

WELCOME TO AP U.S. HISTORY!



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You will be given two formative assessments on your summer assignment within the first two weeks of school

Due Date: First day of class. No late work will be accepted. This will count as TWO formative grades. It will be graded for correctness NOT completeness.

Course Information:

AP U.S. History is a rigorous, fast paced and challenging course designed to be the equivalent of a college freshman U.S. History survey course. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class reading assignments. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical writing. This course prepares students to take the College Board Advanced Placement United States History examination and possibly earning college credit.

Mastery of content and grades are important, but of equal value is:

- ❖ study and analytical skills
- ❖ critical reading of primary and secondary sources
- ❖ understanding and developing the historical thinking skills (e.g., Causation, Periodization, Change Over Time, and Comparison)
- ❖ using the historical themes to connect to broader contexts
- ❖ constructing and evaluating historical interpretations
- ❖ using historical knowledge as a guide to present understanding and action
- ❖ empathizing with the past

Reminder that any student not holding a grade of 75 at mid-year will be removed from the course; no exceptions

Accountability and Independent Learning:

You are responsible for reading and studying the textbook as well as **ALL** other readings. There will be a schedule located on Veracross at the beginning of each semester. While most of the textbook and course readings will be discussed in detail through our class discussions and seminars some of it will be covered through independent learning. You are responsible for **ALL MATERIAL ASSIGNED**, whether we discussed it in class or not

Strategies for Success in APUSH:

- Be ready for classroom discussion; be an active learner every class!
- Be open to historical analysis and interpretation (this class is **not** black-and-white and memorizing facts).
- Read EVERY night for this class so that you do not get behind.
- Have fun in this class. Remember you chose to be in this class. You will not be asked to do anything that previous students were not asked to do. They survived, so will you!

Book:

United States History Preparing for the AP Examination 2022 Edition Amsco Publication

Summer Assignments

All summer assignments:

- 1) Are due the first day of class. No late submissions are accepted under any circumstances
- 2) Will be graded for correctness not completion!
- 3) Must be hand-written.
- 4) Must be in your own words - copying from a web site is a form of plagiarism and will be dealt with accordingly.
- 5) Must be labeled with your name, set and date
- 6) **WILL ACT AS NOTES FOR YOUR FIRST ASSESSMENT. YOUR FIRST ASSESSMENT WILL BE WITHIN THE FIRST WEEK OF SCHOOL**

Assignment One: Introduction

Directions: Read the introduction to the text. Become familiar with the following areas:

- Historical thinking skills
- Reasoning processes
- Thematic learning objectives
- Information and scoring:
 - Multiple choice questions
 - Short answer questions
 - Long essay questions
 - Data based essay questions (DBQ)

Assignment Two: Period One 1491-1607

Directions: Read Period One (Unit One) in the text. Use your reading to complete the assignment below

1) Comparison Chart of Native American Civilizations

Native American South West Settlements	Native American North West Settlements	Native American Great Plains Settlements	Native American Mid- West Settlements	Native American North East Settlements	Native American Atlantic Settlements

2) Explorers: create a chart that encompasses the following for each explorer listed below:

- Dates of exploration
- Areas explored
- Sponsored country
- Results/significance of exploration

Christopher Columbus

Henry the Navigator

Vasco Nunez de Balboa

John Cabot

Sir Francis Drake

Cortes

Giovanni da Verazano

Henry Hudson

3) Outline the Spanish settlements in North America

Florida - significance

New Mexico - significance

Texas - significance

California - significance

4) Explain the treatment of the Native Americans by the following European countries

Spanish Policy	English Policy	French Policy	Native American Reaction

Assignment Three: Period Two 1607-1754

Directions: Read Period Two (Unit Two) in the text. Use your reading to complete the assignment below

1) Make a comprehensive/ SPECIFIC outline or chart for each of the thirteen colonies. Please note that you will have to read the whole period to complete this assignment - the period does not move in a lineal way.

Chesapeake colonies: Maryland & Virginia

New England colonies: Rhode Island, Connecticut, New Hampshire & Massachusetts

Restoration colonies: Carolinas (North and South), New York, New Jersey, Pennsylvania, Delaware & Georgia

For each colony you must include:

- Geography and climate
- Important people/founders
- Settlements that lead to the evolution of the colony
- Type of colony (royal, proprietary, cooperate) Does it change?
- Reason for the formation colony
- Dominate religion
- Economy
- Government/laws/acts
- Social policy

2) Please answer the following multiple-choice questions.

- Topic 2.2 – Questions 1 & 2
- Topic 2.3 – Questions 1-3
- Topic 2.4 – Questions 1 & 2
- Topic 2.5 – Questions 1-3
- Topic 2.6 – Questions 1 & 2
- Topic 2.7 – Questions 1-3

Please label your answer on the paper.

Example:

2.2

1)

2)

2.3

1)

2)

3)