Welcome to APUSH!

I would first like to congratulate you on the commitment of your time and energy to the Advanced Place United States History. This will be a demanding course; a course that will challenge your mind and engage all of your faculties over the 2016-2017 school year. Our time is very limited during the school year. Thus, we have to begin our studies over the summer in order to cover all areas of study.

Enclosed within this packet are instructions and readings for the summer assignments:
*Please note if you are on vacation when an assignment is due I need to be notified in advance to turn your assignment in BEFORE you leave!* We will follow our handbook regarding all assignments (including summer assignments). Assignments that are 1-day late will result in 50% of your earned score; assignments after 1-day late will result in a zero.

**The enclosed assignments have varying due dates.** You will have various assignments per month. This summer work will count as a major test grade. The first exam will take place during the 1st week of class. Begin your work right away and schedule a regular time during the summer to complete it. **Avoid doing assignments last minute.** Spread your work out over the course of the assignment in small pieces to avoid over stressing. By doing so you will retain the material more effectively and set yourself up for a more successful regimen during the school year.

It is the effort you put forward this summer that will set the tone for your upcoming school year. Procrastination and lax attention will beget the same. Start the school year strong by putting in the time, effort, dedication, and attention to detail this summer. We will cover 2-3 chapters per week during the school year. The summer assignment will give you a good idea on what expectations will be for a **two-week period during the school year.** (Throughout the school year, the reading and Cornell Notes must be completed on your time -- at home; **in your own handwriting**). Should you have any questions regarding this work or course, please do not hesitate to contact me. So I know that you are able to contact me, please send me an email with your name and a brief message as to what your goals are for this course.

Thank you for taking the plunge into APUSH and committing yourself to an academic rigorous program. Please do not forget to enjoy yourself this summer with your family and friends. A well-rested student is also an academically successful student! I am looking forward to taking this journey with you.

Mrs. Kelly Jones  
Instructor, APUSH  
Beaver Local High School
Keep In Mind:

1. **Enjoy your summer.** These few assignments should not consume all of your free time this summer. Go climb a tree, take a swim, or stroll the mall with your friends. You will wish for that free time during the school year.
2. **Explore history.** If you take a cauction see if you can stop at an historical marker along the way. Or, do a little research about the place you are visiting. Take the time to start thinking historically. History is all around you if you allow yourself to see it!
3. **Read.** Try to read several books over the course of the summer. You will do a ton of reading in this class next year and if you are not in the habit of turning pages, it will be more difficult to adjust. Read fiction, if that is your choice, but try picking up a historical book as well. There are some real page-turners about American history. Ask at the library and they will be delighted to steer you in the right direction.
4. **Write.** Keep a journal for the summer, or try to write a short story. The more you write the easier it is to write well. You will do a lot of writing in this class. The more comfortable you are with writing the more successful you will be.
5. **Become an informed citizen.** Read the newspaper. Watch CSPAN. Try to keep updated on the world’s events. Develop an opinion about Obama’s successes and failures as a president.
6. **Learn your geography.** Geography is going to play an important part in this course. Do you know all 50 states? Learn them. Can you find the mountain ranges of the US on the map? What about rivers, lakes and oceans? Memorize them. The more you know the farther ahead you will be.
7. **Watch history movies!** Do you really need to watch Ironman 2 or Frozen again? Of course not! If you have a free evening- try to watch something historical. Visit http://www.historyplace.com/films/index.html for suggestions, or type- “good history movie” into Google and see what comes up!
8. **Memorize the Presidents.** You will need to do this for the AP Exam in May, so you may as well get a jump start. Try to do them in blocks of 3: Washington, Adams, Jefferson (pause) Madison, Monroe, Adams…
9. **Explore your family history.** Stuck for a conversation starter at dinner? Ask your elders what it was like growing up. DO they remember any significant events in American history? How were they affected? You’ll be surprised how interesting people’s lives really are.
10. **Become familiar with technological sources of information:** Crash Course US History on YouTube; cnn.com; foxnews.com; bbc.com; etc.
Directions: It is vital that throughout this course and your academic years that you uphold your academic integrity and honesty. Every assignment, activity, discussion, and/or project that I ask you to complete is designed with a purpose. I strive to provide you with the opportunity to learn history but most importantly to grow as a contributing member of society utilizing U.S. history as the gateway. DO NOT HESITATE TO ASK FOR ASSISTANCE. I WILL DO EVERYTHING WITHIN MY POWER TO ASSIST YOU IN YOUR JOURNEY.

You must drop your summer assignments off at the school BY the due date. The day it is due, I will hold office hours. However, if you turn in your assignments before the due date or not during my office hours on the due date, please place them in my mailbox in the main office. You may need to ask a janitor or administrator to place these items in my mailbox.

Make sure that all work is your own- part of this assignment is to help you evaluate your own strengths and weaknesses in reading, note taking, critical thinking, and writing. These assignments will also allow you to determine if this AP class is for you! (You have until June 30th to drop this course without taking an F). We will grow as learners, thinkers, and contributors as the year progresses:

House-keeping that must be completed FIRST (by Wednesday, June 1st):

- 1. Login into your google account WITH YOUR BEAVER LOCAL LOGIN
- 2. Create an APUSH CHAT folder in your google drive.
- 3. Send me an email using your BL email at Kelly.Jones@BeaverLocal.org; type “chat” in the subject line. Type me a message stating that you are ready for me to SHARE our google doc “APUSH CHAT ZONE” with you. This APUSH CHAT ZONE document is created to serve as an ongoing “chat” forum throughout the summer and the course. WHEN YOU HAVE A QUESTION OR FEEL LIKE POTENTIALLY ANSWERING PEER QUESTIONS; this is the first place of contact! I WANT THIS TO BE OUR FIRST POINT OF COMMUNICATION. If you have a particular question: it is safe to assume that others have that same question. Instead of answering the question 20 times via email… let’s take care of it here. This is also a place where you will collaborate with your peers AND ME regarding assignments, content questions, etc.
- 4. Sign up for google classroom APUSH 2016; class code is rgoi1e3
- 5. Sign up for Remind 101 (Open your text app; type @110percent in the text box to this phone # 81010)
  - Extra credit: ask your parent(s) to sign up… place your name/Mom/Dad/Grandma/pa as their name (eg. my son’s name is Micah. If Micah were taking this class, I would sign up with the name “MicahJ’s Mom”)
- 6. Turn in your SIGNED CONTRACTS.
JUNE: Due Monday, June 27, 2016 (Office Hours 8am-10am on Monday, June 27)
- 1. Read Chapters 1 & 2 in the American Pageant.
- 2. Complete Cornell Notes in your own legible handwriting. (included in packet) for EACH CHAPTER (Chapter 1 & 2); you may find a template of how to write Cornell Notes Templates on my Webpage as well as a couple YouTube Videos on how to write Cornell Notes under the Cornell Notes YouTube icon.
- 3. Complete attached Map(s)
  - a. Map of New World Beginnings (use colors where appropriate)
  - b. Map of European Colonial Claims Map: (color & label)
    - Read the directions for this assignment from the handout in the packet titled “EUROPEAN COLONIAL CLAIMS MAP (SPANISH, FRENCH, ENGLISH)”
- 4. Complete Colonial Patterns Worksheet (your reading assignments & map will help you with this) --- IN ADDITION, YOU MAY NEED TO COMPLETE OUTSIDE RESEARCH

JULY: Due Wednesday, July 27, 2016 (Office Hours 8am-10am on Wednesday, July 27)
- 1. Read Chapter 3 & 4 in the American Pageant.
- 2. Complete Cornell Notes in your own legible handwriting. (included in packet) for EACH CHAPTER (Chapter 3 & 4); you may find a template of how to write Cornell Notes Templates on my Webpage as well as a couple YouTube Videos on how to write Cornell Notes under the Cornell Notes YouTube icon.
- 3. Find the Map titled “North American Indian Peoples at the Time of First European Contact” (title is written in my handwriting) and is the 1st map in “JULY HANDOUTS.”
  - Find the colored version of this map on my weebly website (www.mrskelleyjones.weebly.com). It will be in the Period 1 folder under the in the “N. Am. Indian Peoples” button.
  - Color the map and the Dominant Economic Activity Legend exactly as it appears in the colored version of the map on my webpage.
  - Label the Indian Cultures (Plateau/ Great Basin/ Great Plains/ Southwest/ Southeast/ Northeast). You will find these cultures on page 9 of your textbook.
  - Label specific activities of each culture from the information that you read about in your book (for instance -- what types of agricultural activities took place in the particular areas; what types of animals did each culture hunt; what types of traditions, rights, and/or responsibilities do each culture practice; what types of housing do each culture utilize)
  - Answer the attached prompt from the packet regarding the development of such societies. (Titled” North American Indian Peoples at the Time of First European Contact”) --- OPEN the assignment in google classroom titled “North American Indian Peoples at the Time of First European Contact” → type your essay in a google doc and then submit when finished via google classroom.
- 4. Complete the assignment from the handout titled “Mapping the Columbian Exchange”
- 5. Complete the 13 Colonies Map (label and color)
AUGUST: Due Wednesday August 24, 2016 (Office Hours 3pm-4pm on Wednesday August 24)

- 1. Read Chapter 5 in the American Pageant.
- 2. Complete Cornell Notes in your own legible handwriting. (included in packet) for EACH CHAPTER (Chapter 5); you may find a template of how to write Cornell Notes Templates on my Webpage as well as a couple YouTube Videos on how to write Cornell Notes under the Cornell Notes YouTube icon.

- Colonial Map: Create a visual map of EACH different region that depicts each of the following criteria. As you create your map, you want to portray neatness, organization, vividness, and a legend that explains your symbols. YOU WILL CREATE 4 SEPARATE MAPS. 1. NEW ENGLAND COLONIES; 2. MIDDLE COLONIES; 3.CHESAPEAKE COLONIES; 4. SOUTHERN COLONIES
  - Regions: New England Colonies; Middle Colonies; Chesapeake; Southern Colonies
    - *location
    - *names each of colony
    - *name of the group of colonies (region)
    - *motives for colonization
    - *agriculture
    - *religious influence
    - *production
    - *labor source
    - *environmental impact (how does the environment influence society)
    - *imports (who/what)
    - *exports (who/what)
    - *resources (anything that can be used to satisfy human wants and needs)
JUNE’S
HANDOUTS
AP US History June Summer Assignment 2016-2017
DUE: JUNE 27, 2016 (Monday)

Map of New World Beginnings

**Directions:** using your textbook and additional resources as necessary, carefully fill in the following map with the items listed below. Please read the list carefully and completely before beginning your work.

**Bodies of Water: (label only)**
1. Atlantic Ocean
2. Pacific Ocean
3. Caribbean Sea
4. Great Lakes (specific)
5. Missouri-Mississippi -Ohio River System
6. Columbia-Snake River System
7. St.Lawrence River System
8. Hudson River

**Geographic features/landforms: (label only)**
1. Appalachian Mountains
2. Rocky Mountains
3. Great Basin
4. Great Plains
5. Location of the Bering Land Bridge
6. Tidewater Region

**Transportation**
1. Central Pacific and Union Pacific Railroad (first transcontinental railroad)
2. Erie Canal
3. Interstate 90
4. National (or Cumberland) Road

**Journeys and Expeditions**
1. Route of Lewis and Clark Expedition
2. Trail of Tears
New World Beginnings Map
DUE: JUNE 27, 2016 (Monday)
EUROPEAN COLONIAL CLAIMS MAP (SPANISH, FRENCH, ENGLISH)

European Colonial claims by 1700:

1. Read the attached handout titled “Comparing Settlement Patterns: New Spain, New France, and British North America
2. Pull up the North America 1700 map from my weebly site (Period 1; Settlements (Fr.Sp.Br) Button)
   ● (use map colors to shade in the following settlements/influences and label the map correctly) AND create a LEGEND
     1. English
     2. French
     3. Spanish
3. Use this colored map, your “Comparing Settlement Patterns: New Spain, New France, and British North America,” your textbook, & additional research to complete the Colonial Patterns Worksheet
EUROPEAN COLONIAL CLAIMS MAP (SPANISH, FRENCH, ENGLISH)
DUE: JUNE 27, 2016 (Monday)
COLONIAL PATTERNS WORKSHEET
<table>
<thead>
<tr>
<th>Motives of Colonization: What did the Crown hope to gain?</th>
<th>Spain</th>
<th>France</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods: Temporary exploitation, settlement, conquest, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources of Financing: Who paid the bills for securing land, supplies, labor, transportation, etc. Explain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment of/relations with Native Americans:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
JULY’S
HANDOUTS

North American Indian Peoples at the Time of First European Contact (Chapter 1)
DUE: Wednesday July 27
Using your book, Cornell Notes, powerpoints from the Period 1 folder on my site; outside research and your colored map titled North American Indian Peoples at the Time of First European Contact answer the following prompt as thoroughly as possible. Your essay must include the following:

- Introduction paragraph (provides background information to your topic and a thesis statement)
  - Your thesis statement is the answer to your question and may take more than one sentence.
- Body Paragraphs (at least 2 paragraphs and they answers the question in its entirety)
  - Be sure to discuss multiple Indian Cultures (Plateau/ Great Basin/ Great Plains/ Southwest/ Southeast/ Northeast) be sure to use specific evidence.
- Conclusion Paragraph

**Prompt:** American Indian cultures were more similar than different in the period prior to 1491. Support, modify, or refute this statement using specific evidence.

Type and turn this in via Google Classroom.
Mapping the Columbian Exchange

DUE: Wednesday, July 27

Directions: Draw an outline map of the world

1. Place the following items in the hemisphere of their origin:
   a. Eastern Hemisphere:
      i. Cows
      ii. Sheep
      iii. Pigs
      iv. Horses
      v. Wheat
      vi. Rice
      vii. Cotton
      viii. Silk
      ix. Sugar
      x. Coffee
      xi. Measles
      xii. Smallpox
      xiii. Influenza
      xiv. Bubonic plague
   b. Western Hemisphere:
      i. Turkey
      ii. Llama
      iii. Tobacco
      iv. Chocolate
      v. Corn (maize)
      vi. Squash
      vii. Chilies
      viii. Potatoes
      ix. Tomatoes

2. Draw lines showing where the items went (they all should travel to the other hemispheres, except for llamas)

3. Paste index cards or post it notes with annotations explaining the effects of the plants and animals transferred across the world as a result of the Columbian Exchange

4. Was disease the key factor in the depopulation of the Native Americans?

5. Which area of the world benefited the most from the Columbian Exchange? What one element (besides disease) had the most impact on Africa, Europe, and the New World?

6. Write a thesis statement describing the changes and continuities that resulted from the Columbian Exchange
New England Colonies (purple)
- Maine (Mass)
- New Hampshire
- Massachusetts
- Rhode Island
- Connecticut

Middle Colonies (green)
- New York
- New Jersey
- Delaware
- Pennsylvania

Chesapeake Colonies (brown)
- Maryland
- Virginia

Southern Colonies (blue)
- North Carolina
- South Carolina
- Georgia