

A.P. UNITED STATES history



Summer Assignment

Welcome to APUSH! Attached you will find an explanation for the assignments you will be completing over the summer in order to be prepared for the start of the school year. The final answers must be handwritten and handed in on Tuesday 9/15. **Please do NOT submit anything online.** PDFs of the first two chapters of the book on our google classroom (they are the older edition of the book) because we do not have the online textbook information for our books yet. **APUSH Summer Work Google Classroom Code: emewjd4i**

The following assignment resembles a typical reading guide that you will be given at the beginning of each unit of study. While you are reading your **textbook** you are expected to take notes on your own. You may type or handwrite these notes- they will never be collected, so PLEASE make sure that they are not on the same document as the assignment you are submitting. **Some advice for note taking** would be to write each chapter objective I list on the reading guide and then **write down specific examples for each** as you read the chapter. The depth of your notetaking is entirely up to you, as it will be a source to study from for unit exams/quizzes, midterm and eventually the AP exam. Again, I will not be collecting the answers to the chapter objectives.

Below the grouping of objectives you will find **homework questions**. These questions must be answered **by reading your textbook**. They should be concise but detailed. Meaning, please make sure NOT to write a simple sentence, but you also do not need to write an entire essay for each question. A paragraph or two (or three depending on the question) will suffice as long as you **explain** using **specific details**. These explanations should NOT be word for word from the book, please rewrite the information in your own words in order to explain your answer. Many of the questions use the important key words we'll be using during the year "**Identify**" and "**Explain**". Knowing what these words mean is very important. When you identify something you are naming it. Explaining something means you are giving specific details in order to answer the question - this is more than just a simple description of what you have identified. **USUALLY when you are explaining something you are giving a REASON - so provide me with the "WHY" or "HOW"**. This is a skill we will practice often in the first few months when we start school.

Each homework question for the summer textbook assignments will be worth 5 points (**totaling 15 HW points**). This may change during the school year depending on the specific HW question, but I will always let you know how many points a question is worth. I'll explain more about grading when we meet in September.

Period 1 Key Terms. You will be given this list for each unit we study next year. Please complete the Period 1 list by reading the instructions. For the significance column, think "why do I need to know this in terms of US History?" **This is worth 10 HW points total - IT SHOULD BE PRINTED AND HANDWRITTEN.**

NOTE: If anyone is caught cheating/plagiarizing/copying another student's work BOTH/ALL students involved will earn a ZERO for the summer assignments. The same applies to the use of AI.

If you have any questions or concerns please feel free to contact me at notoole@holyltrinityhs.org

Have a great summer! ☀️



CHAPTER 1: THE WORLD BEFORE 1492

Chapter Objectives: (Use these for note taking)

Demonstrate an understanding of the life and culture among the first North Americans and, later, the independent development of cultures among Native Americans, Europeans, and Africans before encounters of 1492.

- Describe what the archeological record tells about the arrival, development, and cultures of the first peoples of North America.
- Describe the diversity of American Indian cultures in the United States on the eve of their encounter with Europeans.
- Describe the changes in Europe that led to Columbus's voyages and that shaped European attitudes when encountering the peoples of the Americas.
- Describe the political, cultural, and religious developments in Africa that would shape contact between Europeans and Africans in the Americas.
- Contrast developments in Asia with those in Europe at the time when Europeans first reached the Americas.

Homework Question: (these will be collected and graded)

1. **IDENTIFY THREE** different Native American societies from the list below (**choose ONE FROM EACH COLUMN**). For each **EXPLAIN** how the **geography and/or climate** of their specific region **affected the development of the society**. (Consider political, social/cultural, and economic developments)

Column 1	Column 2	Column 3
Anasazi	Cherokee	Iroquois
Cahokia	Dakota Sioux	Powhatans
Pueblo		Shasta

CHAPTER 2: FIRST ENCOUNTERS, FIRST CONQUESTS

Chapter Objectives: (Use these for note taking)

Demonstrate an understanding of the initial encounters of Europeans, Africans, and American Indians.

- Explain the reasons behind the voyages of Columbus and early Spanish encounters with the peoples of the Caribbean, Mexico, and South America.
- Explain how the Protestant Reformation and the development of the nation state changed Europe and European ideas about how best to settle and govern America.
- Analyze early Spanish exploration of America north of Mexico.
- Analyze early French exploration and claims in North America.
- Explain English explorers, privateers, and reasons for settlement.

Homework Questions: (these will be collected and graded)

2. **Identify and Explain** THREE **different** factors that encouraged/motivated European exploration and colonization in the New World.

3. **Identify and Explain** :

a. 2 specific **impacts** of the Columbian Exchange on the **American societies**

AND

b. 2 specific **impacts** of the Columbian Exchange on **European societies (in EUROPE)**.

Name: _____

APUSH

Period 1 Key Terms:

Directions: Below are all of the key terms defined by the College Board's Curriculum Framework for US History. For the first column, provide a simple definition of the identified term being sure to **keep your definition relevant to PERIOD 1** as a whole (this can definitely come directly from the textbook if it is defined within the first two chapters). The third column asks that you **EXPLAIN the significance** of the term to US HISTORY. This can be done in a sentence or two.

Key term	Definition	Term in Context: Significance to US history
maize cultivation		
Great Basin		
Great Plains		
Hunter-gatherer economy		
agricultural economy		
permanent villages		
Western Hemisphere		
Spanish exploration		
Portuguese exploration		

West Africa		
encomienda system		
slave labor		
Plantation-based agriculture		
empire building		
feudalism		
capitalism		
white superiority		
political autonomy		
cultural autonomy		