

# APUSH SUMMER ASSIGNMENT

## apush summer assignment

2022-2023

Welcome to AP US History! Congratulations on challenging yourself to take one of the most difficult and comprehensive classes on the Oak Ridge campus. Students in APUSH over the course of the year will be asked to become **MASTERS** of American history content that spans from the pre-columbian age (1491-ish) to the present. Students will also master three different essay writing styles: Short Answer Questions, Long Essay Questions and the notorious **DOCUMENT BASED QUESTION** or DBQ.

In order to successfully accomplish the above, students must complete a **SUMMER ASSIGNMENT** to learn the content spanning Unit I: 1491-1607, have a basic understanding of American geography, and prove they can analyze a wide variety of historical evidence + perspectives to express a historical argument in writing. APUSH students are expected to complete the summer assignment **BEFORE** the first class meeting and will be assessed the first week of school

**WHILE YOU WILL BE EXPECTED TO TURN IN SOME ASSIGNMENTS BEFORE YOUR FIRST DAY OF CLASS, THE BULK OF YOUR GRADE FOR THE SUMMER ASSIGNMENTS WILL COME FROM YOUR EXAM ON AUGUST 11TH OR 12TH.**

### part 1: amSCO chapter 1

Read [Chapter 1 \(pages 1-14\) of AMSCO's Advanced Placement United States History \(2020 Edition\)](#).

If you choose you can *print + complete* the [PERIOD I TIMELINE](#) (linked on Google Classroom) while you read. If you choose NOT to complete this worksheet over the break, it will be assigned to you the first day of school and due Friday, August 12th. For a few terms or events, additional information on the internet may be useful. Be sure to use reliable websites and sources.

**PLEASE USE PEN, NOT PENCIL TO COMPLETE THIS ASSIGNMENT.**

While the first chapter is linked above + available on G. Classroom, you are required to purchase a copy of AMSCO for this class. Please do so as soon as you can.

GC Code: bf5bhe6

### part 2: hts: comparison

Read [Chapter I: Columbus, the Indians and Human Progress from Howard Zinn's A People's History of the United States](#) (also on Google Classroom).

Read [Chapter I: The City on the Hill pages 1-18 from A Patriot's History of the United States](#) by Larry Schweikart and Michael Allen (also on GC).

It is wise to print a copy of both to highlight and annotate as you read.

After reading the chapters, answer the following prompt in 500-750 words using *specific examples* from both readings:

**Compare and contrast the way that Howard Zinn and Larry Schweikart describe Christopher Columbus. In what ways are they similar and different? How and why is history retold differently? What happens when you only read one source for historical information?**

Turn in your typed, double spaced, essay response on Google Classroom or email Ms. Schultz before August 8th.

### part 3: geography

Memorize the 50 states (capitals are not necessary).


Memorize the different regions of the United States (Midwest, Atlantic Seaboard, etc.).

Memorize the approximate locations of the larger Indigeonous American tribes. While completing you map, analyze how environment shaped their culture ([map linked here + provided on Google Classroom](#)).

You will be given a Geography exam on Thursday or Friday of the first week of school (August 11-12th) to assess mastery.

If you have any questions please email [cschultz@eduhsd.k12.ca.us](mailto:cschultz@eduhsd.k12.ca.us). I will periodically check my email over the break.

I look forward to meeting you next year! Enjoy your summer!

Sincerely,   
Christina Schultz

# Unit 1: 1491-1607

Essential Question: When does U.S. History Begin?

Unit 1 focuses on what life was like in the Americas before European contact and how contact with Europeans forever altered the lives, cultures, and customs of American Indian societies.

## KEY CONCEPT 1.1 (LT 1.1)

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

- I can describe the wide array of differences between Native tribes emphasizing diversity and complexity in areas such as gender roles, economics, agriculture, religion, family, land use, and power.

## KEY CONCEPT 1.2 (LT 1.2)

Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

- I can explain the impact of European colonization of the Americas on North America, Europe, and Africa including the causes of conflicts between Europeans and indigenous peoples.

## TIMELINE

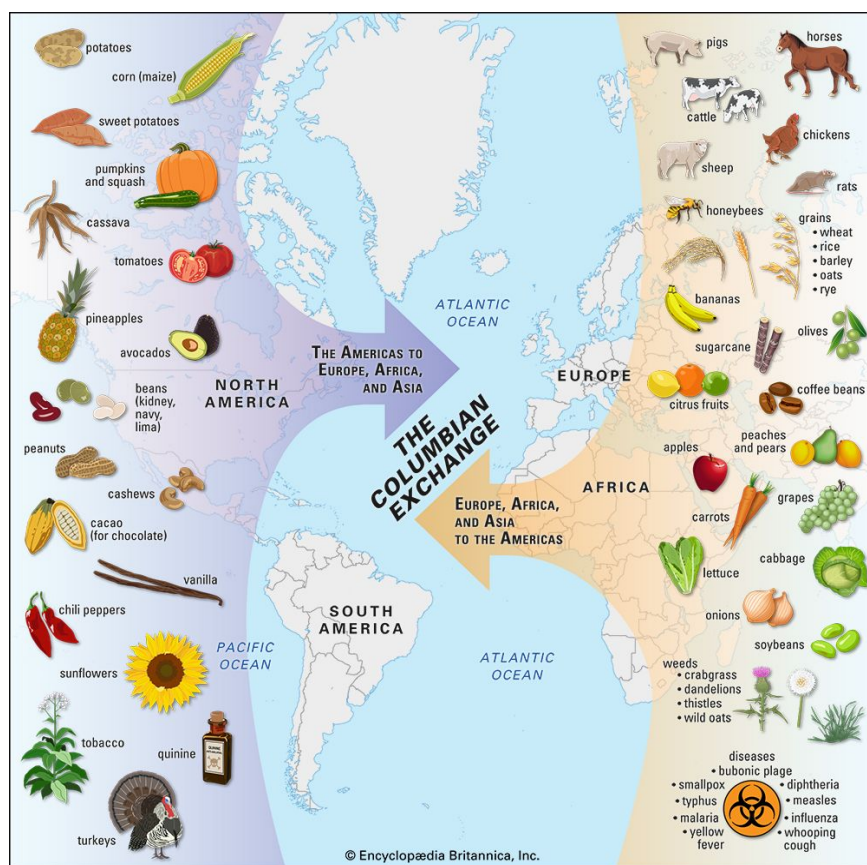
- 1491 Christopher Columbus claims the islands of Hispaniola and Cuba for Spain.
- 1512 Spain establishes the encomienda system
- 1519 Hernán Cortés invades Mexico
- 1525 The first ship of slaves from Africa arrives in the Americas

## KEY TERMS

Maize, Miwoks, Tenochtitlan, Cahokia, Bering Strait, Great Plains, Great Basin, Primary Source, Secondary Source, Chinooks, Columbian Exchange, smallpox, "God, Glory, & Gold," conquistadors, Aztecs, Christopher Columbus, Pope's Rebellion (Pueblo Revolt), Animism, Mestizo System, Encomienda

## Week 1 Major Assignments:

Monday, 8/8	First day of APUSH! Summer Assignment Paper due @ 8:30am
Friday, 8/12	Geography Exam Unit 1 Exam Signed Syllabus Due <b>HW: AMSCO Chapter 2</b>
Monday, 8/15	SAQ Quiz #2



## unit 1 trends:

The extensive exchange of goods, ideas, microbes, and people across the Atlantic

A wide variety of diverse cultures within Native-American populations in the Americas

The destruction of Native-American cultures, societies, and populations due to European migrations

The combination of economic and religious motivation of early European explorers

The development of the slave trade and slave labor in the Americas