

AP US History Summer Assignment 2017-2018

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Introduction:

Welcome to Advanced Placement United States History. While we know that summer assignments are not always something students look forward to, we must use as much time as we possibly can to prepare you for the AP Exam on May 11, 2018. In an attempt to be upfront with you as you enter this course, Mr. Williams and Mrs. Shaver want to be clear about the expectations and requirements of the course, and why we are making the decisions that we are making.

Requirements of the APUSH Course

- History: Pre-Columbian (before 1492) to the Modern Era (approx. 2012)
 - 9 periods of study
- 3 types of writing
 - Short answer questions
 - Document Based Question Essays
 - Long Essay Questions
- Historical Thinking Skills
 - Contextualization
 - Synthesis
 - Periodization
 - Etc
- APUSH Themes (see p.3)

Because our job is to teach you all of the above history as well as writing and historical thinking, we must stress that there will, with regularity, be homework every night. Not only will we be reading to support our knowledge, but also lectures will be flipped 2-3 times per week and put online so that we may stress a skill in the classroom.

With all of this in mind, the summer assignment will stress periods 1 and 9 and we will not planning on covering them in depth in class due to time. It is your responsibility to accomplish this on your own this summer.

Students are expected to complete the assignment below before the first day of class, whether you are enrolled in the fall or spring semester, this assignment will be due on Monday August 28, 2017.

Summer Assignment Directions:

Students have 2 parts of the assignment to accomplish before the first day of AP US History class:

1. Part I
 - a. Read the assigned chapters
 - b. Create a Main Idea logs for each section of each chapter
 - c. Identify APUSH themes in the readings
 - d. Identify (define) the terms and people
2. Part II- Gilder Lehrman Videos and Apprend Timelines

Part I

Google "American Pageant 13th edition". Click on the first search result, tused.haikulearning.com

Read chapters 1 (New World Beginnings), 2 (Planting of English America), 40 (Resurgence of Conservatism) and 41 (America Confronts the Post-Cold War Era). As you read, keep a main idea log.

- Main idea logs consist of writing 2-3 sentences that frame the main ideas for each section of the chapter.
 - A white star with red and white ribbon breaks up the sections.
 - The main idea log must be hand written.
- Also, for each section, write a statement about what theme is being addressed
 - Ex: Migration and settlement is the theme of this section because the author discusses the land bridge that connected Asia to North America and the movement of people across it.

Also, completely identify the following terms and people.

- | | | |
|----------------------------|---|--------------------------|
| 1. Incas | 16. Powhatan | 31. Iroquois Confederacy |
| 2. Aztecs | 17. Pocahontas | 32. John Smith |
| 3. three-sister farming | 18. Sir Walter Raleigh | 33. John Rolfe |
| 4. caravel | 9. Contras | 34. Bill Clinton |
| 5. Columbian Exchange | 20. Glasnost | 35. Lewinsky affair |
| 6. Treaty of Tordesillas | 21. Iran-Contra Affair | 36. Ronald Reagan |
| 7. encomienda system | 22. Moral Majority | |
| 8. conquistadores | 23. Operation Desert Storm | |
| 9. Pope's Rebellion | 24. Reaganomics | |
| 10. Christopher Columbus | 25. Sandinistas | |
| 11. Protestant Reformation | 26. Strategic Defense Initiative | |
| 12. primogeniture | 27. Supply-side economics | |
| 13. joint-stock company | 28. Americans with Disabilities Act | |
| 14. charter | 29. "Don't Ask, Don't Tell" | |
| 15. squatters | 30. North American Free Trade Agreement | |

Basis of G-L assignment is thanks to J. Burkowski

Part II

For the following videos, take video notes on what you learn. Consider making connections to what you read and tying it back to the themes.

- Visit the Gilder Lehrman AP U.S. History Study Guide. <http://ap.gilderlehrman.org/>
 - Navigate through the website to get an understanding of the breakdown and resources for the APUSH course.
- Period 1:
 - Click on <http://ap.gilderlehrman.org/period/1>.
 - Watch the 8-minute review video, with notes
 - Click on <http://www.apprend.io/apush/>
 - Study the period 1 timeline, with notes
- Period 9:
 - Click on <http://ap.gilderlehrman.org/period/9>.
 - Watch the 13-minute review video, with notes
 - Click on <http://www.apprend.io/apush/>
 - Study the period 9 timeline, with notes

APUSH Themes:

<u>M</u>igration and Settlement	<ul style="list-style-type: none">• Why and how did the various people who moved to and within the United States adapt to and transform their new social and physical environments?
<u>A</u>merican in the World	<ul style="list-style-type: none">• How have cultural interaction, cooperation, competition and conflict between empires, nations and peoples influenced political, economic and social developments in North America?• What were the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas?
<u>G</u>eography and the Environment	<ul style="list-style-type: none">• How have geographic and environmental factors shaped the development of various communities?• How have competition for and debates over natural resources affected both interactions among different groups and the development of government policies?
<u>P</u>olitics and Power	<ul style="list-style-type: none">• How and why have political ideas, beliefs, institutions, party systems and alignments developed and changed?• How have popular movements, reform efforts, and activist groups sought to change American society and institutions?• How have different beliefs about the federal government's role in U.S. social and economic life affected political debates and policies?
American and National <u>I</u>ntity	<ul style="list-style-type: none">• How have ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity?• How have interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship affected American values, politics and society?• How have ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.• How have relationships among different regional, social, ethnic, and racial groups developed, and how have these groups' experiences related to national identity.
Work, <u>E</u>xchange, and Technology	<ul style="list-style-type: none">• How have different labor systems developed in North America and the United States, and how have these systems affected workers' lives and U.S. society?• How have patterns of exchange, markets, and private enterprise developed, and in what ways have governments responded to economic issues?• How has technological innovation affected economic development and society?
Culture and <u>S</u>ociety (CUL)	<ul style="list-style-type: none">• How have religious groups and ideas affected American society and political life?• How have artistic, philosophical, and scientific ideas developed and shaped society and institutions?• How have ideas about women's rights and gender roles affected society and politics?• How have different group identities, including racial, ethnic, class and regional identities, emerged and changed over time?