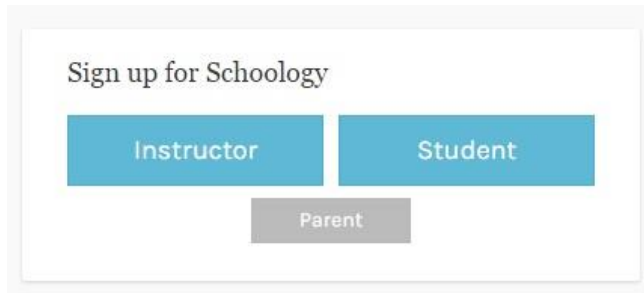


Welcome 2019-2020 AP United States History Students!

Your summer assignment will be digitally accessible on Schoology. Please follow the directions on how to join Schoology below. Access codes for each class (Mrs. Hill and Ms. D'Urso) are included below as well.

To sign up for a new Schoology account:

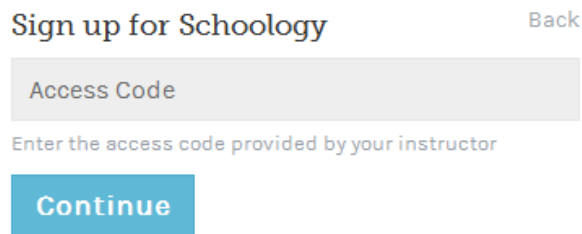
1. If you don't already have a Schoology account, go to <https://app.schoology.com/register.php> & click Student.



2. Enter your Access Code. This is a 10-digit code in xxxxx-xxxxx format that you receive from one of your instructors.

Mrs. Hill's Access Code: 7G4R-FB5M-CJJRR

Ms. D'Urso's Access Code: MBPP-WJHB-KFWB3

A screenshot of the Schoology registration page. The title is "Sign up for Schoology" with a "Back" link to the right. Below the title is a grey input field labeled "Access Code". Below the input field is the text "Enter the access code provided by your instructor". Below that is a blue button labeled "Continue".

3. Fill out the form with your information.
4. Click **Register** to complete.

When you use a course access code to create an account, you are automatically enrolled in the course.

Summer Assignment

APUSH students are expected to complete summer reading and video assignments before the first class meeting. These assignments will focus on course content preceding the American Revolution (Periods 1 and 2). Students' completion of their APUSH summer assignments will be assessed on a test to be administered during the month of September.

While you will be expected to turn in some items on the first day of class, the information that you are gathering in your reading and research will be used to complete assignments during the first few weeks of class. Please keep this in mind while you are completing these assignments.

1. Assignment 1: Native American Cultures

The so-called "Period 1" of the AP US History course outline focuses on the period from 1491 (a generic designation for the Americas pre-contact) to 1607 (the establishment of the Jamestown Colony).

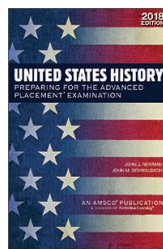
In this video lecture (link below) for AP US History students, AP teacher extraordinaire Tom Richey describes and contrasts different Native American cultures over geographical regions of North America. After watching the lecture, the successful APUSH student should be able to label a map of pre-contact North America and be able to identify key tribal groups and describe the way of life in each region of North America. **Students will be expected to turn in the following items completed digitally or by hand on the first day of class:**

- Video: Web Link [Native American Cultures](#)
- Native American Cultures Graphic Organizer [Native American Cultures Graphic Organizer](#)
- Native American Tribes Map [Adobe PDF Native American Tribes Map](#)
- For your reference (no completion required):
Lecture Notes (<https://www.tomrichey.net/blog/native-american-cultures-apush-notes>)

2. Assignment 2: AMSCO guided reading

You will be required to read chapters 1-2 of the AMSCO text, *United States History: Preparing for the Advanced Placement Examination* by Newman and Schmalbach. While reading, you must complete the graphic organizers attached. These graphic organizers are critical to student success in this course. As a result, they must be completed digitally or by hand.

- Microsoft Word Document [CH 1.docx](#)
- Microsoft Word Document [CH 2.docx](#)
- Book PDF [AMSCO 2016 APUSH.pdf](#)



3. Assignment 3: Columbian Exchange & Atlantic

Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade in which they existed. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the **Columbian Exchange**. The [Wikipedia article](#) on the Columbian Exchange details the development as "the widespread transfer of **animals, plants, culture, human populations, technology** and **ideas** between the American and Afro-Eurasian hemispheres in the 15th and 16th

centuries." Using this framework put forward by the article, I have designed a [graphic organizer](#) to help you organize the specifics of the Columbian Exchange in each of these areas. You may use the Wikipedia article and any other online resources that you find helpful - just be sure to make a note of what other sources you end up using. **Please have the graphic organizer ready to turn in on the first day of class completed digitally or by hand.**

View the video about the Atlantic slave trade in the link below. Remember that this complex system of Atlantic trade developed over the course of the sixteenth and seventeenth centuries, becoming the basis for establishing permanent colonies that would produce raw materials for export while importing manufactured goods from their respective mother countries. The Atlantic slave trade was the most infamous part of the "triangular trade" that developed between Europe, Africa, and the Americas. This video from Ted-Ed is helpful for understanding the impact that the African slave trade had on Europe, the Americas, and especially on African society in the short and long term.

- Video: Web Link [The Atlantic Slave Trade](#)

4. Assignment 4: Colonial Encounters

It is important that APUSH students know the key characteristics of Spanish, French, Dutch, and British colonizers and be able to compare and contrast the differing goals of each colonial power (APUSH Key Concept 2.1).

In these video lectures, Tom Richey details the key characteristics and goals of Spanish, French, and Dutch colonizers in addition to comparing and contrasting their economic pursuits and methods in dealing with the Native Americans they encountered.

Complete the [graphic organizer](#). **Please have the graphic organizer ready to turn in on the first day of class completed digitally or by hand.**

- Video: Web Link [New Spain](#)
- Video: Web Link [New France](#)
- Video: Web Link [New Netherlands](#)
- Video: Web Link [English Colonization of the Americas](#)
- Video: Web Link [Native Americans & Colonists](#)

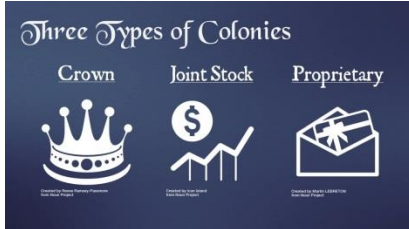
5. Assignment 5: 13 Colonies

In Tom Richey's lecture on the Thirteen Colonies, he outlines the key traits of the colonial regions (New England, Middle, and Southern). Students should be able to identify the key traits of each region and the key colonies of each region as well as compare and contrast the political, economic, social, and religious climate in each colonial region. **Please have the following graphic organizer ready to turn in on the first day of class completed digitally or by hand:**

- Adobe PDF [13 Colonies.pdf](#) 204 KB [VIEW](#)
- Video: Web Link [13 Colonies](#)

6. Assignment 6: Colonial America

In Tom Richey's lecture on the Virginia Colony, he discusses the initial difficulties that the English had in establishing a permanent settlement, the chartering of the Virginia Company, the hardships endured by the Jamestown settlers, and the advent of tobacco as a cash crop. The second part of the lecture focuses on labor forces employed in Chesapeake tobacco agriculture (indentured servants and slaves) and the strained relations between the colonies and the Powhatan Indians that culminated in the 1622 Indian Massacre.



AP US History is partly about challenging popular myths. One of these popular myths is that the Pilgrims and other settlers in the Massachusetts Colony came to the New World for "religious freedom." In reality, they only came over to create a religious commonwealth that was steeped in a culture of conformity. Roger Williams and Anne Hutchinson challenged that culture of conformity and began a tradition of religious toleration that would later be enshrined in the First Amendment.

- Web Link [Virginia Pt 1:](#)
- Web Link [Virginia Pt 2](#)
- Web Link [New England](#)
- Web Link [Roger Williams](#)
- Web Link [Anne Hutchinson](#)
- Follow the link for optional lecture notes: <https://www.tomrichey.net/blog/the-virginia-colony-apush-notes>