

APUSH---Advanced Placement United States History Summer Reading Assignment (2021) - Faris

WELCOME to Operation Sunshine, code name for your APUSH summer reading assignment! APUSH is a year-long, two semester, course which earns you the two required credits in U.S. History - 10th grade, Early US History and 11th grade, Modern US History. Additionally, depending on your score on the AP Exam and the requirements of the college you attend, you may earn college credit for this course.

This is a **COLLEGE level course** and will require considerably more effort and initiative on your part than any history course you have ever taken. This is NOT a course for the student who does not want to be challenged!

APUSH Summer Assignment-Textbook Access :

Textbooks will be available at the front office of Bob Jones Monday-Friday between the hours of 10am-2pm.

Online textbook access for *American Pageant* 16th edition Chapters 1-3:

https://drive.google.com/file/d/189Gnk_o1mZS-U5k4sX4cq6nQ7HDqYxsa/view?usp=sharing

SUMMER ASSIGNMENT – THIS IS A TEST GRADE!!

Your summer assignment is to read and make notes for Unit I: The Colonial Era—Chapters 1-3. Our textbook is: *The American Pageant* (16th Edition). Please start on a new sheet of paper when you go from one chapter to the next. Notes should be written in black or dark blue ink (not pencil). Typed notes are acceptable for this assignment, however, during the school year they must be handwritten. Many students find that the tactile-kinesthetic activity of writing helps to imprint the material into their brains. Either is acceptable for this assignment. **Follow the format below. Failure to follow this format will be costly on your grade for this assignment. Sharing or collaborating on notes is not acceptable and will be viewed as cheating and you will receive a zero.**

You are to summarize each paragraph in one bullet as demonstrated below. If your depth of knowledge is weak and you need supporting details, then you may include details under the bullets. Do NOT, however, rewrite the book. Be sure to skip a line when you go to another topic as demonstrated below. NUMBER each subtitle, not bullet. See the rubric for more details.

CHAPTER 1: New World Beginnings (Chapter # and title on top line of first page)

-----skip a line-----

1. The Shaping of North America
 - single supercontinent broke apart 225M yrs ago (First topic in the chapter--NUMBER these!) (Composite statement that summarizes the first paragraph)
 - mountain ranges formed by shifting/folding of earth's crust---before formation of various continents— 350M yrs ago. (Composite statement that summarizes second paragraph)
 - 10M yrs ago – North America was shaped (Summarizes third paragraph) (Summarize fourth paragraph) (Summarize fifth paragraph)

-----skip a line between the topics----it helps with visualization of material-----

2. Peopling the Americas

- (Summarize the first paragraph)
- (Summarize the second paragraph)
- (Summarize the third paragraph)

-----skip a line-----

3. The Earliest Americans

- (Summarize the first paragraph)
- (Summarize the second paragraph)
- (Summarize the third paragraph)
- (Summarize the fourth paragraph)
- RINSE AND REPEAT...

Follow this procedure for the remainder of the topics in Chapter 1. Staple the Chapter 1 notes together. Now, start on a new page with the notes for Chapter 2. Follow this procedure for Chapters 3. Some chapters include a section entitled “Makers of America” (MOA), on blue pages. Include MOAs in your notes for the chapter. Put the notes on the MOA at the end of the notes for each chapter. Additionally, all Varying Viewpoints (and other inserts) are required and should be included in your notes. ***A word of caution, DO NOT be tempted to cut and paste or borrow just “a little” from the internet. It is not your friend. Any plagiarized notes will result in a zero.***

OTHER INFORMATION:

On the first day of school, you will submit your notes on Chapters 1, 2, & 3. We will discuss these chapters for several days in class. Following discussion, you will take a test on this material. It is incumbent on you to read critically, make strong notes and **ask questions** about anything that you do not understand. This is not a lecture-based course and your participation is REQUIRED. As you read, write down your questions about the material. Please maintain a notebook for this class. Contrary to the belief of some of your peers, a textbook is not a notebook.

CONTACT INFORMATION/OFFICE HOURS:

I will be available for individual/group conferences/discussions throughout the summer. Please email or call me at least 24 hours in advance to set up an appointment. Please feel free, however, to contact me via e-mail (lfaris@madisoncity.k12.al.us) should you have any questions/issues. Also, you may e-mail me the first few pages of your notes and I can give you a “thumbs up” or “thumbs down” as to how well you are following the format.

Have a Great Summer!!!

Critical Thinking/Reading Questions (OPTIONAL):

These questions require you to apply the information that you have been reading and on which you have been making notes. This requires you to **THINK** about what you’ve read and written. You will have to synthesize a response based on what you have read as well as prior knowledge on the material. **This is NOT required!** BUT it’s a good way to check to see if you have good notes. If you can answer these based on your notes and what you recall from reading...you are doing it right!

CRITICAL THINKING QUESTIONS

UNIT I: The Colonial Era---Chapters 1-3

Chapter 1

1. How did the Indian societies of South and North America differ from European societies at the time the two came into contact? In what ways did Indians retain a “world view” different from that of the Europeans?
2. What role did disease and forced labor, including slavery, play in the early settlement of America? Is the view of the Spanish and Portuguese as especially harsh conquerors and exploiters valid---or is this image just another version of the English “black legend” concerning the Spanish role in the Americas?
3. Are the differences between Latin America and North America due primarily to the differences between the respective Indian societies that existed in the two places, or to the disparity between Spanish and English culture? What would have happened if the English had conquered densely settled Mexico and Peru, and the Spanish had settled more thinly populated North America?
4. In what ways are the early (pre-1600) histories of Mexican and the present day American Southwest understood differently now that the US is being so substantially affected by Mexican and Latin American immigration and culture? To what extent should this now be regarded as part of our American history?
5. Why was the Old World able to dominate the New World? What were the strengths and weaknesses of the Old World? What were the strength and weakness of the New World?
6. MAKERS OF AMERICA (MOA) Should the Spanish conquistadors be especially blamed for the cruelties and deaths, including those by disease, inflicted on the original Indian populations of the Americas? Is it possible to make such criticisms without falling into the traditional English fallacies of the “black legend”?
7. MOA: What is the long-term significance for Latin America of the “immortality” achieved by the *conquistadors* through intermarriage with Indian women?

Chapter 2

1. What did England and the English settlers really want from colonization? National glory? Wealth? Adventure? A solution to social tensions? New sources of goods and trade? Did they get what they wanted?
2. How did Spanish success in the New World influence the English colonial efforts? How did England’s earlier experiences in Ireland influence its colonial efforts in the New

World? How did different events in England (and Europe) affect England's southern colonies in the New World?

3. Were the English colonizers crueler or more tolerant than the Spanish *conquistadors*? Why did the Spanish tend to settle and intermarry with the Indian population, whereas the English killed the Indians, drove them out, or confined them to separate territories? How did this pattern of interaction affect both white and Indian societies?
4. Was the development of African slavery in the North American colonies inevitable? Consider that it never developed in some other colonial areas, for example, Mexico and New France. How would the North American colonies have been different without slavery? What role did the Spanish *encomienda* system and British sugar colonies play in introducing slavery to the southern colonies?
5. How did the reliance on plantation agriculture affect the southern colonies? Were their societies relatively "loose" because they were primarily rural, or because they tended to rely on forced labor systems?
6. MOA: It is sometimes suggested that the Iroquois Confederacy may have provided a model for the union of states into the United States of America. What similarities and differences are there between the two confederations?
7. MOA: What role did the Iroquois play in the politics and warfare of British North America? Was the decision of most Iroquois to side with the British in the Revolutionary War the most decisive moment in their history? Why or why not?

Chapter 3

1. Did the Puritans really come to America seeking religious freedom? How did they reconcile their own religious dissent from the Church of England with their persecution of dissenters like Hutchinson and Williams? Does their outlook make them hypocrites?
2. How were government and religion, or church and state, related in New England and the middle colonies? How does the colonial view of these matters compare with more recent understandings?
3. Was an American Revolution, separating the colonies from England, inevitable after the Glorious Revolution had encouraged colonists to end the Dominion of New England, England's serious attempt at enforcing royal authority? Did England's "salutary neglect" contribute to future problems in its empire? How might have England been able to successfully enforce its rule on the colonies without causing rebellion.
4. Dutch colonization efforts in New Amsterdam most closely resembled English colonization efforts in which region: New England, the middle colonies, or the southern colonies? The Dutch had a powerful presence in the East Indies, so why were the Dutch less successful in the West Indies and North America? What is the lasting influence of the Dutch in English North America?

5. How does the founding of the New England colonies compare with the origin of the middle colonies? In what ways were New England and the middle colonies each like the South and in what ways were they different?
6. In what ways were the middle colonies more “open” and diverse than New England? In what ways were they less democratic?

OPERATION SUNSHINE SUMMER READING RUBRIC

Chapter 1: New World Beginnings (25 Points)

1. The Shaping of North America
2. The Peopling of the Americas
3. The Earliest Americans
4. Indirect Discoverers of the New World
5. Europeans Enter Africa
6. Columbus Comes Upon a New World
7. When Worlds Collide
8. The Conquest of Mexico & Peru
9. Exploration and Imperial Rivalry

Makers of America: The Spanish Conquistadores

Chapter 2: The Planting of English America (25 Points)

1. England's Imperial Stirrings
2. Elizabeth Energizes England
3. England on the Eve of Empire
4. England Plants the Jamestown Seedling
5. Cultural Clashes in the Chesapeake
6. The Indians New World
7. Virginia: Child of Tobacco
8. Maryland: Catholic Haven
9. The West Indies: Way Station to Mainland America
10. Colonizing the Carolinas
11. The Emergence of North Carolina
12. Late-Coming Georgia: the Buffer Colony
13. The Plantation Colonies

Makers of America: The Iroquois

Chapter 3: Settling the Northern Colonies (25 Points)

1. The Protestant Reformation Produces Puritanism
2. The Pilgrims End their Pilgrimage at Plymouth
3. The Bay Colony Bible Commonwealth
4. Building the Bay Colony
5. Trouble in the Bible Commonwealth
6. The Rhode Island Sewer
7. New England Spreads Out
8. Puritans verses Indians
9. Seeds of Colonial Unity and Independence
10. Andros Promotes the First American Revolution
11. Old Netherlands at New Netherlands
12. Friction with English and Swedish Neighbors
13. Dutch Residues in New York
14. Penn's Holy Experiment in Pennsylvania
15. Quaker Pennsylvania and Its Neighbors
16. The Middle Way in the Middle Colonies

Varying Viewpoints: Europeanizing of America or Americanizing of Europe?