

AP US History (APUSH) Summer Assignment 2017-2018

Mrs. Jones

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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

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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 caction 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.

AP US History Summer Assignments 2017-2018

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 thrive 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 Friday, June 2nd):

- 1. Go to <http://mrskellyjones.weebly.com> and check out the site (this is where you will be able to access google classroom as well as extra powerpoints and Period resources)
- 3. Sign up for google classroom APUSH 2016; class code i02sxf3
- 4. 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
- 5. Turn in your SIGNED CONTRACTS.
- 6. Email me using your BL email account @ Kelly.Jones@BeaverLocal.org and introduce yourself, tell me anything that you would like me to know; AND inform me of your expectations of this class.

JUNE: Due By Thursday June 29, 2017

- 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 Friday, July 28, 2016 (Office Hours 8am-10am on Wednesday, July 28)

- 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.mrskellyjones.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 Thursday August 24, 2017 (Office Hours 3pm-4pm on Thursday 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

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 |

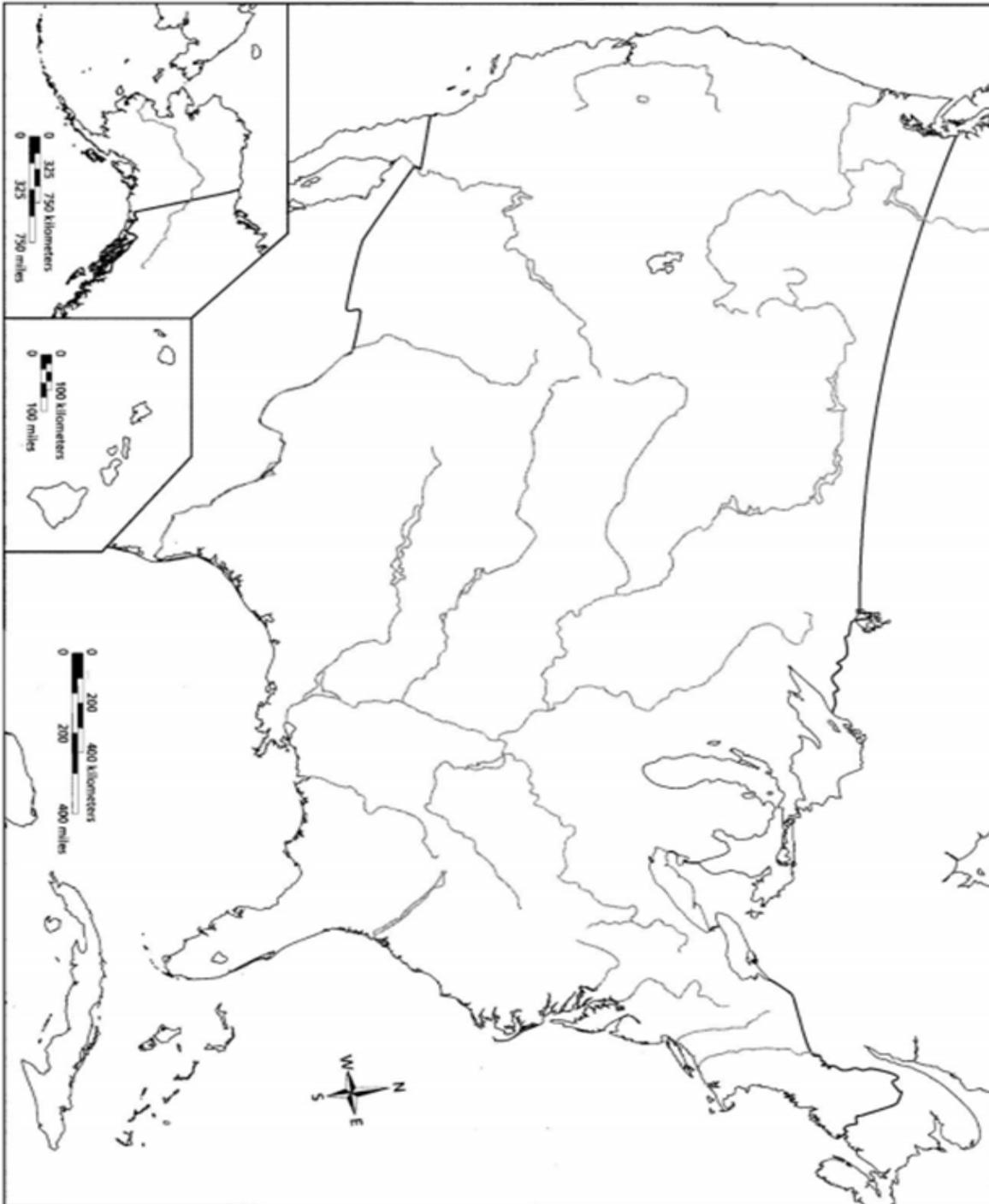
Transportation

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

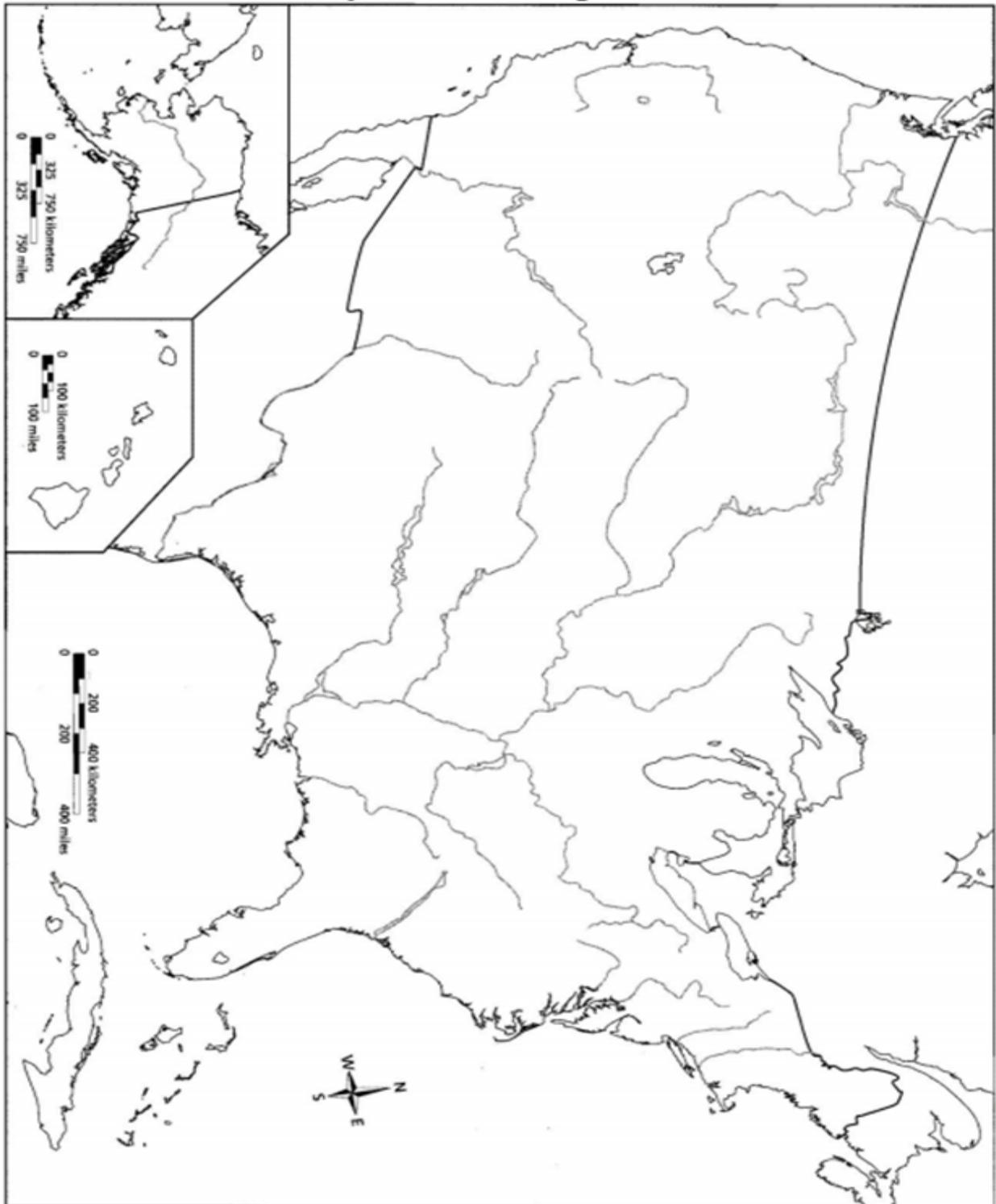


EUROPEAN COLONIAL CLAIMS MAP (SPANISH, FRENCH, ENGLISH)

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)



COLONIAL PATTERNS WORKSHEET

	SPAIN	FRANCE	ENGLAND
Motives of Colonization: What did the Crown hope to gain?			
Methods: Temporary exploitation, settlement, conquest, etc.			
Sources of Financing: Who paid the bills for securing land, supplies, labor, transportation, etc. Explain			
Treatment of/relations with Native Americans:			

JULY'S HANDOUTS

North American Indian Peoples at the Time of First European Contact (Chapter 1)
DUE: Friday, July 28

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.

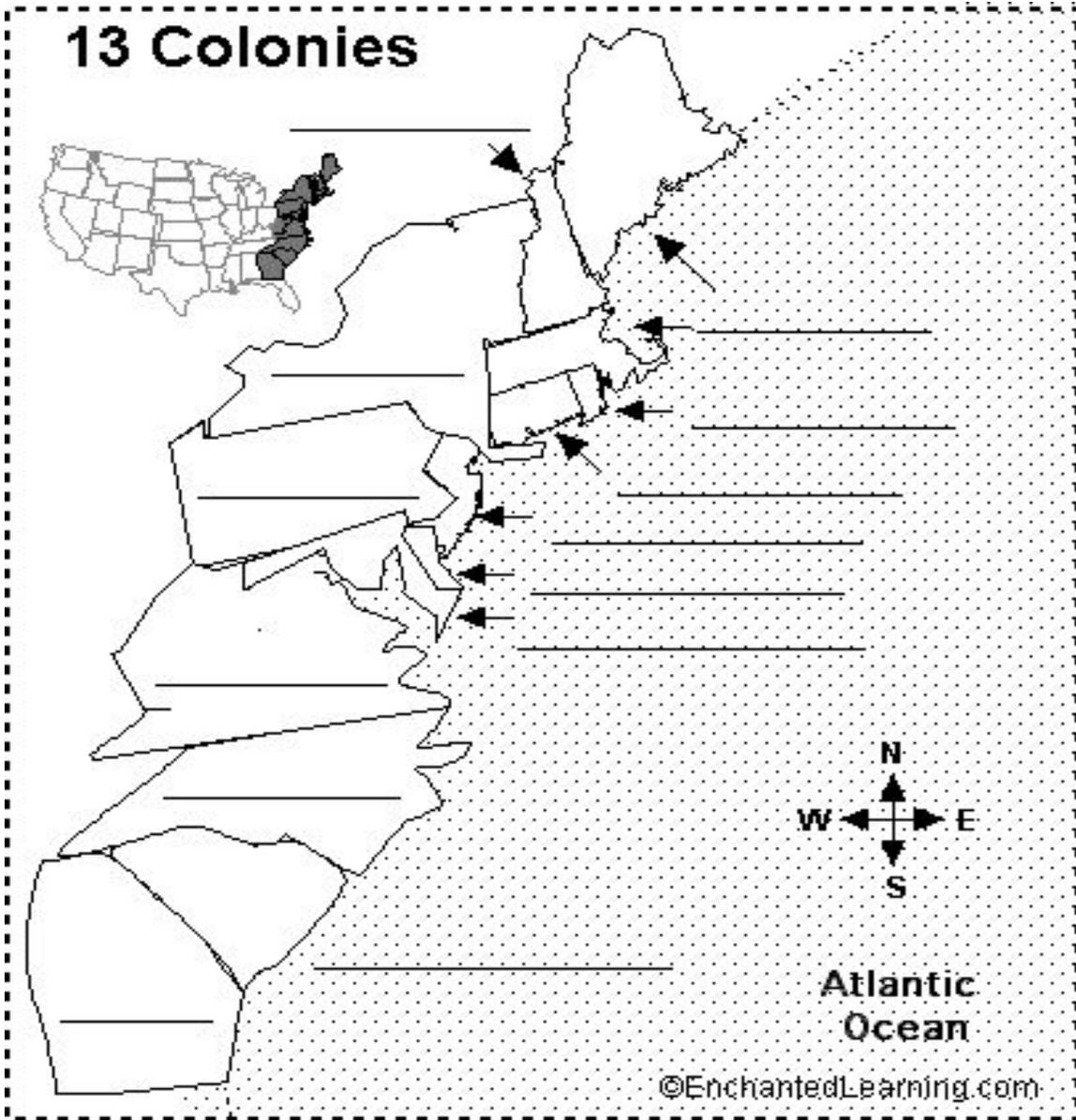
Type and turn this in via Google Classroom.

Mapping the Columbian Exchange

DUE: Friday, July 28

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. Small pox
 - 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



<p style="text-align: center;">New England Colonies (purple)</p>	<p style="text-align: center;">Middle Colonies (green)</p>	<p style="text-align: center;">Chesapeake Colonies (brown)</p>	<p style="text-align: center;">Southern Colonies (blue)</p>
<p>Maine (Mass) New Hampshire Massachusetts Rhode Island Connecticut</p>	<p>New York New Jersey Delaware Pennsylvania</p>	<p>Maryland Virginia</p>	<p>North Carolina South Carolina Georgia</p>

Comparing Settlement Patterns: New Spain, New France, and British North America

The Spanish, French, and English all established major colonial settlements in North America in the sixteenth and seventeenth centuries. In each colony, settlement revolved around some sort of trade – plantations and mining in New Spain, the fur trade in New France, and tobacco and the family farm in British North America. There were many similarities among these countries' approaches to settlement, as the following reading will show, but also significant differences.

New Spain

The Spanish were the first European country to establish large settlements in the Americas. By the 1570s, the Spanish had established roughly 200 cities and towns in the New World. They had also built many cathedrals, as well as the first universities in the Americas, in Lima, Peru and Mexico City. New Spain refers to Spanish possessions in North and Central America and the Caribbean. Most of Spain's territories in South America were part of the Viceroyalty of Peru.

At its greatest extent in 1795, New Spain included Mexico, Panama, several Caribbean islands, and most of the United States west of the Mississippi River. In these territories, the Spanish established large projects to exploit available resources. Throughout the sixteenth century they established sugar plantations in the Americas and the Caribbean and gold mines in Mexico. The Spanish considered using Amerindians as their labor force, but eventually relied on African slaves. Though Amerindians were often used in the Mexican gold mines, European diseases had decimated the Amerindian population, and the Spanish considered Amerindians too savage to be good workers.

The Spanish set up a bureaucracy to govern the large population of Aztecs and Mayans, whom they had conquered. The new government regulated everything from transatlantic commerce to the makeup of individual settlements. The Law of the Indies, which was passed in 1573, decreed that all Spanish settlements be modeled on the plan of a Spanish village. It was required that the center of the town be about five-and-a-half acres, with a church at one end and either a military or government building on the other. This central plaza was to be

surrounded by a grid of streets, along which the people lived.

Outside this grid was farmland and grazing land. Some of the land was available for common use, but officers and the nobility were given private land outside the city. Access to water for irrigation was also strictly regulated according to acreage. Amerindians also used irrigation to grow their crops (including corn, squash, and beans), and the Spanish incorporated this knowledge into their practice.

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New France

The French colonized North America later than the Spanish; the first French colony, Acadia, was founded in 1604, and Quebec was founded in 1608. In the ensuing decades, the French slowly established more colonies along the St. Lawrence River and in other areas where they traded, but in general, French settlement occurred at a slower rate than Spanish. By 1660 there were about 3000 people living in New France. While by the eighteenth century the French claimed (in modern geographical terms) most of the U.S. Midwest, Louisiana, and Canada, its colonists were never as numerous as the English and Spanish.

At first, French settlement was based upon the fur trade and, to a lesser extent, fishing. Fur hats were immensely popular in Europe in the seventeenth century, and the Baltic fur market had dried up. Trade with the Native Americans gave the French a seemingly endless supply of furs. The trading relationship between the

French and the Native Americans was an equitable one: the French needed the Native Americans to provide and cure the furs, while the Native Americans needed the French for European items like metal pots. The new land was also quite unforgiving, and different from the moderate European climate. The Native Americans were therefore very useful to the French settlers, as they taught them how to survive. In comparison with the British, who sought control over their Native American allies, the French remained on equal terms and were therefore a more attractive ally.

All French colonies were under the king's direct control, although in practice this was only nominal because of the distance involved. In practice, each French colony was under the jurisdiction of the governor-general, while the intendant was the chief administrator. The colonies operated under French law, called the Code Civil.

As in New Spain, the French colony's settlement patterns were meant to mimic conditions in the mother country. The crown leased large plots of land to local lords, or seigneurs, as well as to the Catholic Church, which played a large role in the colony. The majority of settlers rented land from these large landowners; this was called the seigneurial system. After the land was surveyed, it was parceled out to settlers in carefully measured and roughly equal linear pieces. In New France, the land was usually in the shape of a long, thin rectangle, and one side bordered the St. Lawrence River.

There were, however, some differences between life in France and life in the new colony. Class distinctions were not as sharp; there were fewer people, and everyone was to a certain extent reliant on others for survival, so rigid distinctions made little sense. It was easier, for instance, for commoners to access the legal system. Since the plots of land given out were relatively large, moreover, settlers had a good chance of becoming prosperous. Finally, the nobility never became established in New France.

New France also had a large gender imbalance – in the 1660s, the ratio of men to women was six to one. Since the first groups of colonists were overwhelmingly men, the colonists did not reproduce as quickly as the English colonists did, as we will see shortly. Some men had children with Native American women; their children, called Métis, often became outcasts from both communities. The gender imbalance was eventually corrected, at least to some extent, when Louis XIV sent boatloads of women

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to the new colony. By the 1700s, the population of New France had increased to around 15,000.

French colonies in the Caribbean were established on a much different basis than New France – like the Dutch and Spanish, the French established plantation-based colonies there for sugar and food. The most important French colony was Saint- Domingue, modern-day Haiti. Other colonies included Martinique, which is still a French territory today. As in the Dutch and Spanish colonies, French sugar plantations relied heavily on the labor of African slaves.

British North America – Virginia and New England

English colonies in British North America – what would become the United States – followed two very different settlement models. In the southern colonies in Virginia and the Carolinas, the colonies used a plantation model. The settlements of New England and the Middle Colonies – Pennsylvania, New York, New Jersey, and Delaware – in contrast, operated on a family-farm model. Both drew large numbers of colonists in their first century; by 1700, the English colonies had a combined 100,000 inhabitants.

Like the French, the English hoped that they would find gold and silver in their American colonies, as the Spanish had. The Virginia Company was founded in 1606 on this premise, but the colonists found no precious metals when they arrived. Soon the colonists began growing tobacco, which they quickly produced in enormous quantities. By 1617 the settlers were already producing 70,000 pounds of tobacco a year; on the eve of the 1776 American Revolution, production had reached 100,000,000 pounds a year.

Tobacco was very labor intensive: it took nine months of work each year to

cultivate. Plantation owners therefore relied on indentured servitude and African slave labor to do the work. To attract laborers to the new colony, the “headright” system was established. Anyone who paid the passage of a worker received 50 acres of land. Settlers who could afford to pay for their own passage received the land for themselves, but they were in the minority; 75–85 percent of migrants were sold into servitude to reimburse the costs of the voyage. In those cases, the people who paid each migrant’s passage to Virginia received the 50 acres. This created an opportunity for enterprising Englishmen to profit from the labor situation, if they could find men to send to North America. They often did so by making false promises of riches, by trickery, or even by abduction. Indentured servitude carried great risk. From 1607 to 1624, 80 percent of the colonists in Virginia died; Indian raids and the effects of the strange new ecosystem were among the many perils of life in the Americas. Nonetheless, the strong demand for tobacco in Europe kept the colony running, and the population grew quickly. In the 1650s three more colonies were established, and by 1660 there were 24,000 colonists – eight times the population of New France.

Settlement in New England differed from the Virginian model. Its focus on the family farm and, especially, on town life, resembled French and Spanish settlement patterns in many ways. The Puritans who settled in Massachusetts built their settlements around the center of the town. As in the early Spanish colonies, pastureland was located outside these clustered settlements. Each family received

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100–150 acres to farm, though families often preserved much of the land to be divided among descendants. Daily life in the colony revolved around religion and family. The numbers of men and women were more balanced than in any of the other European colonies, as settlers were more likely to be whole families. Twenty thousand settlers arrived in New England in the 1630s and 1640s, and as towns grew they began to operate as trading hubs. Boston, the first settlement in the colony, quickly thrived as a seaport, and the settlers began to move westward and establish other colonies.

As in New France, Native American populations helped the English settlers stay alive; Native Americans gave supplies to the new arrivals and taught them to survive. Unlike the French, however, the English did not treat the Native Americans well in return. Settlers in Virginia would occasionally shoot at Native Americans without provocation, and as the colonies expanded, tensions grew. In 1622, an attack by the Powhatan, who had previously controlled the land under cultivation, killed 347 colonists. English reprisals to Powhatan attacks eventually resulted in the near-elimination of the tribe by 1650. In New England, the Native Americans and colonists were almost constantly at war.

Summary

For the most part, economic opportunity was a common motive. Once the Spanish found gold and silver in the Americas, the other European powers wanted some too. On an individual level, each colony gave settlers the opportunity to have a better life.

Most settlements revolved around town and church. Only the settlers in Virginia, who lived on large plantations, were widely dispersed.

The populations in New Spain and British North America grew quickly; New France lagged well behind in population growth.

Settlers generally dealt very harshly with the Native Americans. In New Spain, those who did not die of European diseases were put to work as slaves. English colonists in both New England and Virginia fought regularly with the tribes on their borders. Only the French managed an uneasy equality based on mutual dependence in trade and survival.

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North American Indian Peoples

