

# 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 (which will be handed out when school starts) for time periods 1 & 2 by the 3<sup>rd</sup> 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 me 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. You will have quizzes on the content of these quizzes when school begins. Please read this entire document before you start the summer homework.

Summer homework activities:

1. Get Educreations app for your iPad. Use the code BMUZZUZ to access the class Educreations account.
2. Personalize a notebook (view Educreations video #1 for demonstration)
3. Watch ALL Educreations lessons in the Educreations “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 Educreations 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. 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>)
2. 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])
3. 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
12 Years a Slave	4/slavery
Glory	5/Black regiment in Civil War
Lincoln*	5/the president and efforts to get 13 <sup>th</sup> 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
A Complete Unknown	8/Bob Dylan and Folk Music and 1960s

\*Exceptionally highly recommended!

- Also, you may want to watch documentaries in the “American Experience” series.
- Yet another 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 also excellent history.
- The basic premise behind the recommendations is to immerse yourself into history, study topics you find interesting. The more interested you are in the topic, the more you will learn!
- “Uncle Greg” 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

Date (you watched and took notes)

APUSH summer homework

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. 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:

**People:** Aztecs, Incas, Anasazi, Mound builders, 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

**Events:** 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

**Concepts, laws, etc.:** 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