

# APUSH SUMMER WORK

June – August 2019

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What follows are the assignments you must complete in order to hit the ground running in APUSH. We have a VERY busy but fun year ahead of us! Thank you for accepting the challenge and I am looking forward to AUGUST! ☺

**FILL OUT AND BRING WITH YOU TO CLASS ON THE FIRST DAY**

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

My parents (or guardians) and I understand the following:

1. That Advanced Placement United States history is a course that will be taught at a college level, and will involve a greater measure of time, effort, self-discipline, initiative, flexibility and curiosity to complete successfully than many other courses offered at the high school level.
2. That the student will take the APUSH exam Friday May 8<sup>th</sup> at 8 am.
3. That the major foci of this course is reading, interpretation, and writing within the context of United States history, and that as such, there will be a great deal of each.
4. That ALL assignments will be completed prior to class on the assigned due date.
5. That class participation is REQUIRED, not optional.
6. That summer work MUST be completed over the summer.
7. That some weekend and holiday work may be assigned.
8. That if class is missed, it is the student's responsibility to get the missed assignments.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

## RESOURCES

**TEXTBOOK:** A key to success in APUSH is a complete and close reading of *The American Pageant* and following along in your review book. Our book is the sixteenth edition, released in 2015, contains 41 chapters in six parts. Each chapter has a feature called “Contending Voices”, which offers paired quotes from original historical sources, accompanied by questions which will prompt you to think about conflicting perspectives on controversial subjects. Also, when asked in evaluations at the end of the year to offer advice to next year’s class, students most commonly say, “Actually **READ** the textbook!” I could NOT give you better advice!!

**REVIEW BOOK:** There are many review books available for the national AP U.S. History exam. If you purchase a review book, please make sure it is from 2018 or later. Earlier AP US History review books will no longer help you, as the entire test has been changed as of the 2017 examination. You need a review book that will follow the new format.

**REVIEW MATERIALS:** In addition, there are numerous resources you can use either to study for upcoming unit tests or to review for the AP Exam in May.

1. <https://apstudent.collegeboard.org/apcourse/ap-united-states-history> This website can be used for information about the course, the exam, test taking tips, and practice questions.
2. <http://ap.gilderlehrman.org/> This is the **BEST ONLINE SOURCE TO USE** all year long and for reviewing for the test. It provides you with videos, abbreviated primary documents, interactive timelines, and access to secondary source material. This is a one-stop-place to go to prepare for upcoming unit tests or the AP exam in May.
3. [www.youtube.com](http://www.youtube.com)
  - a. John Green US History Crash Course – a very quick and thorough review of material by content or theme
  - b. American: The Story of US – videos on different time periods in US History
  - c. Ultimate Guide to the Presidents – an 8 part series that gives a quick overview of each president and the major domestic and foreign policy initiatives of that time period.
4. <http://www.learnerator.com/ap-us-history> This site will allow you to practice easy and medium questions for the APUSH test. It also provides FAQ about the test and outlines. All of this is free, but you can pay a subscription fee to gain access to explanations about questions you missed, the correct answers, and the more difficult questions.
5. <https://www.khanacademy.org/humanities/history/history-survey/us-history/v/us-history-overview-1-jamestown-to-the-civil-war> Various videos (three that widely cover the overall content) on US History.
6. <http://college.cengage.com/history/lecturepoints/index.html> These PowerPoint lectures give you additional information and reinforce information we cover in class and also give you review questions to think about, websites to find additional information, and key terms. This is a good review for tests.
7. Additional review books may be helpful, especially to actually study for the exam in May. Some of the best suggest and highly rated books are discussed for their positive and negative qualities at <http://www.learnerator.com/blog/best-ap-us-history-review-books-2015/> You should pick the book(s) you feel best aid your understanding of the material.

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## TASK

### Part I: DEFINE THE FOLLOWING TERMS

Please dedicate a spiral notebook (preferable College Rule) to use for your significant terms. Make sure to place your name on the outside of the notebook. The first page should be marked as Unit One: Period 1 ~ 1491-1607. On the next page begin writing the the following terms and **supply the definition/significance** of each term as it applies to U.S. History. **Skip a line** after each completed term.

1. Algonquian	19. Henry the Navigator	37. New Spain
2. Anasazi	20. Hernan Cortes	38. Nuclear Family
3. Ancestral Pueblo	21. Hohokam	39. Poverty Point
4. Asiento System	22. Hopewell	40. Primogeniture
5. Aztecs	23. Incas	41. Protestant Reformation (importance to trade)
6. Bartolome de Las Casas	24. Iroquois Confederacy	42. Puritans
7. Catholic (Counter) Reformation	25. Jacques Cartier	43. Reciprocity
8. Chiefdoms (in Mezo and South America)	26. John Cabot	44. Roanoke Island
9. Christopher Columbus	27. Juan de Onate and Battle of Acoma	45. Samuel de Champlain
10. Church of England	28. Juan Gines de Sepulveda	46. Slavery (as related to Native Americas)
11. Columbian Exchange	29. Lakota Sioux	47. Smallpox (impact on Natives)
12. Conquistadores	30. Land Bridge	48. Spanish Mission System
13. Disease (impact to Native culture)	31. Mayas	49. St. Augustine
14. Encomienda System	32. Mesoamerica	50. Sun Dance
15. Extended Family	33. Mestizo	51. Three-sister farming
16. Ferdinand and Isabella (importance in trade)	34. New France	52. Treaty of Tordesillas
17. Francisco Pizarro	35. New Laws of 1542	53. Valladolid Debate
18. Henry Hudson	36. New Mexico (in relation to Spanish colonialism)	54. Woodland Mound Builders

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**Part II: USING THE WEBSITE** (The following items are to be **completed on filler paper** to be handed in on the first day of school)

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**A. VIDEO:** Please go to <http://ap.gilderlehrman.org/period/1> and **watch** the 8 minute video that gives an overview of Period 1. Then using information gathered from the internet and from the video, **give SPECIFIC examples** you discovered that explain the three Key Concepts below.

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

- **Key Concept 1.1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
- **Key Concept 1.2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
- **Key Concept 1.3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

**B. TIMELINE:** This part of the website will give the key events that happened in succession during the time period. **Create a timeline** of TEN important events that happened beginning in 1491 and ending in 1607 AND explain why each event is important to the time period.

**C. DOCUMENTS:** This section of the website will discuss and give examples of important primary sources from the time period. Read *Bartolome de Las Casas debates the subjugation of the Indians, 1550* and in a **short-written response** tell me the following:

- Who wrote the document?
- When was the document written?
- What is the document saying?
- Why is the document important to US history and to the time period we are studying?

**D. ESSAY:** This section of the website will give essays written by prominent historians about events that happened in the time period and their interpretation. This is called historiography. Please **read the essay** on the *Columbian Exchange* and in a **short-written response** tell me the following:

- What is the overall content of the essay?
- What is the author's point of view regarding the subject?
- Do you agree or disagree with their argument? Why or why not?