or higher
-grammar, spelling, mechanics, and/or sentence structure errors show weak control and impede comprehension. -more than one question is blank or incomplete. -directions are not followed on one or more questions. -answers are vague and do not include enough detail to show that the student read/understands the book -evidence of plagiarism	-grammar, spelling, mechanics, and/or sentence structure errors show limited control but do not impede comprehension. -no more than 1 question is blank or incomplete. -clear attempt to follow directions. -answers are vague/general but reference the text. -quotes and paraphrasing need editing but no evidence of plagiarism.	-grammar, spelling, mechanics, and sentence structure are mostly correct. -no questions are blank or incomplete. -answers make reference to the text and include detail. -clear attempt to follow directions. -quotes and paraphrasing support answers, with no evidence of plagiarism.	-grammar, spelling, mechanics, and sentence structure are strong with no pattern of error. -no questions are blank or incomplete. -clear attempt to follow directions. -answers include details from the text and relevant explanation. -quotes and paraphrasing effectively support answers, with no evidence of plagiarism.

Fort Worth Academy of Fine Arts

Summer 2018 Summer Reading Report Form

This report must be completed for OUTLIERS. Submit to turnitin.com by 11:59pm, the night prior to the first day of school. Complete all questions/sections. Refer to the grading rubric to better understand expectations.

Student Name:

Date of Report:

PRE-READING: Complete this section before you begin the book. You are expected to use a reliable source to find this information (for example: Goodreads.com).

1. Find and read a brief biographical sketch of Malcolm Gladwell. Summarize what you read (5-7 sentences). Paraphrase but DO NOT copy your source. Please list the source of this biographical information below your summary.

Summary:

Source of biographical information: _____

2. Based on pre-reading about the author and book, make a prediction. What do you expect will be a theme/lesson explored in this book? Explain your answer.

Prediction:

DURING READING: Complete this section as you read the book. Check the grading rubric for expectations. Type your paragraph below each question. DO NOT answer 3-4 in a single, long paragraph.

3. Summarize: Summarize the text. Include major details, including argument, evidence that is used to defend the argument, conclusions, real-world connections, etc. Be sure to include details from the entire text. This is a multi-paragraph response. (approx: 300-400 words)
4. Analyze: State the author's thesis/argument (in your own words). Then, analyze HOW this thesis is supported throughout the text. In other words, how does he defend this argument? (examples: research, data, personal anecdotes, interviews, compare/contrast, emotional language, etc). Does he present a counterargument? If so, how does he rebut this counterargument? (approx: 250-300 words)

AFTER READING: Complete this final section after you have read the book.

5. Respond and Apply Give your response to the text by answer the following questions in a single, well-crafted paragraph:
- Do you agree with the thesis? Why or why not?
 - What does this work make you think about? Reference specific details and defend your opinion.
 - Explain how contemporary students of the arts/teenagers of 2018 can apply the theme/lesson of the text.
 - Explain something that you learned during your reading.

Below 70%	70-79%	80-89%	90% or higher
-grammar, spelling, mechanics, and/or sentence structure errors show weak control and impede comprehension. -more than one question is blank or incomplete. -directions are not followed on one or more questions. -answers are vague and do not include enough detail to show that the student read/understands the book -evidence of plagiarism	-grammar, spelling, mechanics, and/or sentence structure errors show limited control but do not impede comprehension. -no more than 1 question is blank or incomplete. -clear attempt to follow directions. -answers are vague/general but reference the text. -quotes and paraphrasing need editing but no evidence of plagiarism.	-grammar, spelling, mechanics, and sentence structure are mostly correct. -no questions are blank or incomplete. -answers make reference to the text and include detail. -clear attempt to follow directions. -quotes and paraphrasing support answers, with no evidence of plagiarism.	-grammar, spelling, mechanics, and sentence structure are strong with no pattern of error. -no questions are blank or incomplete. -clear attempt to follow directions. -answers include details from the text and relevant explanation. -quotes and paraphrasing effectively support answers, with no evidence of plagiarism.

Fort Worth Academy of Fine Arts

Summer 2018 US History Questions

These questions should be printed and answered during your reading of Chapters 1-3. Bring the questions to class to submit on the first day of the fall semester. You will also have a quiz over these chapters in the first days of the fall semester

APUSH Chapter 1 quiz: Questions gathered from AMSCO 2018 Print Edition pgs. 1-12

Chapter 1 Questions

1. Which of the following Native American groups of early America were a powerful force from the 16th century through the American Revolution?
 - a. The Lakota Sioux, who with the use of horses , moved away from farming to hunting and easily followed buffalo across the Great Plains
 - b. The Apache, who gradually migrated southward from Canada to Texas
 - c. The Adena-Hopewell culture, famous for the large earthen mounds it created, some as large as 300 feet long
 - d. The Iroquois Confederation, a political union of five independent tribes who lived in the Mohawk Valley of New York
2. Which of the following are factors that led to European exploration of North and South America?
 - a. Improvements in technology, a Renaissance of scientific activity resulted from Europeans making improvements in the inventions of others, the sailing compass, for example, was adopted from Arab merchants who learned about it from the Chinese
 - b. Catholic victory in Spain, the marriage of Isabella, queen of Castile, and Ferdinand, king of Aragon, led to the funding of Christopher Columbus's journey to the Bahamas, Haiti and the Dominican Republic
 - c. European religious upheaval including the Protestant Reformation which caused Spanish Catholics and English and Dutch Protestants to want to spread their own versions of Christianity to people in Africa, Asia, and the Americas
 - d. All of the above
3. Which of the following are motives for expanding trade between European kingdoms and Africa, India, and China?
 - a. The blocking of the land route to Asia in 1453 when Ottoman Turks seized control of Constantinople
 - b. The success of Portugal's Prince Henry the Navigator in opening up a long sea route around South Africa's Cape of Good Hope
 - c. The growing slave trade, when Europeans later established colonies in the Americas, they used the slave system there
 - d. Enslaved Africans resisted slavery any way they could and for generations maintained aspects of their African culture

4. Which of the following is the most important lasting legacy of Columbus's journey to the 'New World'?
 - a. Columbus's belief until his death in 1506 that he had found a western route to Asia
 - b. The Columbian Exchange, a transfer of plants, animals, and germs from one side of the Atlantic to the other for the first time
 - c. European importation of germs and diseases, such as smallpox and measles, to which the natives had no immunity. Millions died (there was a mortality rate of more than 90 percent).
 - d. Both B & C
5. Looking forward into U.S. History, there is an American foreign policy called the Monroe Doctrine which stated that there would be no European interference in the Western Hemisphere. Which of the following would have violated the Monroe Doctrine?
 - a. The resolution of the territorial claims dispute between Spain and Portugal known as the line of demarcation
 - b. The 1494 signing of the Treaty of Tordesillas, which moved the line of demarcation a few degrees west and established Portugal's claim to Brazil
 - c. Columbus's exploration of the Bahamas, Haiti, and the Dominican Republic
 - d. Both B & C
6. Which of the following actions of Spain resembles the system of slavery in place in the United States from 1619 to 1865?
 - a. The annihilation of Aztecs in Mexico by Hernan Cortes and Incas in Peru by Francisco Pizarro
 - b. The exploitation of natural resources in Mexico and Peru which increased Spain's gold supply by more than 500%, making Spain the richest and most powerful nation in Europe
 - c. The encomienda and asiento systems, under which the king gave grants of lands and natives to individual Spaniards. These encomienda had to farm or work in the mines. Enslaved people from West Africa were imported under the asiento system.
 - d. European diseases wiped out Native populations who had no natural immunity to European diseases
7. Which of the following is the earliest recorded English attempt at settlement in the New World?
 - a. The colony at Jamestown established in 1607
 - b. Sir Walter Raleigh's attempt to establish a settlement at Roanoke Island off the North Carolina coast in 1587
 - c. John Cabot's exploration of the coast of Newfoundland in 1497
 - d. Christopher Columbus's interactions in the Bahamas, Haiti, and the Dominican Republic
8. Starting with Jamestown in 1607, colonial exploration was financed by Joint Stock Companies, an organization that would pay for the exploration and profit

- from the sale of the natural resources (gold, timber) of the New World. Which of the following is an example of a joint stock company?
- Samuel de Champlain's settlement of Quebec in 1608, a fortified village on the St. Lawrence River
 - Louis Joliet's and Father Jacques Marquette's 1673 exploration of the upper Mississippi River
 - The Dutch governments' granting a private company, the Dutch West India Company, the right to control New Amsterdam (modern NYC) for economic gain
 - Robert de La Salle's 1682 exploration of the Mississippi basin, which he named Louisiana
9. Which of the following represents Spanish mistreatment of American Indians during Spanish exploration of North America?
- The Pueblo Revolt, which broke out after harsh treatment and efforts to Christianize Native Americans
 - Bartolome de Las Casas arguments against ending Indian slavery, halted forced Indian labor, and began to end the encomienda system
 - The Valladolid Debate in which Juan Gines de Sepulveda argued that Indians were less than human, hence benefiting from the encomienda system
 - Both A & C
10. Which of the following represents the best European-Native American relationship in the period of New World exploration?
- Initially...the English and the American Indians coexisted, traded, and shared ideas...the English had no respect for American Indian cultures, which they viewed as primitive or "savage"
 - The French, looking for furs and converts to Catholicism, viewed American Indians as potential economic and military allies
 - Many natives who did not die from [Spanish] disease died from forced labor
 - As a result of Native American tribes perception of groups distinct from each other, European settlers rarely had to be concerned with a unified response from the Native Americans

APUSH Chapter 2 quiz: Questions gathered from AMSCO 2018 Print Edition pgs. 23-38

- Which of the following were types of English colonies in North America?
 - Corporate colonies such as Jamestown, were operated by joint-stock companies, at least during the colonies' early years
 - Royal colonies, such as Virginia after 1624, were to be under the direct authority and rule of the king's government
 - Proprietary colonies, such as Maryland and Pennsylvania, were under the authority of individuals granted charters of ownership by the King
 - All of the above

2. Statistically speaking, which of the following describes the success or failure of Jamestown as a joint stock company?
 - a. The settlement's location in a swampy area along the James River resulted in fatal outbreaks of malaria and dysentery
 - b. Many of the settlers were gentleman unaccustomed to physical work. Others were gold seeking adventurers who refused to hunt or farm
 - c. When conflicts erupted between settlers and the natives, trade would stop and settlers went hungry
 - d. By 1624, more than 6,000 people had settled in Jamestown, but only 2,000 remained alive
3. Which of the following describes the economic motivations for the settlement of the Plymouth and Massachusetts Bay Colonies?
 - a. The Plymouth Colony was established by religious separatists who were radical dissenters to the Church of England. These Pilgrims, as they were called, set out on the Mayflower for Virginia, and landed in Massachusetts
 - b. Puritans, who believed the Church of England could be purified, gained a royal charter for the Massachusetts Bay Colony, after religious persecution increased under King Charles I
 - c. Not all of those on board the Mayflower were religious separatists
 - d. A civil war in England in the 1630s drove 15,000 more settlers to the Massachusetts Bay Colony
4. Which of the following describes limits on who could participate in early political institutions that existed in British North America?
 - a. Virginia encouraged settlement by guaranteeing colonists the same rights as residents of England, including representation in the lawmaking process
 - b. In the Massachusetts Bay Colony, all freeman—male members of the Puritan Church—had the right to participate in yearly elections of the colony's governor, his assistants, and a representative assembly
 - c. Only male property owners could vote for representatives. Those who were either female or landless had few rights; slaves and indentured servants had practically none at all.
 - d. Many colonial governors ruled with autocratic or unlimited powers, answering only to the king or others in England who provided the colonies' financial support
5. Which of the following actions taken by the Virginia colony to attract immigrants created the conditions for plantation agriculture in which the enslaved work large tracts of land?
 - a. The importation of indentured servants whose passage was normally paid by a landowner who expected the servant to work for a determined period of time in exchange for room and board
 - b. The headright system, under which the colony offered 50 acres of land to each immigrant who paid for his own passage and any plantation owner who paid for an immigrant's passage

- c. In 1619, Dutch traders brought African slaves to Virginia. English law didn't recognize hereditary slavery, therefore the first Africans in Virginia were not in bondage for life, and any children born to them were free
 - d. The attempt to raise tobacco prices by the Virginia House of Burgesses
6. Of the early American colonies, which seemed to have the most religious tolerance?
- a. Virginia
 - b. Maryland
 - c. Plymouth/Massachusetts Bay
 - d. Rhode Island
7. How were the Fundamental Orders of Connecticut and the New England Confederation a precedent for later colonial cooperation?
- a. Colonists that had been participating in self-government since early colonial history
 - b. Later, when Continental Congress formed, it was not the first incidence of colonial cooperation
 - c. Both A & B
 - d. Colonists leading up to the Revolutionary War were resentful of taxation without representation
8. Which of the following colonies had a reputation for fair treatment of Native-Americans and therefore, less conflict with Native Americans?
- a. Massachusetts
 - b. Pennsylvania
 - c. Virginia
 - d. North and South Carolina
9. Which of the following are unintended consequences of the Navigation Acts, eventually leading to tension between the colonies and England, which were passed because of the system of mercantilism which existed between the American colonies and Great Britain?
- a. The acts caused New England shipbuilding to prosper and provided Chesapeake tobacco with a monopoly in England
 - b. The acts severely limited the development of colonial manufacturing, forced Chesapeake farmers to accept low prices for their crops, and caused colonists to pay high prices for manufactured goods from England
 - c. In many respects, mercantilist regulations were unnecessary since England would have been the colonies primary trading partner in any case
 - d. The Navigation Acts negatively impacted British colonial relations. Especially in New England, colonists defied the acts by smuggling in French, Dutch, and other goods
10. Which of the following led to the expansion of slavery as an institution in British North America?

- a. Increased demand for the enslaved due to reduced migration, a dependable work force that wouldn't rebel like small farmers and indentured servants, and inexpensive unskilled labor
- b. Slave laws that made slavery into a status that was inherited from the mothers' side and forbade intermarriage between white and black colonists
- c. The triangular trade in which many New England merchants would carry rum across the Atlantic to West Africa, trade the rum for captive Africans, and sail to the West Indies to trade the captives for sugarcane, which would be returned to New England for rum-making purposes
- d. All of the above

APUSH Chapter 3 Quiz: Questions gathered from AMSCO 2018 Print Edition pgs. 45-54

1. Which of the following are two factors that account for spectacular gains in population in the English colonies from 1701-1775?
 - a. Immigration of almost a million people and a sharp natural increase (increase in birthrate)
 - b. The increase in birthrate was caused by a high birthrate among colonial families
 - c. An abundance of American land supported the raising of large families
 - d. A dependable food supply attracted thousands of European settlers each year
2. In which of the following areas did immigrants coming from England, Scotland, Wales, Ireland, France, and German speaking kingdoms settle upon arrival in America?
 - a. The Middle Colonies (Pennsylvania, New York, New Jersey, Maryland, and Delaware)
 - b. On the western frontier of the southern colonies (Virginia, the Carolinas, and Georgia)
 - c. New England, where land was both limited in extent and under Puritan control
 - d. Both A & B
3. Which of the following ethnic groups made up the single largest group of non-English immigrants to America?
 - a. Germans who settled chiefly on the rich farmlands west of Philadelphia, an area that became known as Pennsylvania Dutch Country
 - b. Scotch-Irish who immigrated from Northern Ireland
 - c. French Protestants, the Dutch, and the Swedes
 - d. African-Americans, whose population made up 20% of the colonial population by 1775
4. Which of the following are general characteristics that would apply to each colony?
 - a. Self-government, the government of each colony had a representative assembly that was elected by eligible voters. In two colonies, Rhode Island and Connecticut, the governor was also elected by the people

- b. Religious toleration, all of the colonies permitted the practice of different religions, but with varying degrees of freedom
 - c. A class system based on economics with wealthy land owners at the top, craft workers and small farmers making up the majority, but with the opportunity to improve their standard of living (social mobility)
 - d. All of the above
5. Which of the following colonial areas produced much of the wheat and corn for export to Europe and the West Indies?
- a. New England where most small farms were under 100 acres and work was done by family members and an occasional hired laborer
 - b. Middle Colonies whose rich soil and farms of up to 200 acres were common
 - c. Southern colonies whose climate and diverse geography allowed for a great variety of agriculture
 - d. The Southwest whose plains were being used for farming as far back as the early 1700s
6. Which of the following colonial practices would violate the establishment clause of the 1st amendment of the Constitution which states the government cannot endorse or prohibit a particular religion?
- a. Jews, Catholics, and Quakers suffered from the most serious discrimination and persecution
 - b. Although the Church of England was headed by the king, there was no bishop in America to ordain ministers
 - c. In the 17th century, most colonial governments taxed the people to support one particular Protestant denomination, churches were financed through the government
 - d. As various immigrant groups increased the religious diversity of the colonies, governments gradually reduced their support of churches
7. Which of the following represents the longest lasting democratizing impact of the Great Awakening of the 1730s and 40s?
- a. The preaching of Jonathan Edwards and George Whitefield, who spoke at some points in front of crowds of 10,000
 - b. The erosion of the authority of ministers among those who now studied the Bible in their own homes
 - c. The creation of more denominations of Christianity and their call for the separation of church and state so that one denomination was not endorsed by the government over another
 - d. The revolutionary idea that if common people could make their own religious decisions then they might make their own political decisions without deferring to the higher authority of a king and his royal governors
8. The Great Awakening also led to the founding of sectarian religious universities for the purposes of training ministers, which of the following founded in the 18th century was a non-sectarian university?
- a. College of New Jersey (Princeton)

- b. King's College (Columbia)
 - c. The College of Philadelphia (Penn)
 - d. Dartmouth College
9. Which of the following represents the outcome of the Zenger case in which John Peter Zenger was brought to trial on a charge of libelously criticizing New York's royal governor?
- a. Zenger was found guilty, injuring a governor's reputation was considered a criminal act, no matter whether a printed statement was true or false
 - b. The jury voted to acquit Zenger, believing Andrew Hamilton's arguments that Zenger printed the truth about the governor
 - c. While the case did not guarantee complete freedom of the press, it encouraged newspapers to take greater risks in criticizing a colony's government
 - d. Both B & C
10. Which of the following had the greatest impact on the actions of the American colonies in their move to separate from Great Britain?
- a. The Enlightenment and the writings of John Locke who argued that citizens had a right to revolt against whatever government failed to protect their rights
 - b. The emergence of a national character that brought about a distinctly American viewpoint and way of life
 - c. The colonial custom of paying taxes only if approved by the colonial legislature
 - d. Colonial democracy that was at best limited and partial to wealthy elites