

ADVANCED PLACEMENT U.S. HISTORY



2020-2021
SUMMER
ASSIGNMENTS

Mr. T. Higgins

Ms. C. Hodge

The APUSH Summer Assignment

2020-2021 Summer Assignment

Advanced Placement United States History is a challenging class introducing college-level concepts to highly motivated high school students. To help you prepare for the course, the Fitch High School Social Studies Department requires all enrolled students to complete a **required** summer assignment before the first day of class. All summer work is due, without exceptions, on the first day of class. During the second week of classes, an assessment will be administered based on the information included in your notes.

PART I: Reading and Note-Taking

1) Required Materials:

- a. One wire-bound notebook
- b. The textbook we will use for the Summer Assignment is one of the texts suggested by the College Board. The textbook used is the American Pageant textbook. You will be assigned a textbook in the fall. Until then, Chapters 1 through 6 can be found online at the following link.

- [American Pageant: Chapters 1 through 6](#). OR
- <http://nebula.wsimg.com/4f63d5c96323c22164d1843678e2b57b?AccessKeyId=765F1BB44DEFE9C8BE2C&disposition=0&alloworigin=1>

- 2) **Required Instructions:** Every part of the APUSH Summer Assignment must be **HANDWRITTEN** using **BLUE** or **BLACK INK** and must be written in a wire-bound notebook. **Typed responses will not be accepted, and no credit will be given.**
- 3) Chapters 1 through 6 will be the first test administered in the Advanced Placement U.S. History. Fortunately, you will be able to use your handwritten notes (as described above) to complete the test. The test will be administered during the first two weeks of class. Review of the information will take place before the test is administered.
- 4) As you read Chapters 1 through 6, you should write pertinent information from each subsection of each chapter. Any format of note-taking is permissible. In your wire-bound notebook, you will take notes as you read the chapter. It is wise to take notes of keywords of people, places, events, and ideas. It is suggested that you include in your notes important concepts, causes, and effects, comparing and contrasting events, etc. My rule of thumb, if it is significant, you should include the information in your notes. A rubric has been attached to the document to guide your note-taking expectations.

- 5) Your wire-bound notebook will be collected at the beginning of the first day of class. After your notebook is given a test grade for completion, your wire-bound notebook will be returned to you and may be used on the formal assessment that will be administered during the second week of class. This assessment will include short answers, short essays, as well as an extended essay. **Note:** Twenty points will be deducted, each class meeting, notebooks are turned in after the beginning of the first day of class.
- 6) To avoid trying to complete this assignment the day before class begins, you are advised to be diligent and work on this assignment throughout the summer. Completing this assignment when and how recommended will set you on the path to success for the entire school year.
- 7) Utilize this website, which offers note-taking tips.
* Five Notetaking Methods: https://www.gvsu.edu/cms4/asset/91D2F15F-DAF4-C2F7-B659ECCACE9E7375/1five_methods_of_notetaking.docx_updated_7-09.pdf

PART II: Reading Response

- 8) **Required Materials:** The book used for this portion of the assignment is *A People's History of The United States* by Howard Zinn. In this section of the Summer Assignment, you will read Chapter 1, Chapter 2, and Chapter 3 and be given a series of questions that you are to answer completely and, hopefully, correctly. Use the rubric below to guide your responses. The book can be found using either of the two following links:
<https://www.historyisaweapon.com/innapeopleshistory.html> or
<https://libcom.org/files/A%20People's%20History%20of%20the%20Unite%20-%20Howard%20Zinn.pdf>
- 9) **Required Instructions:** This part of the APUSH Summer Assignment must be **HANDWRITTEN** using **BLUE** or **BLACK INK** and must be used. **Typed responses will not be accepted, and no credit will be given.**
- 10) For this portion of the assignment, you may either respond directly on the worksheets below or write the question and response in a wire-bound notebook. This assignment will also be collected at the beginning of the first day of class. **Note:** Twenty points will be deducted each class meeting notebooks and/or worksheets are turned in after the beginning of the first day of class.
- 11) To avoid trying to complete this assignment the day before class begins, you are advised to be diligent and work on this assignment throughout the summer. Completing this assignment when and how recommended will set you on the path to success for the entire school year.
- 12) The questions you are to answer are also attached to this document, below.
Name: _____

Directions: You may either respond directly on the worksheets below or write the question and respond in a wire-bound notebook

A PEOPLE'S HISTORY OF THE UNITED STATES- CHAPTER 1: Columbus, The Indians, and Human Progress

1. Whom did Columbus first encounter?

2. How were the natives whom Columbus encountered characterized? Use text evidence to be specific.

3. How were Europeans and Columbus characterized? Use text evidence to be specific.

4. Who financed Columbus' journey and why?

5. What was Columbus promised in exchange for his voyage?

Name: _____

6. What was Columbus wrong about concerning his journey headed west to reach the east?

7. Where did Columbus travel? Use text evidence to be specific.

8. How did Columbus treat the Caribbean natives? Use text evidence to be specific.

9. What did Columbus lie about? Use text evidence to be specific.

10. Describe Columbus' second expedition and his short and longterm effect on the Arawaks of Cicao/Haiti? Use text evidence to be specific.

Name: _____

11. What happened to the Europeans stationed at the fort of Navidad?

12. How did Bartolome Las Casas describe natives? Use text evidence to be specific.

13. How did Bartolome describe Spanish atrocities? Use text evidence to be specific.

14. What other glorified explorers actually led mass genocide, rape and slavery?

Name: _____

15. Characterize the Aztecs. Use text evidence to be specific.

16. What was the "March of Death"?

17. Why did Jamestown settlers kill the Powhatan and why did they end up killing all of the Native Americans in Virginia? Use text evidence to be specific.

18. Summarize Chief Pohatan's letter to John Smith:

19. What did the Puritans do to the Native Americans, and why? Use text evidence to be specific.

Name: _____

20. Characterize Native Americans before 1492. Use text evidence to be specific.

21. Describe the Native American groups and cultures before 1492. Use text evidence to be specific.

22. Chapter 1 Summary: What common teachings about Columbus and other explorers, colonizers and "natives" are proved to be untrue myths?

Name: _____

A PEOPLE'S HISTORY OF THE UNITED STATES- CHAPTER 2 : Drawing the Color Line

1. When and where were the first African slaves brought to America?

2. Describe the *starving time* and its relation to slavery. Use text evidence to be specific.

3. Summarize Edmund Morgan's belief about Virginian settlers turned killers and slaveholders. Use text evidence to be specific.

Name: _____

4. When and where did the regular trade of African slaves begin?

5. Describe African society, culture and even slave system before European-led imperialism, colonization and slavery. Use text evidence to be specific.

6. How many slaves died in "death march" and how many died on slave ships?

7. What was the name and date of the first American slave ship?

8. How many Africans were killed or enslaved by 1810?

Name: _____

9. Describe the "first large-scale [slave] revolt".

A PEOPLE'S HISTORY OF THE UNITED STATES- CHAPTER 3 : Persons of Mean and Vile Condition

1. Describe the 5 W's of Bacons Rebellion. Use text evidence to be specific.

2. What was the first representative assembly in America?

3. What percentage of Maryland's population was made up of white servants in 1755?

Name: _____

4. What did John Locke do in the 1660s and how did he impact America? Use text evidence to be specific.

5. Summarize Carl Bridenbaugh's study of colonial cities.

6. In 1678, how many people owned half the land in Deerfield, Massachusetts?

7. In 1689, how many people owned 75% of the land in New York? Where?

8. In 1770, what percentage of the American population were slaves? What percentage owned 44% of the wealth? What percentage of adult males were poor without property or voting rights?

Name: _____

9. In one sentence, summarize why free white workers would riot, revolt, mutiny, strike, refuse to work and demonstrate against the merchant elite.

10. According to the author, what was the *true* motivation behind Bacon's Rebellion?

11. According to Edmund Morgan, why was racism "practical"?

12. What "useful device" did the ruling class find to appease and earn the loyalty of middle classes without sacrificing their own wealth and status and without eliminating inequality or slavery?

Note Taking Rubric

CATEGORY	Distinguished 3 pts.	Proficient 2 pts.	Emerging 1 pt.	Below Proficient 0 pts.
Keywords vs. copying	Notes are recorded as keywords and phrases in student's words.	Notes are primarily recorded as keywords and phrases in mostly student's words.	Notes are primarily copied from the source. Some evidence of keywords and phrases in own words.	Notes are copied directly from the source.
Relevance	Notes relate to the topic and show the main ideas enough example	Notes primarily relate to the topic, some main ideas, some example	Some notes relate to the topic, but many don't, few main ideas, little example	Notes are not related to the topic, little main ideas, no examples.
Organization	All notes are organized logically and effectively.	Most notes are organized with some logic, orderly and legible	Some evidence that notes are organized, with little order, somewhat legible.	No evidence of notes that are organized, orderly or legible.
Quantity	Enough notes to get all relevant, key data, but not excessive to create an effective product.	A sufficient number of notes are taken to create the product.	Nearly enough notes are taken to create the product.	Not enough notes are taken to create a product, or excessive notes are taken.
Totals				

Reading Response Rubric

RUBRIC _____ / 3		
3 - Meets Expectations	2 - Below Expectations	1 - Far Below Expectations
<ul style="list-style-type: none"> ○ Complete Sentences ○ Stated a clear analysis. ○ Supported analysis with details and examples. ○ Connected details to argument (synthesis). ○ Correct grammar and punctuation. 	<ul style="list-style-type: none"> ○ Completes sentences ○ Stated a clear opinion. ○ Used 50% correct punctuation, spelling and grammar. 	<ul style="list-style-type: none"> ○ Did not use complete sentences. ○ Position or opinion is unclear. ○ Grammar and spelling makes understanding the passage difficult.