

AP US History Summer Assignment
Brusly High School
2017-2018

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You will need to purchase *United States History: Preparing for the Advanced Placement Examination* by John J. Newman and John M. Schmalbach. It runs anywhere from 15\$ to 25\$. You can purchase a copy on amazon or at most book stores, but do not wait until the last minute to order this book, shipping may take several weeks.

I suggest getting the 2016 edition. This edition will have updated review questions that are based off of the new AP style testing.

I also have copies of the 2016 version in my classroom you can check out for the year, BUT you cannot write in the books you check out. I highly recommend buying your own copy.

Part 1: Geography Review

Knowledge of United States geography is required for this course. Fill in the attached maps:

- Map 1: States and Capitals
- Map 2: Rivers- Ohio, Hudson, James, Mississippi, Missouri, Arkansas, Colorado, Rio Grande, Snake, Columbia, Platte, Tennessee, St. Lawrence, Red
- Map 2: Land Forms- Appalachian Mountains, Rocky Mountains, Great Plains, Cascade Mountains, Sierra Nevada Mountains
- Map 3: Countries- Mexico, Canada, Haiti, Bahamas, Honduras, Guatemala, Costa Rica, Belize, Nicaragua, El Salvador, Panama, Greenland, Puerto Rico
- Map 4: Major Cities- New York, Boston, Chicago, Cincinnati, Detroit, Miami, Dallas, San Francisco, Los Angeles, Houston, Seattle, Baltimore, Pittsburgh, Atlanta, New Orleans, Charleston (SC), Jamestown, Appomattox, St. Louis, Montreal, Toronto, Los Alamos, Mexico City, Havana, Vera Cruz, San Antonio, Richmond (VA), Gettysburg, Harlem (NY)

Part 2: Memorizing Presidents in order:

- In APUSH, we need a way to organize our chronological understanding of historical events. It will help us greatly if everyone knows the United States Presidents in order of the administration. I am asking you to memorize the names of all 44 Presidents in order, and I want you to know which ones served two terms (or more).
- There will be a quiz on the Presidents within the first week of school. Students will be required to make 90% on this quiz. The students may retake this test as many times as it takes to pass with a 90%.

Part 3: The Black Legend, Native Americans, and Spaniards

- Watch the first episode of Crash Course U.S. History. You can find this video on youtube: The Black Legend, Native Americans, and Spaniards: Crash Course US History #1 <https://www.youtube.com/watch?v=6E9WU9TGrec>
- Answer the following questions thoughtfully and completely. Include significant details, such as important names, dates, locations, in your answers where appropriate.
 1. Describe the generalizations about native american societies at the time of europeans arrival. (What did they have and not have?)
 2. Why does John Green think that we should avoid describing Native American societies as primitive?
 3. How was the native american population impacted by diseases such as smallpox and influenza? Use statistics in your response.
 4. Use the examples of west coast indians and plains indians to describe the ways in which most native societies organized.
 5. Describe other aspects of native societies including religious beliefs, the role of private property, class distinctions, and gender roles.
 6. What conclusions did europeans draw about native american societies? (pay attention to the discussion of natives as “noble savages” and what other europeans saw as pure indian savagery)
 7. Describe the various reasons for early European colonization.
 8. Describe the first permanent Spanish settlement in the southwest at Santa Fe, New Mexico and its significance.
 9. Describe the causes for the results of pope’s uprising.
 10. Describe the view of Bartolome de las Casas toward Native Americans and the way in which his view differed from the majority of Spaniards.
 11. What is the Black Legend and why is it problematic?
 12. What does John Green want us to remember as we begin our study of American History?

Part 4: Introduction to Period 1

The AP US History class is divided into 9 periods. The first period begins in Pre-Columbian America and ends with the settlement of the Jamestown colony by the English. Central to your study of this era are the following ideas and key concepts:

- Key Concept 1.1: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- Key Concept 1.2: Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
 - Read the first chapter of your textbook.
 - Complete the chart attached.
 - Answer all parts of the following questions:
 - As native populations migrated and settled across the vast expanse of North America over time, how did they develop distinct and increasingly complex societies? (give specific examples.)
 - Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange. Describe the significant social, cultural, and political changes that occurred on both sides of the Atlantic Ocean.

Part 5: HIPPOS on Columbus

Throughout the school year, we will work with many primary and secondary sources. This source is an excerpt from Christopher Columbus's Journal of the First Voyage (1492).

You will finish a HIPPOS on this document.

H- Historical Context
I - Intended Audience
P- Purpose
P- Point of View
O- Outside Information
S- Synthesis

The document and further instructions on HIPPOS is attached to the end of this packet.

Part 6: Socratic Seminar during the first week of school

Be prepared to put all of this information together into a discussion during the first week of school. Below is a list of possible questions for discussion:

- What is Columbus' legacy?
- What are the pros and cons of the Columbian exchange?
- Was the Columbian exchange ultimately a good or bad thing for the world?
- Was the Black Legend true or simply propaganda?
- How did the Spanish view Native Americans?
- Was Columbus a hero or not?

*********All of the work in this summer assignment should be ready to turn in the first day of school.

Historical context writing stems:

- It is similar to...
- It is related to...
- At the same time...
- Was due to...
- During this time...
- Concurrently with...
- At the same time...
- At the time the document was written...
- Influenced by...
- This was an era...
- Coincided with ...
- Came as a result of ...
- The historical backdrop for this document was...

Intended Audience

- Written for...
- Targeted for...
- Was meant for...
- Sought to address...
- Wanted to have the ...
- The author was reaching out to...
- Greatest Impact on...
- Resonates with...
- Tried to persuade...

Purpose

- The intent was...
- Tried to persuade...
- Created with the intention of...
- It was the intention of the author...
- Attempted to ...
- The reason for this document is...
- The author wrote this in order to...
- The author clearly wanted to...
- The author hoped to...

Point of View

- From the perspective of ...
- Written by...
- Author was a... therefore his/her writing was influenced by
- Author's approach to this topic was affected by...
- May present a biased point of view
- because...
- Only shows one side of the story because...
- The author believed that...
- The author felt that...
- The author saw this as ...

Outside Information

- Provide several sentences that give information relating to this topic that is not mentioned in this source

Synthesis

- Relate this event/topic/sentiment to something else in history.
- Example: Civil Rights of the 1960s to Women's Rights of the 1920s
- Example: Abolition movement of the early/mid 1800s to Civil rights of the 1960s
- Example: Espionage and Sedition Acts in 1917 to the Patriot Act during the War on Terror