

Summer HW for AP United States History

Course description: Advanced Placement United States History (APUSH) is a college-level course, with high school-level support. In this class you will be given a study guide for each unit. The APUSH curriculum consists of 9 individual time periods. At the beginning of the year, we are combining time periods 1 & 2.

The nature of the summer assignment: The goal is NOT “busy work” but for you to learn the content and skills necessary for success in a college-level course and the APUSH exam in May. The purpose of this summer homework assignment is to begin to prepare you for the Unit 1 exam. You are responsible for knowing the material on the study guide for time periods 1 & 2 by the 3rd week of the school year. You are expected to watch all the “Educreations” videos and take notes on all but the first one. The notes need to demonstrate that you have watched the videos and interacted with the material, writing down what you think is significant. You are expected to write down more information than the terms that appear on the screen (!). You may use outline format or Cornell note strategy. You are not guaranteed full credit for completion, and you may lose points if your notes are disorganized, terse, or difficult to read. The notes must be handwritten. If a question is posed at the end of the lesson be sure to answer the question; in the past, several students have lost points for not fully engaging with the whole lesson. Please read this entire document before you start the summer homework.

Summer homework activities:

1. Get Educreations app for your iPad. Use the code GLGMDUK to access the class Educreations account.
2. Personalize a notebook (view Educreations video #1 for demonstration)
3. Watch ALL Educreations in the “class.” You are required to take notes, except for the first one. If there is a question asked on the video, answer it in your notes.
4. Watch the videos in the following order. Take notes on the videos that are **in bold**. Make sure that notes are organized and will be helpful for you to review throughout the year. The amount of information to learn for this class can be a bit daunting but with organization and review it will be much easier for you. Make sure to watch and take notes on the videos in your notebook and **in order** and start the notes for each Educreation lesson on a new page.
 1. How to do summer homework and decorate journal
 2. **Pre-contact Native Americans**
 3. **Columbus and the Discovery of America**
 4. **The Columbian Exchange**
 5. **The Conquistadors**
 6. **Cabeza de Vaca**
 7. **The Encomienda System**
 8. **England on the eve of colonization**
 9. **First English Settlements**
 10. **New England Settlement, part 1**
 11. **Settling New England, part 2**
 12. **New France**
 13. **New Netherlands**
 14. **The British West Indies**
 15. **William Penn and Pennsylvania**

5. Work on study guide for Unit 1: periods 1 and 2

Recommended **options** for going “above and beyond” summer HW:

1. Read and/or be familiar with *Give Me Liberty!* (AP, 6th edition), chapters 1-4, pages 4-169
2. Read Periods 1 and 2 in AMSCO APUSH prep book, sample the questions at the end of the chapters to get a feel for APUSH questions.
3. Quizlet (online resource). I have not created one but simply do a Google search for “APUSH periods 1 and 2” (example = <https://quizlet.com/48841190/flashcards>)
4. Gilder-Lehrman website with its overview videos (<https://ap.gilderlehrman.org/period/1> [for period 1] and <https://ap.gilderlehrman.org/period/2> [for time period 2])
5. If you have extra time I would suggest watching movies that deal with US history. Some of these movies involve war and so may have violence. Language may also be an issue with some, so please get parental approval!!! Here is a list of excellent movies:

<u>Movie</u>	<u>AP period/topic</u>
Hamilton*	3/Founding of the US
Amistad	4/slavery
Glory	5/Black regiment in Civil War
Lincoln	5/the president and his efforts to get 13 th amendment passed
Dances with Wolves	6/Plains Indians and white encroachment on the land
Midnight in Paris	7/1920s and the “Lost Generation” (goes nicely with the novel <i>The Great Gatsby</i>)
Flags of Our Fathers AND Letters from Iwo Jima	7/WWII in the Pacific Theater (these two go well together)
Unbroken	7/WWII in the Pacific Theater
42	8/Jackie Robinson and the integration of baseball
Selma	8/Civil Rights Movement
Bridge of Spies	8/Cold War spying
Forrest Gump*	8/1950s to 1980s
The Right Stuff	8/Cold War, flying, space race
Apollo 13	8/Space exploration
The Post	8/Vietnam War and the government & media
Good Morning, Vietnam	8/Vietnam War

*exceptionally highly recommended!

- Also you may want to watch documentaries in the “American Experience” series.
- Last option ... If you love sports (like I do) you can watch episodes of “30 for 30,” the ESPN documentary series that deals with sports. Many of these are excellent history.
- The basic premise behind the recommendations is to immerse yourself into history, study topics you find interesting, etc. The more interested you are in the topic, the more you will learn!
- Fatherly advice: Your attitude toward your education (in this class and others) will affect your ability to learn. Do not view the summer homework (or schoolwork generally) as something you must do, but instead as a learning opportunity, a chance to gain insight into the human experience, and an opportunity to develop your personal philosophy.

What you will be handing in: I will check your spiral notebook in the second week of the fall semester. You are required to take notes that demonstrate that you have carefully listened to the Educreations presentations.

Notes for each individual Educreation presentation should start at the beginning of a page with the following heading:

Your name

APUSH summer homework

Date (you watched and took notes)

Educreation Title

Study guide: You will have a test on Periods 1 and 2 about 3 or 4 weeks into the fall semester. The test will consist of APUSH style multiple choice and short answer questions. AP style questions can be found in the AMSCO review book. The study guide will not be handed in for credit but is an important learning tool to enable you to succeed on the unit test. I suggest you write out descriptions of the events, people, etc. for review for the unit test and later in the school year. You may want to use notecards, but that is up to you.

Study guide for Unit 1: Time periods 1 & 2

Be familiar with the following people, events, and concepts. Many of these come from the textbook, others from the Education lessons:

Terms: Aztec, Incas, Anasazi, Chumash, Cahokia, Cortez, Pizarro, Montezuma (Moctezuma), Atahualpa, Columbus, Cabeza de Vaca, Bartolome de las Casas, Juan Gines de Sepulveda, Hernan De Soto, Amerigo Vespucci, Henry Hudson, Sir Francis Drake, Sir Walter Raleigh, Captain John Smith, Pocahontas, John Rolfe, Powhatan, Iroquois, William Bradford, John Winthrop, Anne Hutchinson, Mary Rowlandson, Roger Williams, Sir Edmund Andros, Quakers, William Penn, Martin Luther, John Calvin, Massasoit, Metacom (King Philip), Henry Hudson, Peter Stuyvesant, George and Cecil Calvert, Nathaniel Bacon, William Berkeley, Paxton Boys, Ben Franklin, George Whitefield, Jonathan Edwards, Jon Peter Zenger, La Noche Triste, Battle of Acoma, Pueblo Revolt, Pequot War, King Philip's War, Bacon's Rebellion, Salem Witch Trials, New York slave revolt, South Carolina slave revolt, Stono Rebellion, Great Awakening, Zenger Trial, nomads, "Gold, God and Glory," Columbian Exchange (and specific examples), Tenochtitlan, Treaty of Tordesillas, *encomienda*, *encomendero*, Spanish caste system, Black Legend, Joint-stock company, Virginia Company, charter, Jamestown, tobacco, House of Burgesses, Maryland Act of Toleration, slave codes, Puritans, Pilgrims/Separatists, Great English Migration, Rhode Island, antinomianism, the significance of different environmental and climate factors in shaping colonial development, The Navigation Act, The Molasses Act, Fundamental Orders, New England Confederation, Dominion of New England, salutary neglect, New Amsterdam, New Netherlands, patroonships, indentured servants, head-right system, middle passage, Half-Way Covenant, regulator movement, triangle (triangular) trade, royal colonies, proprietary colonies, development and characteristics of colonial slavery

Documents: Columbus's journal, *A Brief Account of the Destruction of the Indians*, The Virginia Charter, "A Model of Christian Charity," Maryland Act of Toleration, Poor Richard's Almanack,

Images: APUSH exams frequently have images that need to be analyzed in order to answer the questions. Study and analyze the images in *Give Me Liberty* (AP, 6th edition), chapters 1-4, pages 4-169

- Historical situation (what is going on at the time of the creation of the image?)
- Audience (For whom is the image being produced? How can you tell?)
- Purpose (Why is the image being produced? How does this influence the image?)
- Point of view (What perspective does the creator of the image have that would shape the way s/he is creating the image?)

Periods 1 & 2 Free Response Prompts

The prompts below are the type of questions that could show up on the APUSH exam. I give you the list to show you what types of questions and for you think about how you might answer them. It is not homework for you to write out responses to the prompts.

1. Compare and contrast the ways in which the economic development affected society and politics in Massachusetts and Virginia. Limit your analysis to the years 1607 to 1754.
2. Compare the ways in which TWO of the following reflected tensions in colonial society.
 - a. Bacon's Rebellion (1676)
 - b. Pueblo Revolt (1680)
 - c. Salem Witchcraft Trials (1692)
 - d. The Stono Rebellion (1739)
3. Analyze the differences between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of TWO of the following:
 - a. Politics
 - b. Religion
 - c. Economic Development
4. Analyze the economic, social, and political factors that influenced colonial southern planters to shift from relying on indentured servants to importing Africans into slavery in the 1600s.
5. Analyze the effects of the Columbian exchange on Europeans and Native Americans from 1492 to 1607.
6. What challenges did colonial Virginians face from 1606 to 1700?
7. What was the relationship like between the English colonists and the Native Americans between the years 1600 and 1700?
8. Analyze the origins and development of slavery in Britain's North American colonies. Limit your analysis to the years 1607 to 1754.
9. In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?
10. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s: New England, Chesapeake, Spanish Southwest, New York and New France.
11. How did the economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1775? (overlaps into period 3)
12. What is mercantilism and what role did it play in prompting the American colonists to rebel against Great Britain? (prompt goes into Period 3)
13. Compare and contrast the British, French, and Spanish imperial goals in North America between 1580 and 1754.
14. Evaluate the extent to which religion was an influence in the development of colonial society in TWO of the following regions: the Spanish Southwest, New England, and/or New France.