



**Summer Assignment AP US History 2019-2020**  
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**\*\*\*If you did not receive the APUSH Summer Work announcement from your World History Teacher, please email me! I will add you to the Canvas Course! These are also posted on the JPT website (<https://www.browardschools.com/Page/423>)**

Welcome to AP US History (also known as APUSH)! This is a challenging, college-level course encompassing American History from 1491 to the present. Be prepared to work hard, beginning this summer. To be successful in the course and prepared for the AP Exam in the spring, it is necessary to complete the summer work.

**To access the Summer Work:** go to your Single Sign On and log into **Canvas**. Look for AP US History Summer Work on your dashboard or for a message that asks if you want to be added to AP US Summer Work. You will find everything you need to complete the Summer Assignments here on Canvas. There are several (5 total) assignments to complete before school begin, so please do not procrastinate! The work is designed to help you begin the year prepared and ready to dive in to the fascinating world of American history!

The assignments consist of accessing a few videos on the internet and using graphic organizers to take notes. You will read and analyze a few documents, and answer Big Picture questions about what you read and watch. Finally, you will complete a Study Guide, which is modeled after the homework that you will complete for each Chapter we study. This is give you an idea of what the homework will entail for APUSH; however, there may be 1, 2, or 3 other assignments each week, as well.

The first Unit focuses on the Native populations and culture before the arrival of Europeans to the Americas, and on European exploration, settlement, and conquest of the New World.

Please email me if you have any questions or concerns [virginia.rady@browardschools.com](mailto:virginia.rady@browardschools.com).

Suggested purchase: Amsco **United States History Preparing for the AP Examination 2015 or later Edition**; If you like to highlight and mark-up the text, you should buy this book. Homework assignments are correlated to Amsco chapters Used copies are available on Amazon for as little as \$3. Make sure it's the 2015 or later edition. Earlier editions have outdated test information.

It is not necessary to have a new copy, but if you prefer a new book, you can order a new copy from Amsco/Perfection Learning; it is 18.95 + shipping; search this name online. There are 2016, 2017, & 2018 editions, and I'm guessing they will publish yet another issue soon, BUT a used 2015 Edition will work just as well.

**\*\*Most of the assignments are courtesy of APUSH teacher Mr. Tom Richey. You can access his website (<http://www.tomrichey.net/apush-summer-assignments.html>) for the videos instead of typing in the web addresses or you can access the AP US History Summer Assignment on the JPT website OR Canvas\*\*\* **DO NOT USE HIS HANDOUTS!** Use the ones I posted!**

**ALL ASSIGNMENTS MUST BE HAND WRITTEN, NOT TYPED!**

**Assignment #1: Native American Cultures lecture and Chart and Map #1**- watch the lecture at [https://www.youtube.com/watch?v=zG\\_Q50JDeLo](https://www.youtube.com/watch?v=zG_Q50JDeLo) and take notes using the Native American Cultures Chart. You can print it from Canvas OR simply create one on your own notebook paper. You also need to complete the map assignment; follow the directions. Also read Chapter 1 in Amsco and supplement your notes on the Graphic Organizer with that information.

## Native American Cultures Chart and Map #1

Name \_\_\_\_\_ per \_\_\_\_\_

**Directions:** fill in the graphic organizer while listening to the lecture ([https://www.youtube.com/watch?v=zG\\_Q50JDeLo](https://www.youtube.com/watch?v=zG_Q50JDeLo) ). Add additional details after reading you Amsco Chapter 1.

Regions and Cultural Groups	Characteristics/Pertinent details
Arctic  Tribal groups:	
Plains Indians  Tribal groups:	
Northeast/Great Lakes  Tribal groups:	
Southwest  Tribal groups:	
Southeast  Tribal groups:	

Make sure your map is Neat and Colorful! Follow ALL directions below.

## Native American Cultures Chart and Map #1

Name/Period \_\_\_\_\_ Due Date \_\_\_\_\_

### American Indian Tribes

**Directions:** Complete these tasks using the video lecture and other reliable sources:

1. **Label and use colors to *lightly shade* the following areas of cultural influence-** Arctic, Subarctic, Great Plains, Southwest, Southeast, Northeast
2. **Label the domains of the following Native American tribes-** Algonquin, Aztec, Cherokee, Creek, Eskimo, Hopi, Inuit, Iroquois, Pueblo, Sioux, Wichita
3. **Label the map based on whether food was primarily procured by: (H)unting, (A)griculture, or (F)ishing in each region by marking the appropriate letter on the map.**



Map Credit: [d-maps.com](http://d-maps.com)

**Assignment #2: Columbian Exchange and the Atlantic Trade reading and Chart #2-**

this assignment will help you understand the permanent system of contact and trade between the Old World (Europe) and the New World (the Americas) that was established by Columbus' voyages, or the Columbian Exchange. You need to read about this system and complete the corresponding chart. You may use any online source, but this Wikipedia article is a good source of information about "the widespread transfer of animals, plants, culture, human populations, technology, and ideas between the American and Afro-Eurasian hemispheres in the 15<sup>th</sup> and 16<sup>th</sup> centuries," according to the article. \*If you use other sources, please write them at the bottom of the chart.

Print the chart or create an identical one on notebook paper.



You may also find it helpful to watch these videos to further your understanding of these topics: [https://www.youtube.com/watch?v=3NXC4Q\\_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg) and <https://www.youtube.com/watch?v=nO2vAY0NYpk>

# The Columbian Exchange Chart #2

Name \_\_\_\_\_/per \_\_\_\_

In the years following Columbus' voyages to the Americas, the world witnessed an unprecedented permanent exchange of people, products, and ideas known as the **Columbian Exchange**.

**Directions:** use the [Wikipedia article](https://en.wikipedia.org/wiki/Columbian_Exchange) (https://en.wikipedia.org/wiki/Columbian\_Exchange ) on the Columbian Exchange and any other online resources you find helpful in order to note significant exchanges of animals, plants, populations, technology, culture, and ideas that took place during the 15<sup>th</sup> and 16<sup>th</sup> centuries. Your general goal should be to come up with at least three (3) entries for each box, but you will realize when this will not be possible. It is best to leave this to your judgment in order to encourage thorough research on your part.

	New World to Old World 	 Old World to New World
Animals		
Plants		
Populations		
Technology		
Culture/Ideas		
Diseases		

List other sources used- website and url:

**Assignment #3: European Colonizers/Colonial Encounters and Graphic Organizer #3-**

this assignment is essential to your understanding of key characteristics of Spanish, Dutch, French, and British colonizers so that you are able to compare the differing goals of each of these colonial powers. Use Graphic Organizer #3 (print or create one) to take notes as you watch each video lecture and read Ch. 1 of Amsco. The videos are found here:

New Spain- <https://www.youtube.com/watch?v=IhWMMEKNxdQ>

New France- <https://www.youtube.com/watch?v=UqUSY59Kilk>

New Netherland-

<https://www.youtube.com/watch?v=rH1uGY16WJM>

Comparison video- <https://www.youtube.com/watch?v=EdV98rKV5gM>

**Complete the British column using the Comparison video and reading in Amsco or other sources.**

After completing the chart, respond to the questions that follow.

# European Colonizers: Compare/Contrast Graphic Organizer #3

Name \_\_\_\_\_ per \_\_\_\_\_

**Directions:** fill in the graphic organizer while watching and listening to each lecture and after reading Ch. 1 of Amsco

Colonial Power Characteristics	Spanish	French	Dutch	British
Region(s) colonized				
Religion				
Interested Parties	1.     2.	1.     2.	1.     2.	1.     2.
Economic Pursuit(s)				
Settlements				

Population/ Number of Colonists				
<b>Relations with Natives-</b> <i>describe these</i> <b>***This is VERY significant! DO NOT WRITE "Follow me, lead me..."</b> <b>Use EXAMPLES; describe the relations!</b>	(Ex: encomienda-system of forced labor...)			
<b>Evangelism?</b> <b>Yes (give examples)</b> <b>Or No</b>				

**Note:** Evangelism refers to the spreading of Christian beliefs, typically with the intention of converting others



**Big Ideas:** Now you will bring together what you have seen and read about the European colonial powers to show what you have learned. Do your best to respond to the following; use full and complete sentences with proper spelling, grammar, and punctuation. Remember: you are out to impress your new teacher; do your best AND make sure this is YOUR ORIGINAL WORK, not something posted on the internet or written by your friend or associate. Plagiarism is VERY SERIOUS and will result in a failing grade on the Summer Assignments. FYI: plagiarism is defined as “deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.”

Here is a sample question and an exemplar.

**Question A: Compare the populations of the four colonizing powers in the Americas.**

**Response:** The populations of the Spanish, French, Dutch, and British colonies were varied. Both the Spanish and French had low populations in their colonies, where the British colonies were highly populated. Dutch colonies attracted many more settlers than the Spanish and French; however, the British colonists outnumbered the three. The differences in the number of settlers stems from the reasons for colonization. The British came to the New World to stay and begin new lives, often as families whereas the main goal of both the Spanish and the French was to amass fortune and exert power. These colonists were typically single men. The Dutch had economic goals, as well, but opened New Amsterdam for settlement to other Europeans and therefore had the most heterogeneous population.

Question 1: Compare the reasons for settling by the Spanish, French, and British (Compare means to describe the similarities and the differences). Your answer should consist of multiple sentences and include specific evidence.

Question 2: Describe the differences in the relations between the Natives and the Spanish and the English, and explain the reason for these differ

**Assignment #4: Document Analysis**- Read these documents which focus on Colonial powers and their relationship to American Indians. There are three (3) documents that you need to read and complete the accompanying assignment: New Spain, New France, and New Netherland. You DO NOT need to read the New England assignment that is included on tomrichey.net!

New Spain:

[https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush\\_primary\\_source\\_-\\_bartoleme\\_de\\_las\\_casas.pdf](https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush_primary_source_-_bartoleme_de_las_casas.pdf)

New France:

[https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush\\_primary\\_source\\_-\\_le\\_jeune\\_jesuit\\_relations.pdf](https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush_primary_source_-_le_jeune_jesuit_relations.pdf)

New Netherland:

[https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush\\_secondary\\_source\\_-\\_dennis\\_cultivating\\_a\\_landscape.pdf](https://www.tomrichey.net/uploads/3/2/1/0/32100773/apush_secondary_source_-_dennis_cultivating_a_landscape.pdf)

**You DO NOT have to print the documents or the questions/assignments. You can print out the Document Analysis Responses page to record your responses or use notebook paper to write (NOT TYPE) your responses using full and complete sentences. Please label each set of responses with the title of the document and the author's name.**

\* Be an ACTIVE READER; stop reading periodically to think about what you just read; what were the main ideas? How can this help me learn about the topic? If it's helpful, take notes while you read.

\*\*\*When reading Primary Sources (Le June and de las Casas), pay attention to and try to identify each author's point of view (POV) and their purpose in writing. When reading Secondary Sources (Dennis), try to summarize the author's thesis. These are skills that you will be required to show in APUSH and on the AP Exam.

## Document Analysis Responses Assignment #4

Name/Period \_\_\_\_\_ Due Date \_\_\_\_\_

### Document 1: Primary Source New Spain

From *A Brief Account of the Devastation of the Indies* (1542)- Bartolomé de las Casas

1. How does Las Casas describe Native Americans and how does he contrast them with the Spanish colonists?

<u>Native Americans</u>	<u>Spanish Colonists</u>

2. To what extent should Las Casas be considered a trustworthy, or credible, source concerning the accuracy of the Spanish treatment of the Indians? (take into account de las Casas **POV**, or point of view, when evaluating his credibility)

<u>Credible</u>	<u>Not Credible</u>

### Document 2: Primary Source New France

From *The Jesuit Relations* (1634)- Father Paul Le June

1. How does Le June characterize the natives throughout the passage?

2. What is the Le June's purpose in writing this account?

### Document 3: Secondary Source New Netherland

From *Cultivating a Landscape of Peace* (1995)- Matthew Dennis

1. How did the Dutch and the Iroquois differ in their views of their trading relationship? What factors contributed to these differences?

2. What was the purpose of a "condolence ceremony" and why did the Dutch participate in these ceremonies?

3. "Yet, strangely, the Iroquois-Dutch relationship worked." Why does Dennis come to this conclusion in spite of the numerous difficulties in the relationship?

**Assignment #5: Chapter 2 Study Guide:** Read Chapter 2 in your Amsco book (or access the Amsco pages on Canvas or the internet). As you read, complete each question on the Study Guide. You should be thorough and respond to what the questions ask; for instance, *describe* and *explain* are different than simply *identifying* or *listing* (Explain means to make an idea, situation, or problem clear by describing it in detail including relevant facts or ideas). Remember this is a college-level class and you are expected to submit quality work completed thoroughly and thoughtfully.

**Chapter 2 Study Guide** *Amsco Chapter 2 The Thirteen Colonies and the British Empire 1607-1754*

Name/per \_\_\_\_\_

DueDate \_\_\_\_\_



**Read the assigned chapter in Amsco and thoroughly complete the assignment.**

**\*\*\* You are expected to know the meaning of all BOLDED terms\*\*\*** *Take additional notes if you feel that it is necessary*

1. The English crown granted various types of **charters**; Describe the DIFFERENCE between them.

2. How did each of the following motivated the **English** to populate/colonize the America's in the early 1600s?

a. **Spanish Armada:**

b. **Increased opportunity:**

c. **Joint-Stock Company:**

3. Compare the early English settlements of Jamestown, Plymouth, and Massachusetts Bay in the following contexts. If Amsco does not discuss the topic, it was not an issue for the settlers. Make a logical statement about this where appropriate. (Ex: few environmental concerns)

	<b>Jamestown</b>	<b>Plymouth</b>	<b>Massachusetts Bay</b>
a. Motives for Settlement			
b. Charter Status			
c. Adapting to Environment			
d. Political Institutions			

4. Describe the purpose of the Maryland **Act of Toleration** *and* explain how it did NOT live up to its name.

5. Explain why the **Southern colonies (Chesapeake region)** needed more labor than the **Northern colonies (New England)**. *This requires you to discuss both of these regions!*

6. Describe each of the following **labor systems** –

a. **Indentured Servants:**

b. **The Headright System:**

c. **Slavery:**

7. Describe **the circumstances behind**, the **immediate impact of**, and **the long term effects** of **Bacon's Rebellion**.

8. How each of the following individuals or events contribute to the development of New England; include **all significant details** about each-

a. **Roger Williams:**

b. **Anne Hutchinson:**

c. **Thomas Hooker:**

d. **Halfway Covenant:**

e. **New England Confederation:**

f. **King Philip's War:**

9. Explain how the *English Restoration* led to the development of the following English colonies **and describe each of them-**

a. **The Carolinas:**

b. **New York:**

c. New Jersey:

d. Pennsylvania:

- i. Describe difference between the Quakers in Pennsylvania and the Puritans in New England:

e. Georgia:

10. Define **mercantilism** (You may want to consult an APUSH source on the internet for a detailed description).

11. Explain how the **Acts of Trade and Navigation** signaled the move of England toward mercantilist policies. (You need to know what these ^are!)

12. Explain how the **trade and navigation acts** affected the colonies.

13. Explain why **slavery** was increasingly important in the *Southern colonies*.

14. Describe the **triangular trade**; also **draw a visual** that represents your description.

Use Amsco Chapters 2-3, the textbook. English Settlement video, and any other sources you choose

### Settling the British Colonies in North America

<b>Characteristics →</b>	<b>Political</b> Include <i>self-government-</i> <i>Amsco Ch 3</i>	<b>Economic</b>	<b>Social/ Religious</b> Include religious toleration- <i>Amsco Ch 3</i>
<b>New England</b> List all colonies; focus on MA and one other			
<b>Middle</b> List all colonies; focus on PA and one other			
<b>Southern</b> List all colonies; focus on VA and one other  <b>*Which colonies were                      in the Chesapeake?</b>			



**\*\*\*If you need ANY assistance or have any questions, please email me at [virginia.rady@browardschools.com](mailto:virginia.rady@browardschools.com). I will do my best to help, but you MUST do the work yourself. Do not copy from anyone, share your work with anyone, or turn in work that is identical to anyone else's work! Cheating is a serious offense and will not be tolerated!**

**\*\*\*The Summer Assignments should only take you several hours to complete. The video lectures are @10-15 minutes each and the Documents range from 2-4 pages.**

**ALL of the assignments are due shortly after the school year begins. There are no excuses for late work, as you have many weeks in the summer to complete the work. Please take it seriously as it will make our lives easier when school begins. DO NOT WAIT UNTIL THE 1<sup>ST</sup> DAY OF SCHOOL TO TELL ME THAT YOU HAD PROBLEMS OR ISSUES WITH THE ASSIGNMENTS. Also, if you have friends taking APUSH, make sure they know about these assignments. Do not tell me that you did not know there was summer work. Be prepared for an assessment during the 2<sup>nd</sup> week of school**