

APUSH---Advanced Placement United States History

WELCOME to **APUSH**: a yearlong, 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! You are expected to read and take notes independently, outside of class. You are expected to participate in class discussions. You must read, think, and write critically to be successful in this class. You must learn to APPLY historical facts, not merely regurgitate facts.

Join the google classroom for important info over the summer: Code- e7qywvn or

<https://classroom.google.com/c/MzM2MDg0OTM3Njc4?cjc=e7qywvn>

APUSH Summer Assignment-textbook access

Students can pick up a textbook at the JCHS front office.

Online textbook access for American Pageant 16th edition-
<http://websites.nylearns.org/slocicero/2014/9/2/389661/page.aspx>

SUMMER ASSIGNMENT

Initially, your summer assignment is to read and make notes for Unit I: The Colonial Era—Chapters 1-3. Please start on a new sheet of paper when you go from one chapter to the next. Do NOT write on the back of your notes and write in black or dark blue ink. **All outlines must be done by hand**---no typed copies will be accepted without special permission from Mrs. O'Donnell. ***Follow the format on the next page*** so that I can easily and quickly check your chapters when you submit it on day 1 of the school year. **Failure to follow my format will be costly on your grade for this summer assignment. See next page for sample. *****

REMEMBER: On day 1 of the school term, you will submit to me your notes on Chapters 1, 2, 3. We will discuss these chapters for about 3 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.

OFFICE HOURS: Please feel free to contact me via email (podonnell@madisoncity.k12.al.us) should you have any questions/issues. You should feel free to email 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. I will be traveling this summer so I may not get back to you right away.

Directions for Note Taking: You are to summarize each paragraph in one bullet as demonstrated below. **Your statement should be a cause and effect statement.** Do NOT rewrite the book, copy the books sentences or copy anyone else's sentences. Do not cut and paste together two sentences from the book. These statements must be yours. Be sure to skip a line when you go to the next paragraph as demonstrated/stated below. Try to include a cause and effect in each statement.

***SAMPLE

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

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

1. The Shaping of North America (*first topic heading in the chapter*)
 - a. Due to shifting the single supercontinent broke apart 225M yrs ago (***composite statement that summarizes the first paragraph- including cause and effect***)
 - b. Mountain ranges formed by shifting/folding of earth's crust before formation of various continents about 350M yrs ago. (***composite statement that summarizes second paragraph including cause and effect***)
 - c. About 10 million years ago North America was shaped including its unique geographic features
 - d. 2 million years ago a huge ice sheet covered parts of the earth moving down from the polar regions
 - e. As ice retreated it left permanent geographic features such as Great Lakes, St. Lawrence River

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

2. Peopling the Americas
 - a. (*summarize the first paragraph*)
 - b. (*summarize the second paragraph*)
 - c. (*summarize the third paragraph*)

-----skip a line----- Continue on.

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 Chapter 3. Some chapters include a section entitled "Makers of America", MOA, on blue pages. **Include MOAs in your notes for the chapter. Please put MOAs where they appear in the chapter notes.** If they appear after the first 6 sections then that is where they go in your outline. Sometimes they appear in the middle of a section, finish the previous section before you start the MOA. All sections get a number including the MOAs.

Critical Thinking/Reading Questions ----Part of the summer assignment too. ☺ ☺ ☺

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. You are encouraged to write formal answers to each of the questions; however, **this is not required.** These questions are also posted on my website on the James Clemens page under Summer Assignment.

CRITICAL THINKING QUESTIONS UNIT I: The Colonial Era---Chapters 1-6

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 “worldview” 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. 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”?
5. MOA: What is the long-term significance for Latin America of the “immortality” achieved by the *conquistadors* through intermarriage with Indian women?

Chapter 2

6. 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?
7. 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 either killed the Indians, drove them out, or confined them to separate territories? How did this pattern of interaction affect both white and Indian societies?
8. 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?
9. 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?
10. 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?
11. 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

12. 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?

13. 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?
14. 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?
15. In what ways were the middle colonies more “open” and diverse than New England? In what ways were they less democratic?

I HAVE INCLUDED THE QUESTIONS FOR CHAPTERS 4-6. THESE ARE NOT PART OF THE SUMMER ASSIGNMENT BUT YOU MAY WANT TO GET AHEAD.

Chapter 4

16. Why was family life in New England so different from family life in the South?
17. Why did slavery grow to be such an important institution in colonial America? What were the effects of slavery on the Africans who were brought to the New World?
18. What was attractive and unattractive about the closely knit New England way of life?
19. Were the Salem witch trials a peculiar, aberrant moment in an age of superstition, or did they reflect common human psychological and social anxieties that could appear in any age? How harshly should those who prosecuted the “witches” be condemned?

Chapter 5

20. How did African-Americans work to adapt their native traditions under the conditions of New World slavery? What kinds of traditions were most successfully preserved?
21. What enabled African-Americans in the Chesapeake region to develop societies where, unusual for the history of slavery, the population reproduced and grew through natural increase? What does this suggest about the nature of families under slavery? How might these circumstances have affected the relationship between slaves and slaveholders?
22. How democratic was colonial American society? Why was it apparently becoming less equal?
23. How were the various occupations and activities of colonial America related to the nature of the economy? Why were occupations like lawyer, printer, and artisan taking on greater importance?
24. What were the causes and effects of the Great Awakening? How did such an intense religious revival affect those who experienced “conversion” as well as those who did not? How did the Awakening help to create a sense of shared American identity?
25. In what ways was colonial life attractive, and in what ways would it seem tedious and dull to the average twenty-first-century American? How were the educational, cultural, and leisured sides of colonial life affected by the basic nature of the economy?
26. What characteristics did the Scots-Irish develop from their history before arriving in America? How did their American experience relate to that earlier history?
27. Why were the Scots-Irish likely to be especially fervent patriots in the American Revolution? What issues might separate them from other American revolutionists, like the New Englanders or the Virginia planters?

Chapter 6

28. How did the French defeat/English victory in the French and Indian War create conditions for a growing conflict between Britain and her American colonies?
29. Why was the French empire ultimately so much less successful than either the Spanish or the British empires?
30. If France instead of Britain had won the “duel for North America,” would the thirteen colonies ever have

become independent of Britain, or would they have been forced to stay within the empire for protection against France? Would Detroit, St. Louis and New Orleans now be cities in “Canada” rather than in the United States?

31. How did the treatment of Americans by British officers and military during the war contribute to simmering resentment against the “mother country”? Do the attitudes and behavior of the colonists during the war suggest that Americans felt less real patriotic loyalty to Britain and that the ties had become largely practical ones?
32. Should the French and Indian War be considered one of the major causes of the American Revolution? Why or why not?

----If you cannot find the answer in the textbook then look it up in another source.--- Be a problem solver.