

**AP US History Summer Assignment
2019-2020**

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Please email me with questions or concerns you have about AP US History.

- Join the 2019-2020 AP US History Remind. In addition to reminders it will be used to send articles and videos to help you with your summer assignment.

Text @2019-apush to the number 81010.

- **ALL summer assignments must be handwritten.**
- All summer assignments (1 – 5) are due on the first day of the semester. The assignments below are to prepare you for the Unit 1 test which will be the first week of the semester.
- AP US History is a challenging class requiring a minimum of 1.5 – 2 hours of study per class period. It is important you complete your own assignments and engage in additional reading to promote better understanding of course content. Dividing assignments and sharing work is unacceptable. Please adhere to the Wakefield High School Honor Code. If you decide this course is not for you please contact Student Services as soon as possible for a schedule change.

Assignment 1: Use the link below to access the AP US History Curriculum Framework. You will use pages 1 – 128 of the curriculum framework. This assignment counts as two classwork grades – 20% of your average.

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

1. What are the 2 disciplinary practices of APUSH?
2. What 2 types of historical evidence will you analyze in this course?
3. Describe 2 ways you are expected to develop an appropriate historical argument in APUSH.
4. List the 4 APUSH reasoning skills to be developed in this course **AND** provide an example of each.
5. What are the 7 thematic learning objectives that anchor our study of history?
6. Provide 1 example for each of the 7 thematic learning objectives. (see pages 18 – 25)
7. It is difficult to create boundaries between historical eras. Read the note on page 27 about periodization. Why does Period 4 end at 1848 and Period 5 begin at 1844?
8. What founding documents need to be carefully examined in an AP US History class?
9. Review each of the Key Concepts listed for the 9 historical periods that will be the basis for our study of US history. **List the 9 historical periods and for each list 5 – 7 major events. Explain the historical significance of each event you list.** Other sites to assist you with this part of the assignment are listed below.

<https://ap.gilderlehrman.org/>

<http://www.digitalhistory.uh.edu/>

<http://www.ushistory.org/us/>

Assignment 2: Use the link below to view Crash Course US History #1: *The Black Legend, Native Americans, and Spaniards*. This assignment will help you prepare for the Unit 1 Test. Tests are 40% of your average.

<https://nerdfighteria.info/v/6E9WU9TGrec/>

1. Why does Green state it is difficult to generalize about North American native cultures?
2. What does Green mean by the term Euro-centric?

3. What disparity exists regarding the population of natives in North America before Europeans arrived?
4. What diseases decimated Natives?
5. How were most Native American tribes organized?
6. How did geography influence the lives of Native Americans?
7. How did religion reflect the lifestyle of Native tribes?
8. How did Native views of property ownership differ from Europeans?
9. The links below will provide additional information about the leader Black Hawk, source of the quote used by Green to describe beliefs about the land.
<http://www.dailypress.com/features/history/hampton/99319568-132.html>
<http://www.historycentral.com/Bio/ant/blackhawk.html>
10. Why does Green state Europeans viewed Natives as primitive?
11. What nation was the first to explore North America and in what region where they most successful?
12. When and where did the first major revolt against the Spanish take place? Who was the leader of the revolt? Was it successful? Explain.
13. What is the point made in the mystery document? Is the mystery document a primary or secondary source?
14. Explain the Black Legend.
15. What does Green state we have to remember about the advantage of an abundance of American documents in the study of US History?

Assignment 3: *Interpretations of the New World Discovery* - Use the link below to read Chapter 1 of Zinn's *A People's History of the United States – Columbus, the Indians, and Human Progress* and continue with questions 16 – 18. This assignment (questions 1 – 18) will count as a classwork grade – 20% of your total grade.

<http://www.historyisaweapon.com/defcon1/zinncol1.html>

1. Provide an example of a primary source used by Zinn in Chapter 1.
2. Provide an example of a secondary source used by Zinn in Chapter 1.
3. What does Zinn believe is the role of the historian?
4. What arguments are developed by Zinn in Chapter 1?
5. To which historical period(s) of our study does this chapter relate? (Refer to Assignment 1.)
6. Explain 2 ways Zinn developed his arguments. (Refer to Assignment 1.)
7. How did Columbus describe his greeting by the Arawak people?
8. What was Columbus' goal in sailing west across the Atlantic Ocean?
9. What was the significance of the Arawak's golden earrings?
10. Describe Columbus' beliefs about the Arawak.
11. In what ways did the Arawak resist Columbus?
12. Define and understand the term *encomienda*. Why would this term be important in the study of AP US History? It is almost always included in AP Test questions.
13. Of what significance was Bartolome de las Casas? Did the Spanish listen to his concerns? Explain.
14. How does Zinn's presentation of Columbus differ from traditional Columbus information?
15. What concerns are expressed by Zinn about Columbus Day presentations?
16. View the Ted-Ed video at the link below. List 3 important ideas or concepts included in the video.
<https://www.youtube.com/watch?v=GD3dgiDreGc>
17. Read the article below and write an explanation as to why Columbus Day was recognized in the United States. (Length ½ page)
<https://www.npr.org/sections/codeswitch/2013/10/14/232120128/how-columbus-sailed-into-u-s-history-thanks-to-italians>
18. Read the Time article found at the link below. Do you agree with the actions of those who oppose "celebration" of Columbus Day? Explain your response. (Paragraph of 4 -6 sentences.)
<http://time.com/4971178/indigenous-peoples-day-history-columbus-day/>

Assignment 4: Use the link below to access the essay *America, the Atlantic, and Global Consumer Demand, 1500 – 1800*. This assignment counts as a classwork assignment – 20% of your total grade.

<https://apcentral.collegeboard.org/series/america-on-the-world-stage/atlantic-and-global-consumer-demand-1500-1800>

Complete the questions below:

1. Vocabulary to define:
 - a. paradigm
 - b. schema
 - c. salient
 - d. entrepôt
 - e. commodities
 - f. Thomas Robert Malthus
2. What term have historians traditionally used to describe the international world 1500 – 1800?
3. How has historical research changed its focus over the last decade?
4. What factors in addition to commercialism need to be addressed?
5. Explain the mercantilist approach with regard to the early modern economy.
6. Which American colonies were the most economically significant? Why?
7. What is the common interpretation of the mercantilist paradigm visualized in US History textbooks? How has this been re-interpreted?
8. From where did most migrants to America originate in the period 1500 – 1800? How does this change the study of American History?
9. What two categories of goods were most responsible for the continuing Atlantic Community? Why? What goods are included in the grocery category?
10. What primary source is used by the author as proof of demand for grocery items? How is this source used by the author to provide proof of that demand?
11. What controversial system of production resulted from the demand for the new commodities? Why was it controversial?
12. How was global commerce directed and conducted until the 20th century? What new economic organizations of the late 20th century indicate a possible economic realignment?
13. What is the major shortfall of the Atlantic World perspective? What choice does this shortfall present?
14. What does the author state supports the position of a fully integrated global economy?
15. How did Europeans use the silver from American mines?
16. What did western European nations create in order to trade successfully for Asian commodities?
17. What city was founded as a major port for Europeans nations in China? What city will overtake it in size? Who controlled both of these cities until the 20th century?
18. What nation was Britain's biggest competitor in the China trade?
19. Summarize each of the three different approaches to understanding the place of pre-1800 America in the international economy 1500 -1800. Include both strengths and weaknesses.
20. How does the author relate the topic of commerce to the creation of the US Constitution in 1787?
21. What were demographic results of global commerce?
22. What was (is) the Malthusian reaction the author references in the article?
23. List the Thematic Learning Objectives for APUSH and provide an example of each from the article. *American* for the purpose of this assignment refers to the western hemisphere, the way in which it was used in the article.

Assignment 5: Curriculum Period 1 (1492 – 1607) – The link below takes you to Period 1 of online materials created by AP teacher Adam Norris. You will find PowerPoints on Key Concepts 1.1, 1.2, and the Encomienda system. You are to watch each of the PowerPoint presentations and take notes OR print the outlines that Norris provides for each of the PowerPoints and fill in the answers. Norris Outlines count as a homework assignment – 15% of your grade.

<http://www.apushreview.com/new-ap-curriculum/period-1-1491-1607/>

WHS Honor Code

The students of Wakefield High School are committed to being honest and responsible in the completion of academic materials and interactions with the school administration and community. Cheating, stealing, plagiarism (passing off another's work, words, or ideas as one's own), and lying (including willful distortion or misrepresentation) are considered violations of the Honor Code. Through a joint fulfillment of this code, students and faculty will achieve their fullest potential in academic excellence and character.
