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AP U.S. History Summer Assignment 2018-19

Due date: First day of school

Hello! For those of you who do not know me my name is Mrs. Jenny Herrick and I am the AP U.S. History teacher at CE.

In order to be successful, you need to get off on the right foot and make sure to complete the following assignment by the first day of school. I look forward to a challenging, intriguing, and fun school year as we all face the world of AP and I hope to help guide you through a great learning experience. Good luck!

The following assignment is designed to cover material from the first two chapters of the textbook in order to give us a running start when the year begins. In AP US History we are required to cover a large curriculum and to do so adequately, especially in the first month of school, it is important for you to have background knowledge of the topics that will be discussed. The summer work aims to give you that information while also introducing you to the expectations for the class.

****IMPORTANT NOTE:** While the Internet is a useful tool for research, it can also be used by students to get around actually having to complete work on their own. With that said, students found plagiarizing information from any website or any other source will receive an automatic **zero** on the assignment and will not be allowed to make it up.

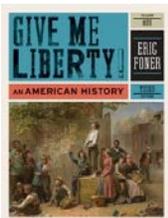
INSTRUCTIONS: Make sure to check out the book, *Give Me Liberty* from the CEHS library prior to the end of the school year in order to complete the assignment. This will be your textbook for the up-coming year and will be used to complete the summer work. Follow the instructions carefully and be prepared to take a **chapter quiz on the first day of school**. Your assignment is as follows:

Required text: *Give Me Liberty!: An American History*, 3rd ed.

Authors: Eric Foner, Gregory Marshall

Publisher: Norton

ISBN: 0393935426, 9780393935424



Period 1: 1491-1607

Ch. 1&2 Quiz: First day of school

DIRECTIONS: Outline chapters 1-2 in Cornell note form and then plug in the following focus questions and vocab terms (for further instruction on how to complete, please go to <http://historybyherrick.wordpress.com/ap-u-s-history-documents/> and view the instructional power point). Your notes must be handwritten in **blue or black ink** (*failure to write in ink will result in an automatic deduction of 5 points per assignment*), need to cover the entire chapter, and be sure to include vocabulary terms (failure to do so will result in a point deduction). Only thorough, complete work deserves full credit. Please email Mrs. Herrick if you have any questions.

Chapter 1: A New World

1. What were the major patterns of Native American life in North America before Europeans arrived?
2. How did Indian and European ideas of freedom differ on the eve of contact?
3. What impelled European explorers to look west across the Atlantic?
4. What happened when the peoples of the Americas came in contact with Europeans?
5. What were the chief features of the Spanish empire in America?
6. What were the chief features of the French and Dutch empires in North America?

Vocabulary:

1. Iroquois
2. "Christian Liberty"
3. *Reconquista*
4. Columbian Exchange
5. mestizos
6. encomienda system
7. Pueblo Revolt
8. Pope
9. Huguenots
10. joint stock company

Period 2: 1607-1754

Ch. 2: Beginnings of English America, 1607-1660

1. What were the main contours of English colonization in the seventeenth century?
2. What obstacles did the English settlers in the Chesapeake overcome?
3. How did Virginia and Maryland develop in their early years?
4. What made the English settlement of New England distinctive?
5. What were the main sources of discord in early New England?
6. How did the English Civil War affect the colonies in America?

Vocabulary

1. Virginia Company
2. Roanoke colony
3. enclosure movement
4. indentured servant
5. John Smith
6. headright system
7. House of Burgesses
8. Puritans
9. John Winthrop
10. Pilgrims
11. Mayflower Compact
12. Pequot War
13. Half-Way Covenant

APUSH PERIOD 1 KEY CONCEPTS

DIRECTIONS: The AP US History curriculum is organized into 9 distinct time periods (see chart). Specific key concepts are included in each time period that students need to understand in order to be successful in the course. In order to familiarize yourself with the first set of key concepts, fill in the table below with two specific examples of relevant historical evidence that illustrate the concepts in greater detail. Define/describe the example and explain its significance to the corresponding statement above the chart. Please print off the chart and **handwrite in blue or black ink ONLY**. If you have any questions, please email me at jennyherrick@cusd.com (allow a few days for a response).

*Note: The Key Concepts may be challenging to understand at first, so it is best to complete the chart after you have completed the outlines. This assignment is not designed to be frustrating or time consuming, but to familiarize you with the key concepts. I also suggest using the following websites to help you understand the material better. I have included videos on my website that you may also find helpful.

Helpful sites to complete this assignment:

<http://www.apushexplained.com/periods-1--2-explained-1491-1754.html>

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

<https://www.tomrichey.net/apush-summer-assignments.html>

APUSH TIME PERIODS

Period	Date Range	Approximate Percentage of ...	
		Instructional Time	AP Exam
1	1491–1607	5%	5%
2	1607–1754	10%	45%
3	1754–1800	12%	
4	1800–1848	10%	
5	1844–1877	13%	
6	1865–1898	13%	45%
7	1890–1945	17%	
8	1945–1980	15%	
9	1980–present	5%	5%

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

- I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.
 - a. The spread of maize cultivation from present-day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation and social diversification among societies.
 - b. Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.
 - c. In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.
 - d. Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

CONCEPT	EXAMPLE	DEFINITION/DESCRIPTION	CONNECTION TO CONCEPT
a.			
a.			
b.			

b.			
c.			
c.			
d.			
d.			

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.

- I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.
 - a. European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
 - b. The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
 - c. Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

CONCEPT	EXAMPLE	DEFINITION/DESCRIPTION	CONNECTION TO CONCEPT
a.			
a.			
b.			

b.			
c.			
c.			

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.

- II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.
 - a. Spanish exploration and conquest were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.
 - b. In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.
 - c. European traders partnered with some African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.
 - d. The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

CONCEPT	EXAMPLE	DEFINITION/DESCRIPTION	CONNECTION TO CONCEPT
a.			
a.			
b.			

b.			
c.			
c.			
d.			
d.			

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.

- III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
- a. Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.
 - b. As European encroachments on Native Americans' land and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.
 - c. Extended contact with Native Americans and Africans fostered debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

CONCEPT	EXAMPLE	DEFINITION/DESCRIPTION	CONNECTION TO CONCEPT
a.			
a.			
b.			

b.			
c.			
c.			