Introduction
Advanced Placement U.S. History is a rigorous, college-level introductory course which examines the nations’ political, diplomatic, intellectual, cultural, social, and economic history from 1491 to present. To be successful in this course, students will need to build **extensive background knowledge** in U.S. history and well-developed **historical analysis skills**. Due to the nature of this course, much of the burden of learning content will be placed on the student—it is imperative to your success that we spend the majority of class time focusing on the development of AP Skills. As a result, being a student in APUSH will require a great deal of outside work coupled with effective time-management skills.

Basic Overview of the APUSH Course

**APUSH is divided into nine time periods—you will be learning the content for Period 1 over the summer.**

<table>
<thead>
<tr>
<th>Period</th>
<th>Timespan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-1491-1607</td>
<td>Pre-Columbian Era and Age of Exploration</td>
</tr>
<tr>
<td>2</td>
<td>1607-1754</td>
<td>Colonialism</td>
</tr>
<tr>
<td>3</td>
<td>1754-1800</td>
<td>American Revolution</td>
</tr>
<tr>
<td>4</td>
<td>1800-1848</td>
<td>Early Republic</td>
</tr>
<tr>
<td>5</td>
<td>1848-1877</td>
<td>Civil War and Reconstruction</td>
</tr>
<tr>
<td>6</td>
<td>1865-1898</td>
<td>Industrialization, Urbanization, Immigration, Westward Expansion, &amp; Gilded Age</td>
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<tr>
<td>7</td>
<td>1898-1945</td>
<td>Progressivism, Imperialism, WWI, Twenties, Great Depression, New Deal, &amp; WWII</td>
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<tr>
<td>8</td>
<td>1945-1980</td>
<td>Postwar World: Cold War, Fifties, Sixties, and Seventies</td>
</tr>
<tr>
<td>9</td>
<td>1980-Present</td>
<td>Reagan Era, Nineties, and 2000s</td>
</tr>
</tbody>
</table>

**APUSH also emphasizes the following themes:**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Concept Questions</th>
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<tbody>
<tr>
<td>American and National Identity</td>
<td>How and why definitions of American/national identity and values developed. Includes: citizenship, constitutionalism, foreign policy, assimilation, and exceptionalism.</td>
</tr>
<tr>
<td>Politics &amp; Power</td>
<td>How different social/political groups have influenced society and government in the U.S. AND how political beliefs and institutions have changed over time.</td>
</tr>
<tr>
<td>Work, Exchange, &amp; Technology</td>
<td>The factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.</td>
</tr>
<tr>
<td>Culture &amp; Society</td>
<td>The roles that ideas, beliefs, social mores, and creative expression have played in shaping the U.S., as well as how various identities and values have been preserved or changed in different contexts of U.S. history.</td>
</tr>
<tr>
<td>Migration &amp; Settlement</td>
<td>Why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.</td>
</tr>
<tr>
<td>Geography &amp; Environment</td>
<td>The role of geography and both the natural and human-made environment on social and political developments in what would become the U.S.</td>
</tr>
<tr>
<td>America in the World</td>
<td>The interactions between nations that affected North American history in the colonial period, and on the influence of the U.S. on world affairs.</td>
</tr>
</tbody>
</table>
Required Textbooks:

   **The American Pageant is available to check out in the GHS Library**

   **There is limited availability of A People’s History in the GHS library**

   We will receive access to these textbooks over summer. The plan is to check out these new textbooks when we return in fall. If access is available over summer, I will send out instructions via Remind.

Highly Suggested Study Aid:

   **AMSCO Study Aid ONLY sold at:**

APUSH Summer Assignment Overview

The Summer Assignment is due at the beginning of class during the FIRST BLOCK period of the 2018-2019 school year. Some will be handed in as a hardcopy; others will be turned in through Schoology. You will be tested on this information during the second week of school.

NO LATE or INCOMPLETE ASSIGNMENTS WILL BE ACCEPTED.

**You MUST check out the required texts from the bookroom before Summer Break**

**Activate your Schoology account if you have not used it this past school year**

Note: The Study Guide does not align with a specific chapter, as the American Pageant does not specifically follow the new Curriculum Framework for APUSH. READ your textbook and (if applicable) the AMSCO Study Aid. Do NOT just google the answers. Any instance of plagiarism will result in an automatic ZERO on the assignment and disciplinary action may be taken.

Directions: Download and print the APUSH Summer Assignment 2018-2019 from Mrs. Jackson’s website under the Study Guides Tab—jacksonapush.weebly.com. This information will also be attached to the Summer Assignment that is uploaded to the GHS website.

APUSH Remind: text @ghsapush18 to 81010

SIGN UP NOW for updates/announcements from Mrs. Jackson!
AP United States History
Summer Assignment 2018
Mrs. Danielle Jackson
Email: Jackson.da@mcs4kids.com
Class Site: Jacksonapush.weebly.com

FULL ASSIGNMENT IS ACCESSIBLE THROUGH CLASS WEBSITE (Study Guide Tab)

Directions/Assignments:

ALL Summer Work will be DUE on the FIRST BLOCK DAY of the 2018-2019 school year. You will be tested on this information during the second week of school.

All work submitted MUST BE YOUR OWN. If any answers are identical or even too similar in wording to another student or another source, you will receive a ZERO for the assignment and disciplinary action may be taken. It is NOT ok to copy work and change a few words here and there.

1. Organize a three-ring binder (1.5” minimum) with the following divided sections:
   1. Reference Materials
   2. Class Notes
   3. Time Period Graphic Organizers
   4. Book Analysis
   5. Graded Work

2. Read chapters 1-2 in The American Pageant. Cornell Notes recommended (not required). (see the attached example)
   (Not all of Chapter 2 is included in Time Period 1—it’s ok to get a jump start on the reading here for the beginning of the semester).

3. Print and complete the attached Native American Civilization Graphic Organizer. (Your textbook and the website listed below will be helpful.)

4. Print and complete the attached Map Activity. This site will be very helpful:
   https://www.learner.org/interactives/historymap/indians.html

5. Answer the Study Guide Questions for Time Period 1. This assignment MUST be typed, single-spaced, and 12-point font. Your completed assignment will be turned in on Schoology and run through Turnitin. **You will not be able to turn in this assignment until the first day of the new school year, when Schoology is updated with new class information**

6. Read Chapter 1: Columbus, the Indians, and Human Progress in A People’s History of the United States. Note: this work most definitely has a strong Point of View about American History, keep in mind that it is intended to persuade. Read with a critical eye. Follow the attached Summary Guide. Your completed assignment will be turned in on Schoology and run through Turnitin.
## Important Points:

<table>
<thead>
<tr>
<th>The Shaping of North America</th>
<th>Notes &amp; Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>225 million years ago, a super continent (Pangaea)</td>
</tr>
<tr>
<td></td>
<td>Pangaea—evidence of identical fish in lakes on different continents; broke apart 250 million years ago.</td>
</tr>
<tr>
<td></td>
<td>350 million—Appalachian mountains are formed and others (Rockies, Sierra Nevada, Cascades) come later</td>
</tr>
<tr>
<td></td>
<td>225 million—Pangaea breaks apart</td>
</tr>
<tr>
<td></td>
<td>10 million—N.A. shaped by nature (Canadian shield)</td>
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<tr>
<td></td>
<td>2 million—Great Ice Age</td>
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<tr>
<td></td>
<td>10,000—Ice retreats leaving Great Lakes, Great Salt Lake, MS river, etc.</td>
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</tbody>
</table>

## Peopling the Americas

### Vocabulary

<table>
<thead>
<tr>
<th>Encomienda</th>
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<tbody>
<tr>
<td>Conquistadors</td>
</tr>
<tr>
<td>Capitalism</td>
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<tr>
<td>commerce</td>
</tr>
</tbody>
</table>

### Summary of Topic:

Summary of Chapter is written here.
# Native American Civilization Graphic Organizer

Complete the following chart as you read about the civilizations; use bullet points rather than complete sentences.

<table>
<thead>
<tr>
<th>Civilization</th>
<th>Economy</th>
<th>Society</th>
<th>Culture/Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pueblo of the Southwest</td>
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<tr>
<td>Tribes of the Mississippi Valley</td>
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<td></td>
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<tr>
<td>Tribes of the Pacific Coast</td>
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<td></td>
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<tr>
<td>Iroquois and the Tribes of the Atlantic Coast (Algonquian)</td>
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<td></td>
<td></td>
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<tr>
<td>Sioux (Great Plains)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Aztec</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Maya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inca</td>
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<td></td>
<td></td>
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</tbody>
</table>
Pre-Columbian Era & Early Colonial Exploration/Settlement Map

Directions: Please label/shade each of the following locations according to their directions using colored pencils.

Label each of the following places in **black** ink.

North America  Pacific Northwest  Great Plains
South America  Northeast  
Hispaniola  South  
Cuba  Southwest

Color code or pattern the following colonial regions and mark the key.

New Spain and Florida  New France (French Territory)  British Territory

Label the location of each of the following Native American settlements in **red**.

Cahokia  Iroquois Confederacy  Sioux
Anasazi  Algonquian Tribes  Maya
Pueblo  Aztec  Navajo
Chinook  Powhatan

Label the following cities/locations using numbers or symbols and mark the key.

Santa Fe  Roanoke  San Antonio
Tenochtitlan  St. Augustine  San Diego
Quebec  New Orleans  Jamestown

Draw and label the following **physical features in green** and **bodies of water in blue**. (Do NOT color features with an *)

Appalachian Mountains  Ohio River  Lake Huron
Rocky Mountains  Río Grande River  Lake Erie
Hudson Bay*  Colorado River  Lake Ontario
St. Lawrence River  Lake Superior  Pacific Ocean*
Mississippi River  Lake Michigan  Caribbean Sea*
Atlantic Ocean*  Gulf of Mexico*
Time Period 1 Study Guide Questions

Write a paragraph response (4-5 sentences at least) for each of the study questions, including significant, specific historical fact to prove your answer

1. How did the environment shape Native American culture and civilization? (Provide at least 2 separate examples).
2. How did the spread of maize cultivation from present-day Mexico into what is now the U.S. affect Native American society? Consider economics, settlement, and social diversity in your answer.
3. “Before the arrival of Europeans, the settlement of the Americas was insignificant.” Assess the accuracy of this statement.
4. Compare the motivations of European nations for exploring and conquering the New World. Consider Spain, England, and France in your response. (New France in Ch.6)
5. Describe the effects of the Columbian exchange in Europe and the Americas.
6. How did new maritime technology and organized trade affect the economies of Europe and the Americas?
7. Why did native populations decline to rapidly after 1492? Provide examples/data. Which cause for the was most important, why?
8. How did the encomienda system effect Native American populations? Who were the supporters/opponents of this system of labor?
9. Describe the effect of the rigid caste system developed by the Spanish in the Americas.
10. Detail the relationships/interactions between Native Americans and the European colonists. Consider Spain, England, and France in your response.

Label your answers to the following questions as parts A, B, and C. Also, include SPECIFIC evidence for EACH part. Write approximately two to three sentences for EACH part.

11. Use the statement below and your knowledge of United States history to answer parts A, B, and C.

   European traders reached West Africa and partnered with some African groups to recruit slave labor for the Americas.

   a. Briefly explain ONE important social response in the Americas to the statement above in the period 1492–1607.
   b. Briefly explain ONE important economic response in the Americas to the statement above in the period 1492–1607.
   c. Briefly explain the impact of the social response in Part A or the economic response in Part B on American society in the period 1492–1607.

12. Complete the following three tasks:
   a. Identify THREE different crops or livestock that were introduced by the Spanish in the Americas in the 15th and 16th centuries.
   b. Briefly explain how ONE of the examples from Part A changed work or trade in the Americas.
   c. Briefly explain ONE long-term result of the change explained in Part B on American Indians.
Vocabulary for Time Period 1 (Optional, but highly recommended)

Directions: Write down definitions on a separate sheet of paper or on note cards. Find the definitions in your textbook glossary or in the chapter.

1. Clovis people
2. Pueblo
3. Chinook
4. Hunter-gatherer economy
5. Agricultural practices (maize cultivation)
6. Iroquois
7. Algonquian
8. Smallpox
9. Mestizo
10. Encomienda system
11. Effects of new crops introduced by Spanish
12. Marco Polo
13. Batolome de Las Casas
14. Spanish mission system
15. Christopher Columbus
16. The Columbian Exchange
17. Spanish Conquistadores
18. Hernan Cortes
19. Moctezuma
20. Treaty of Tordesillas
21. Aztecs
22. Joint-Stock Company
23. African Slave Trade
24. Mercantilism
25. Fur Trading
26. Roanoke
27. Sextant
28. Samuel de Champlain
29. Magellan
30. John Cabot
31. Francisco Pizarro
32. Juan de Onate
A People’s History Summary Format

As you read each Chapter in Howard Zinn’s *A People’s History*, please follow the format below to complete the Chapter Summary. Note: Some sections may necessitate a paragraph response as indicated. This is to be typed and turned in on Schoology.

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**A People’s History of the United States**

Name: _______________________

Chapter Title: ____________________________

1. **Important People (Choose the 5 that are MOST significant)**
   
   In this section, you will list the important people that are presented in the chapter with a short description of that individual.

2. **Important Events (Choose the 5 that are MOST significant)**
   
   In this section, you will list the important historical events presented in the chapter with a short description of the event.

3. **Themes (Connect to the 3 MOST relevant for this chapter)**
   
   In this section, you will list the AP Themes that apply to this chapter and list examples that coincide with that theme. Try to come up with at least one example of EACH theme—this may not be possible for all chapters. *(These are listed on the first page of the APUSH Course Info page)*

   **Example:**

   *Geography & Environment: The Sioux of the Great Plains were hunter-gatherers (buffalo) and became more powerful after the introduction of the horse by the Spanish.*

4. **Three Important Pieces of Specific Evidence**
   
   In this section, list three pieces of evidence presented in the chapter that enhance your understanding of the historical period. This includes: data, events, dates, etc. FACT based information.

5. **Modification and/or Refutation**
   
   In this section, include a piece of specific evidence **not** found in *A People’s History* and explain how it refutes and/or modifies (alters) one of the claims made within the chapter assigned. You will need to refer to your textbook or an additional source. Note: This is your opportunity to tell a part of the story that Zinn has left out. Remember, he has a very particular interpretation in his writing and has picked facts that support his interpretation of history.

6. **Summary**
   
   In this section, write a paragraph summary of the assigned Chapter in a People’s History, including an explanation of the author’s interpretation of history.