



## SUMMER ASSIGNMENT

2022-2023

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## PACKET PART ONE- Summer Homework Overview & Expectations

Greetings & Welcome to AP US History!

The purpose of the summer assignment is multi-faceted. It is designed to give you an idea of what the content, skills, and activities in our classroom during the school year will look like. At the same time, it is meant to also introduce the rigor of reading assignments and analysis, so that you can decide if you are up for the task during the 2022-2023 school year. Additionally, it is geared towards familiarizing you with the first two historical periods (of 9) that AP US History is broken down into, this way we all come into the school year with a base level of knowledge upon which we will build throughout first and second semesters.

There are *three* major components to the summer assignment, all meant to familiarize you with skills we will build upon all year long through our assignments and activities in the classroom:

1) **Reading Assignments & Note Taking** (75 Points notes, 75 points Diagrams)

At the AP level you will be expected to complete nightly reading assignments which are chunked portions of a chapter from Foner's Give Me Liberty, A Brief Edition. A paper copy of this text will be dropped off with your summer packet but the text is also available online if you prefer that format.

When reading, I encourage you to take notes. I have provided you sticky notes in your summer packet so that you can use them within the text when taking notes. Other students have put the PDF of the text into notability and taken notes on it there- how you do it is totally up to you, but I encourage you to interact with the text as you read.

As we ease into expectations for the course, I will provide note templates (enclosed) for Chapters 1-3; please use these formats for your summer assignment.

The completion of reading these chapters and completing all portions of the notes templates (including any attached diagrams) is worth 150 points..

2) **Analytical Film Review** (15 Point viewing guide, 15 point Paper) **\*\*\*THIS IS AN OPTIONAL PIECE\*\*\***

Hollywood has the power to shape society's perspective upon historical events; it is important that we approach history, and particularly historical film, with an analytical perspective. I once taught a course called Real to Reel History, which focused upon learning about historical events through multiple sources and perspectives. We would then view a film related to the historical event from an analytical standpoint, with a project or paper. Currently, LHS does not offer this course, so, I allow students the option to complete similar assignments for extra credit throughout the school year. I would like you to pick an event or topic that interests you from U.S. History and complete the viewing guide and response paper option for that film as the final portion of your summer assignment.

***If you add up these assignments you will see they total 150 points (185 possible if you do the bonus portion); this will make or break your starting grade in AP US History, please take the work seriously and ask Q's if you have them. All materials are available electronically on the padlet linked on the cover page with a QR code. If you have issues with any assignment or document, please contact Ms. J so that the situation can be rectified ASAP.***

## PACKET PART TWO- Reading Assignments & Notes

### Tips & Suggestions

Paper copies of each of the following notes templates and graphic organizers/handouts are included in this packet. There are links to additional documents, videos, etc. in the online notes, though, so, please utilize those materials (on the Flipgrid link) when completing your notes.

1. Chapter [One](#): A New World (Pre 1491-Colonization of The Americas) Guided Notes
  - A) Native Tribes [Diagram](#)
  - B) Columbian Exchange [Diagram](#)
  
2. Chapter [Two](#): Beginnings of English America (1607 - 1680) Guided Notes
  - A) 13 Colonies [Diagram](#)
  - B) 13 Original Colonies [Map](#)
  
3. Chapter [Three](#): Creating Anglo America (1660 - 1750) Guided Notes
  - A) *Portions of the diagram and map from Ch. 2 will be completed using Information from Ch. 3; there are no additional diagrams required for this Chapter.*

## PACKET PART FOUR- Analytical Film Review \*\*\* OPTIONAL \*\*\*

Students will select one of the historical films, based upon an event in American History, to watch. In conjunction with their film choice, they will complete a viewing guide for the film and a response paper. Viewing guides for the student's selected film are available online through the padlet (QR code on the front page) in an attempt to save paper. The film option list enclosed in this packet contains at least one film from AP US History's periods 3-9; Ms. Jenkins is continuously adding to options, so, the online list (on the Padlet) may contain additional options throughout the summer. I have provided tips, suggestions, and resources on the Padlet and in the packet in reference to analyzing the film for a response paper. If you've never done anything like this, think of it as picking apart a film to analyze its themes and historical narrative.

## PACKET PART FIVE- Ms. J's Contact Info

I am available via Remind.com (signup info is included in this packet for students and parents/guardians), email, telephone, and even pre-arranged meetings at Starbucks or The Lansing Library if needed.



Name:	Date: Summer 2022
Topic: CH. 1: A New World (9000 BCE - 1680 CE) SUMMER NOTES ASSIGNMENT NUMBER ONE OF THREE	Class/Period: AP US History

Essential Question: *How did Indian & European ideas of freedom differ on the eve of contact?*

Questions/ Vocab, etc.	Foner's Ch. 1 PDF	HAND-VWRITE THESE NOTES, PLEASE
<p>I. <u>Vocabulary</u></p> <p><u>Native Tribes Diagram</u> Use content on pages 3-13 as well as the map on page 8 to complete this diagram using complete sentences.</p> <p><u>Colonization by Nation Diagram</u> Use content on pages 20-26 to complete portions of the diagram for the Spanish, French, and Dutch. *This will be turned in as a part of Ch. 2 Assignments.</p> <p><u>Columbian Exchange Diagram</u> Students will use the info provided here (1) (2) as well as content on page 19 of their text in order to complete the diagram.</p> <p><b>WHEN YOU HAVE COMPLETED BOTH OF THESE DIAGRAMS, ENSURE THAT YOU TURN THEM IN ON THE CH. 1 NOTES ASSIGNMENT; THEY SHOULD BE HANDWRITTEN.</b></p>	Maize	
	Aztecs (p. 5)	
	Incas (p. 3, 19, 26)	
	Pueblo (p. 6, 27, 30)	
	Mound Builders (p. 5-6)	
	Columbian Exchange	
	Encomienda System (see link)	
	<u>Three-Sisters Farming</u> (see link)	
	Cherokee (p. 7)	
	Iroquois (p. 7, 11, 33)	

## II. The First Americans

*Q1. Describe the common features of North American Indian culture.*

*Q2. What factors contributed to the size and sophistication of the American Indian civilization?*

## III. Indian Freedom, European Freedom

## IV. The Expansion of Europe

*Q3: Explain the positive and negative effects of the Columbian Exchange between the old and new worlds. (Use supplemental resources linked under vocab)*

## V. Contact

*Q4: Explain the positive and negative effects of the Columbian Exchange on the 'New World'.*

## VI. The Spanish Empire

*Q5: How did the discovery of gold and silver in South America fuel the capitalist revolution in the late 18th and 19th centuries?*

Q6: Describe the Impact of the Encomienda System.

Q7: Why was Cortes able to defeat the powerful aztecs?

Q8: Describe Spanish influence in present-day New Mexico and California.

Q9: What is "Black Legend" and to what extent does Foner agree with it?

Q9: What was the effect of Pope's Rebellion?

## VII. The French & Dutch Empire

A. French

B. Dutch

**Summary:** *(Answer the EQ in 5-7 sentences while also incorporating key vocab and a summary of the notes)*





# NATIVE AMERICAN CULTURES

## US History Graphic Organizer

Name: \_\_\_\_\_

Fill out the following graphic organizer while consuming the following lecture on Native American Cultures on YouTube:  
[https://www.youtube.com/watch?v=zG\\_Q50JDeLo](https://www.youtube.com/watch?v=zG_Q50JDeLo)

<b>ARCTIC</b> Tribal Groups:	
<b>PLAINS INDIANS</b> Tribal Groups:	
<b>NORTHEAST / GREAT LAKES</b> Tribal Groups:	
<b>SOUTHWEST</b> Tribal Groups:	
<b>SOUTHEAST</b> Tribal Groups:	

For more instructional materials, visit my website:



# GRAPHIC ORGANIZER 1.1

*Comparing and Contrasting the European Colonizers*



	SPANISH	FRENCH	DUTCH	ENGLISH
<i>Region(s) Colonized</i>				
<i>Religion</i>				
<i>Interested Parties</i>	1. 2.	1. 2.	1. 2.	1. 2.
<i>Economic Pursuit(s)</i>				
<i>Settlements</i>				
<i>Number of Colonists</i>				
<i>Evangelism?</i>				
<i>Relationship with Native Americans</i>				



# The Columbian Exchange

## Graphic Organizer

Name: \_\_\_\_\_

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**. You are to use the [Wikipedia article 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 fifteenth and sixteenth 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.

This will be part of your assignments that you will turn in on the first day of class.

**Your responses are to be *handwritten* – NOT TYPED (i.e., cut and pasted).**

	New World to Old -->	<-- Old World to New
Animals		
Plants		
Populations		
Technology		
Culture & Ideas		
Diseases		

**Other Sources Consulted** (no set citation format – just be descriptive enough so that I can find them):

*For more instructional materials, visit*



Name:	Date: Summer 2022
Topic: CH. 2: Beginnings of English America (1215 CE - 1662 CE)	Class/Period: AP US History

**Essential Question:** *What made the New England region distinctive and what were the main sources of discord in early New England?*

Questions/ Vocab, etc.	Foner Ch. 2 PDF														
<p><b>I. Vocabulary</b></p> <p><u>13 Colonies Graphic Organizer</u> Students will use the content of Chapter 2 in order to complete as much of the graphic organizer as possible.</p> <p>New England (p. 50-61, 65-6)</p> <p>Much of the information needed for the this diagram comes from Ch. 3 of the text; this <a href="#">video</a>, too, provides useful information.</p> <p>Middle Colonies Southern Colonies (p. 78)* This will be completed later in Ch. 3</p> <p><u>13 Colonies Map Worksheet</u> Students will use the attached document as well as their textbook to diagram their map and create a map key to disseminate the three different colonial regions by color.</p>	<table border="1"> <tr> <td>Jonestown (p. 39)</td> <td></td> </tr> <tr> <td>Roanoke, VA (p. 41)</td> <td></td> </tr> <tr> <td>Spanish Armada (p. 41)</td> <td></td> </tr> <tr> <td>Joint-Stock Company (See <a href="#">Link</a>)</td> <td></td> </tr> <tr> <td>New England Colonies (p. 44, 53-57, map activity)</td> <td></td> </tr> <tr> <td>Middle Colonies (p. 44, map activity)</td> <td></td> </tr> <tr> <td>Mayflower Compact (p. 54)</td> <td></td> </tr> </table>	Jonestown (p. 39)		Roanoke, VA (p. 41)		Spanish Armada (p. 41)		Joint-Stock Company (See <a href="#">Link</a> )		New England Colonies (p. 44, 53-57, map activity)		Middle Colonies (p. 44, map activity)		Mayflower Compact (p. 54)	
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<p><b>II. England &amp; The New World</b></p> <p>Q1: Why was England slow to establish New World colonies?</p> <p>Q2: Describe the defeat of the Spanish Armada and its impact on the imperial future of</p>															

England?

### III. The Coming of the English

Q3: Explain how conditions in England around 1600 made it 'ripe' to colonize North America.

### IV. Settling the Chesapeake

Q4: What factors contributed to the high death toll of Jamestown settlers?

Q5: Describe the 'starving time'.

Q6: Outline how John Smith saved the Virginia Colony from total collapse.

Q7: What factors led to the poor relations between Europeans and Native Americans in Virginia?

Q8: By 1620, Virginia had already developed many of the features that were important to it two centuries later—explain.

Q9: Why was the creation of The House of Burgess so significant?

Q10: In what ways was Maryland different



than Virginia?

## V. The New England Way

*Q11: Describe the role religion played in the New England colonies?*

## VI. New Englanders Divided

*Q12: Who was Roger Williams and what did he advocate for in Massachusetts?*

*Q13: Who was Anne Hutchinson and why was she banished from Massachusetts?*

## VII. Religion, Politics, and Freedom

\* These elements will be incorporated into your diagram for the colonial regions; take notes independently as there are no questions for this portion.

**Summary:** (Answer the EQ in 5-7 sentences while also incorporating key vocab and a summary of the notes)



# GRAPHIC ORGANIZER

*Comparing and Contrasting the Thirteen Colonies*

Name: \_\_\_\_\_

	<b>New England Colonies</b>	<b>Middle Colonies</b>	<b>Southern Colonies</b>
<i>Key Colonies</i>			
<i>Key Figures</i>			
<i>Why Settle?</i>			
<i>Economic Activity</i>			
<i>Predominant Religion(s)</i>			
<i>Religious Outlook</i>			
<i>Notes</i>			

*For more instructional materials, visit*



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**British Colonial Regions:**

Please label each of the colonies on the map below; color code each to match the region they belong to. Use a pen to label each location; if you cannot fit the name in the area, draw an arrow and label it where you can. Create a map key that identifies the colors used for the regional colonies.

- **New England Colonies**

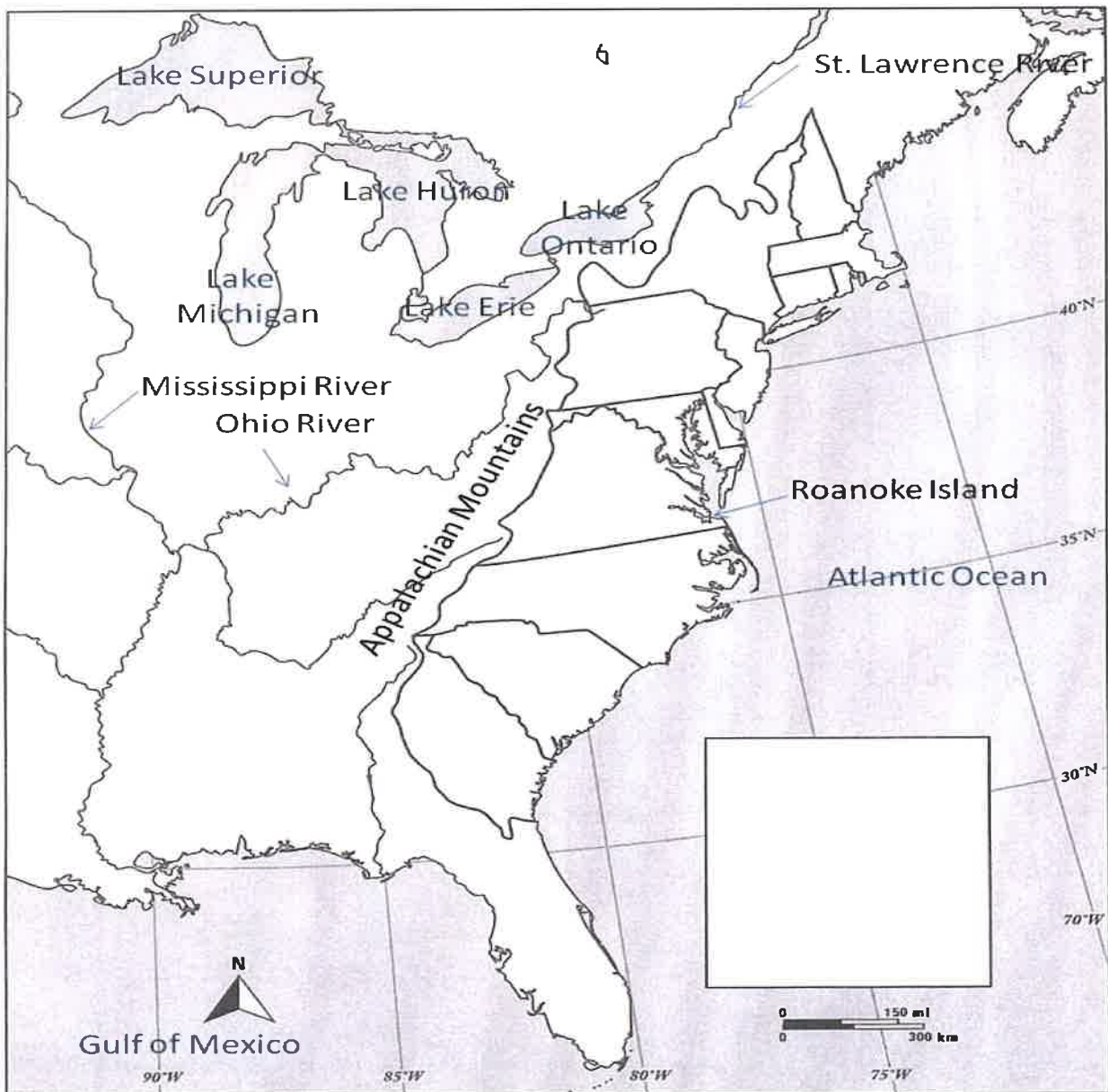
- Connecticut, Rhode Island & Providence Plantations, Massachusetts Bay, and the Province of New Hampshire

- **Middle Colonies**

- Provinces of New Jersey, Pennsylvania, and New York, and the Delaware Colony

- **Chesapeake (Southern) Colonies**

- The Colony and Dominion of Virginia, Provinces of Maryland, Carolina, and Georgia





Name:	Date: Summer 2022
Topic: CH. 3: Creating Anglo-America (1651 CE - 1737 CE)	Class/Period: AP US History

**Essential Question:** *What were the directions of social and economic change in the eighteenth century colonies?*

Questions/ Vocab, etc.	Foner Ch. 3 PDF																		
<p>I. Vocabulary</p> <p><u>13 Colonies Graphic Organizer</u> Students will use the content of Ch. 3 in addition to this <a href="#">video</a> to complete the remainder of the diagram left after Ch. 2's portion.</p> <p>New England Colonies (p. 53-7*, 86-8) Middle Colonies (p. 96) Southern Colonies (p. 47-52*, p. 78)</p> <p>* - Found in Ch. 2's coverage</p> <p><u>13 Colonies Map Worksheet</u> Students will use the attached document as well as their textbook to diagram their map and create a map key to disseminate the three different colonial regions by color.</p>	<table border="1"> <tr> <td>Jonestown (p. 39)</td> <td></td> </tr> <tr> <td>Mercantilism (p. 74-5)</td> <td></td> </tr> <tr> <td>Iroquois Confederacy (p. 77)</td> <td></td> </tr> <tr> <td>Triangle Trade (Map, See <a href="#">Link</a>)</td> <td></td> </tr> <tr> <td>Middle Passage (See <a href="#">Link</a>)</td> <td></td> </tr> <tr> <td>William Berkeley (p. 84)</td> <td></td> </tr> <tr> <td>Bacon's Rebellion (p. 84)</td> <td></td> </tr> <tr> <td>Slave Code of 1705 (p. 85)</td> <td></td> </tr> <tr> <td>Philadelphia (p. 97)</td> <td></td> </tr> </table>	Jonestown (p. 39)		Mercantilism (p. 74-5)		Iroquois Confederacy (p. 77)		Triangle Trade (Map, See <a href="#">Link</a> )		Middle Passage (See <a href="#">Link</a> )		William Berkeley (p. 84)		Bacon's Rebellion (p. 84)		Slave Code of 1705 (p. 85)		Philadelphia (p. 97)	
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<p>II. Global Competition &amp; The Expansion of England's Empire</p> <p>Q1: Explain how settlement by the Dutch led to the type of city that New York is today.</p> <p>Q2: Explain the Dutch legacy in North America.</p>																			

Q3: What had William Pen and other Quakers experienced that would make them want a colony in America?

Q4: Why was Pennsylvania attractive to so many Europeans and Native Americans?

### III. **Origins of American Slavery**

Q5: Who was the original labor force in most American colonies and why did planters turn to the Trans-Atlantic Slave Trade?

Q6: Describe the laws of Virginia and Maryland that worked to solidify racial difference in terms of the law.

Q7: Explain how the leadership of William Berkeley led to conflict within Virginia (Rebellion) and how the schism was settled.

Q8: Foner notes that Virginia had "changed from a 'society with slaves' to a 'slave society'; explain how this occurred.

### IV. **Colonies In Crisis**

Q9: How did events in England affect the New England colonies' development?



*Massachusetts:*

*New England  
Region:*

*Maryland:*

Q10: Considering the changes to society in Massachusetts, how might the environment in the late 1600's provide context for the Salem Witch Trials?

## **V. The Growth of Colonial America**

Q11: Explain how the following demographics generally regarded the native populations circa the 18th century:

*Traders:*

*British Officials:*

*Farmers & Planters:*

Q12: In general, what is the primary issue heightening tensions between Colonists and Natives at this point in history?

## **VI. Social Classes in the Colonies**

Q13: Compare and contrast the social hierarchy of England and that of the Colonies.

Q14: Describe the most powerful positions in society outlined by Foner.

Q15: Describe the gender roles that became standard in the colonies during the eighteenth century. Underline any that you feel are still norms in our society today.

**Summary:** *(Answer the EQ in 5-7 sentences while also incorporating key vocab and a summary of the notes)*