

Advanced Placement United States History – Summer Assignment

2020-2021 ~ Ms. Luthman

kluthman@holynameshs.com

Welcome to APUSH! Prior to this school year, students will need to prepare themselves for work comparable to college-level rigor in terms of reading, writing and learning. To assist you with preparing for APUSH, you will be required to do the following assignments this summer:

- A) Purchase and organize a 3-ring binder. All work will be kept in this binder and you will receive a midterm grade and a final grade for it. Be organized, it's a key to being successful in any college course!!

1) Organize your binder by chapter. All worksheets, notes, handouts, quizzes, etc. will be required to be hole-punched and placed under that particular chapter's tab.

B) REQUIRED ASSIGNMENT #1: Notes for Chapter 1-3 in *Give Me Liberty*

Read and take notes on Chapters 1-3 in your *Give Me Liberty* text. You may create your outline in any format you choose, but must cover the entire chapter (I recommend doing Cornell notes so you have some space to add anything we discuss in class). Your notes must be **HANDWRITTEN** and **organized by the section headlines**. All notes should be in your binder.

****QUICK NOTE:** Do not re-write the textbook. Your notes should be specific enough that you'll remember what the chapter is about, but they are supposed to summarize the text.

****On the first couple days of school, we will briefly review the summer assignments. I will answer any questions you may have about these chapters, but I will not be teaching them. On these days, we will also discuss the format of the APUSH exam and discuss writing historical essays. You will be tested on the summer material during this time as well. (All notes and notecards – see C – are due the first day of school though)**

C) REQUIRED ASSIGNMENT #2: Vocabulary notecards

For the listed vocabulary terms, write down the definitions/significance on a notecard (term on the front, definition/significance on the back). All definitions can be found in the textbook readings. Remember, this is a college course, so be thorough with your definitions. You may include bulleted points on your cards. I will allow you to use Quizlet if you so choose for this part of the assignment, but please be prepared to have your computer/iPad in class so I can check the terms when they are due. Terms are not highlighted in your text so do this as you read and you shouldn't have a difficult time. The terms on the list are in order.

D) REQUIRED ASSIGNMENT #3: Chapter review questions, maps and/or primary source work

After reading and taking notes on each chapter, complete the review questions or worksheets attached. For the review questions, answers must be numbered and typed in complete sentences (single spaced is fine, but please double space between questions). There is no required length to each answer, but be sure to be thorough (hint: a 1 sentence answer probably won't work in a college level course!).

Chapter 1 Vocabulary

Columbian Exchange	Poverty Point	Cahokia
Hopi & Zuni	matrilineal	Christopher Columbus
Nicolas de Ovando	Amerigo Vespucci	John Cabot
Balboa	Ferdinand Magellan	
Francisco Pizarro & Hernando Cortes	Mestizos	Bartolome de Las Casas
Juan Ponce de Leon	Hernando de Soto	Pope'
Santa Fe	Samuel de Champlain	Henry Hudson
Dutch in America/New Netherland/Amsterdam		

Chapter 1 Review Questions (remember, these must be typed and in complete sentences)

Complete "APUSH Map Activity" to begin with. Make sure you follow each set of directions on this. Then complete the following questions:

- 1) Compare and contrast the following pre-contact societies: Aztec, Inca, Cahokia, and the ancestors of the Hopi and Zuni. (You may make a chart for this answer)
- 2) The Europeans' understanding of freedom based on ownership of private property had little meaning to most Indian societies. What was far more important than individual autonomy to most Indian communities, and why?
- 3) How did European overseas expansion and sustained contact with Africans and American Indians dramatically alter European views of social, political and economic relationships between white and non-white peoples?
- 4) Evaluate "Gold, God, and Glory" as reasons for the European conquest of the Americas. Did one outweigh the other in motivating Europeans? How were these reasons used to justify the conquest? How genuine were they?
- 5) Compare the Spanish colonies with those of the French and Dutch. Think about economies, freedoms, religion, government structure, and intermarriage. How did the French and Dutch learn from experiences of the Spanish?
- 6) Describe the impact of Europeans on Native American (Indian) cultures and the impact of native cultures on Europeans. Then explain why it was or was not positive that European culture prevailed (in the Americas).

Chapter 2 Vocabulary:

Jamestown	John Smith	Headright system
Powhatan	Pocahontas/John Rolfe	Puritanism
John Calvin	Pilgrims	Massachusetts Bay Colony
Roger Williams	dissenters	Anne Hutchinson
Pequot War	Half-Way Covenant	Magna Carta
Quakers	Oliver Cromwell	

Chapter 3 Vocabulary:

King Philip's War	Navigation Acts (1651)	Covenant Chain
Fundamental Constitutions of Carolina	William Penn	
Nathaniel Bacon/Bacon's Rebellion	Glorious Revolution	English Bill of Rights (1689)
Toleration Act	Salem Witch Trials	Walking Purchase of 1737
Anglicization		

Chapter 2 and 3 review assignments:

For this chapter, see attached worksheets to complete the following:

- a) fill in the “Founding of the Colonies” chart,
- b) complete the Venn Diagram on the New England vs. Chesapeake colonies,
- c) color/label the map of the colonies.
- d) Read “The Middle Passage” by Daniel P. Mannix & Malcolm Cowley and answer the attached questions. Please answer on a separate sheet of paper – just answers are fine.
**While reading, annotate the document – underline/highlight anything important – people dates, significant “events;” underline and look up any words you don’t know (we will do a lot of this with primary and secondary sources across the year).
- e) Finally, use this material from these 2 chapters to answer the following question:

Select any combination of 2 of the 3 colonial settlement areas (South, New England, Middle) and compare and contrast them. Focus on motives of their founders, religious and social orientation, economic pursuits and political developments.

This answer must be at least 2 pages, typed, double-spaced, 12 point font – Times New Roman.

*****TOP THINGS TO KEEP IN MIND....**

- 1) **ENJOY YOUR SUMMER.** These requirements should not consume your free time. Don’t wait until the last minute to complete them, but do not feel like your summer has to be spent doing homework!!
- 2) **Explore history.** If you take a vacation, see if you can stop at a historical marker along the way. Or do a little research about the place you are visiting. Take time to start thinking historically. Explore Northeast Ohio’s history, there is a lot here!!
- 3) **Learn your geography.** Geography is going to play an important role in this course. Do you know all 50 states? If not, learn them. Can you find major physical features of the United States on a map (Mississippi River, Rocky Mountains, etc)? The more you know about geography the further ahead you will be.
- 4) **Start to memorize the presidents.** You will need to do this long before May anyway so get a head start on it. We will have periodic quizzes throughout the year on them (and no, not in the first week of school!)
- 5) **Watch history movies!** Do you really need to sit and binge watch shows on Netflix? Or re-watch your favorite movie for the 100th time?! Try a history movie instead!! There are so many good history movies & documentaries out there, you won’t struggle to find a one! Just Google, “good history movies” and see what comes up. Or, search your Netflix. Or, if you need a suggestion, just ask!

If you have any questions over the summer material, do not hesitate to email me! If you lose any part of this assignment, you can find replacements on the Holy Name Website under the Summer Assignments tab. I will also make a Google Classroom page and post it on there.

I am excited to spend next year with you learning about American History! ☺

~Ms. Luthman