

AP United States History

Summer Assignment



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Course: AP US History

Assignment title	Read and complete vocabulary identifications and paragraphs for Chapters 1-3 in the <i>American Pageant</i> .
Date due	First day of class
Estimated time for completion	6-10 hours (depending on reading speed)
Resources needed to complete assignment	<input checked="" type="checkbox"/> School assigned textbook <input type="checkbox"/> Student purchased book(s) <input type="checkbox"/> Other supplies: _____
How the assignment will be assessed	The <i>American Pageant</i> book work will count as a test grade. 50% will come from the paragraphs and 50% from the terms.
Purpose of assignment	<input checked="" type="checkbox"/> Review of foundational material/concepts/skills. <input type="checkbox"/> Introduce new material/concepts/skills. <input checked="" type="checkbox"/> Expose students to required material/concepts/skills/texts that cannot be covered during the academic year. <input checked="" type="checkbox"/> Have students read material that will be discussed or used in class at the beginning of the year.

READ AND COMPLETE IDENTIFICATIONS AND PARAGRAPHS FOR CHAPTERS 1-3

American Pageant Directions

Read chapters 1-3 in the course textbook, *The American Pageant*. For each chapter that you read, you are to define the given terms in the provided format (see below). Then you are to respond to the provided questions in paragraph form (also see below).

ID Format: Be sure you complete each component for every term. View the terms in light of the context in which you are reading. Thus, in chapter 1 you may be able to define “capitalism” based on your modern understandings, however, you need to define and explain the significance of capitalism based on the time period being discussed in the chapter. This may be done in a chart or another organizational method so long as each component (identification and significance) is clear. All term IDs should be in complete sentences. Be concise while providing pertinent information (these are not paragraphs but may require 2-3 sentences per term). If you use a source beyond the American Pageant, you must include that source below your identification (url link is fine). PLEASE NUMBER YOUR TERMS. The term components are:

Identification	Significance
Who/What/When/Where is this? When writing the ID portion of the task you are looking for cold hard facts. This tends to be straight answers from your reading. However, be sure you are not copying your textbook word for word. Read and then write your own sentences.	Consider the following questions when you're trying to determine significance. Your response should answer ONE of the following ideas: Why is this important in history? What impact did it have? Why do we care? When responding to the significance portion of the task you are concerned with historical interpretation. This is critical thinking; it will not (and should not) come directly from the book.

Examples for IDs:

Identification	Significance
<p>1. Spanish Armada—The Spanish Armada was the fleet of 130 ships the Spanish had gathered for an invasion of England in 1588. The plan was to invade England, remove Queen Elizabeth from power, and restore Catholicism.</p> <p>source: http://www.elizabethi.org/contents</p>	The defeat of the Spanish Armada by the English represented the beginning of the end for the Spanish empire. As the Spanish power began to decline, England’s victory over the armada led to English naval dominance in the North Atlantic and a rise in nationalism at home, both of which contributed to England’s ability to colonize the New World.
<p>2. Rights of Englishmen—These were the rights that Englishmen enjoyed in England, which were initially extended to Englishmen living in New World colonies through the charter of the Virginia Company.</p>	These rights were important because they increased the colonists' feeling of home in the New World. They allowed Englishmen to continue following the practices of traditional English institutions despite being an ocean away, though it later led to resentment and a desire for independence when colonists felt these rights were not being respected.
<p>3. Pocahontas—Pocahontas lived in the James River area at the time of the earliest English arrivals to the region, and she was the daughter of Chief Powhatan.</p>	Pocahontas played the role of an intermediary between the settlers and Native Americans, which helped to keep the peace between the two sides at a time when tensions were high. Her marriage to John Rolfe helped bring about a peace settlement to end the First Anglo-Powhatan War.

Paragraph Expectations: Paragraphs should be in complete sentences and should fully and thoughtfully answer the question. Your responses should draw on your reading of the *American Pageant* but should not copy its words directly. You may find that some of these paragraphs will require you to draw on information from more than just one chapter. If you choose to use an outside source, you must provide the links to your sources.

APUSH Summer Assignment Considerations

1. All work should be typed, printed, stapled, labeled with your name, and ready to be turned in on the first day of class at the beginning of the class period.
2. Work should be done in 12 point, Times New Roman font with standard margins.
3. Terms and paragraphs should be labeled with the appropriate chapter and numbered.
4. Wikipedia and quizlet are not considered to be an effective source for academic research. Any information you seek beyond your textbook must be a .org/.edu/.gov source.
5. Late work will not be accepted unless an arrangement was **previously** made with the teacher.
6. **Any work that is not your own (this includes copying from the book, your peers, or the internet) will result in a zero and infraction.**

Chapter 1

Terms

1. Columbian Exchange
2. Iroquois Confederacy
3. Maize (corn) cultivation
4. Capitalism
5. Encomienda System
6. West African Slave Trade
7. Pueblo Revolt/Pope's Rebellion
8. Cahokia
9. Portuguese Navigators
10. Mestizos

Paragraphs

1. Compare and contrast how different native populations in North America developed into complex societies based on interactions with the environment and with each other. (historical thinking skill: compare and contrast)
2. Explain the motives for exploration by European countries and analyze both the positive and negative impacts this exploration and settlement had on both Europeans and Native Americans as a result of their interactions. (historical thinking skill: cause and effect)
3. Explain the misunderstandings of Native Americans by the Spanish and Portuguese and discuss the debate it created regarding appropriate treatment of the Native Americans. (historical thinking skill: cause and effect)
4. Compare and contrast the Spanish exploration and colonization efforts in North and South America. What accounts for any differences that might have existed? (historical thinking skill: compare and contrast)

Chapter 2

Terms

1. Roanoke Island
2. Captain John Smith
3. Powhatan's Confederacy
4. House of Burgesses
5. Act of Toleration
6. Barbados Slave Codes
7. Protestant Reformation
8. King Nicotine/tobacco
9. Tuscarora War
10. Joint-stock company

Chapter 2

Paragraphs

1. What caused conflict between British colonists and American Indians during the 17th century and early 18th century? What was the outcome and impact of these conflicts? (historical thinking skill: cause and effect)
2. Compare and contrast the experiences of British exploration and settlement with those of the Spanish. (You will have to use information from chapter 1). (historical thinking skill: comparison)
3. Why did the need for labor in the British colonies develop and how did it influence the development of the Chesapeake, southern Atlantic coast, and the British West Indies? (historical thinking skill: cause and effect)
4. Analyze how Native Americans' lives changed as a result of the arrival of the British in North America. Additionally, analyze ways in which Native Americans' lives remained the same in this region throughout the 1600s and early 1700s. (historical thinking skill continuity and change over time)

Chapter 3

Terms

1. Metacom
2. Salutary Neglect
3. Mayflower Compact
4. John Winthrop
5. Roger Williams
6. Pequot War
7. New England Confederation
8. Sir Edmond Andros
9. Quakers
10. Navigation Laws

Paragraphs

1. Compare and contrast the New England colonies with the Chesapeake and Southern colonies. (You will have to use information from chapter 2). (historical thinking skill: compare and contrast)
2. Analyze how the relationships between the colonists and Great Britain both changed and stayed the same from 1619-1700? (historical thinking skill: change and continuity over time)
3. What caused the demographic, religious, and ethnic diversity in the Middle Colonies? (historical thinking skill: cause and effect)
4. How did the Puritans' beliefs affect the development of their communities and the settlement of other New England colonies? (historical thinking skill: cause and effect)

Rubrics

Advanced Placement United States History Summer Assignment Rubric: Paragraphs

The following rubric will be used for each chapter.

Expectations* CHAPTER ____	1	2	3	4
Historical Thinking Skill. (Compare/Contrast, Cause/Effect, Change and Continuity Over Time)	Student consistently and effectively displays the historical thinking skill required by the task in one of the four paragraphs ----- No work was submitted=0 points	Student consistently and effectively displays the historical thinking skill required by the task in two of the four paragraphs	Student consistently and effectively displays the historical thinking skill required by the task in three out of the four paragraphs.	Student consistently and effectively displays the historical thinking skill required by the task in every paragraph.
Use of evidence from textbook. (Use of outside sources should be limited—only to aid in understanding, these questions are answerable from the textbook alone)	Student consistently and effectively used evidence from the <i>American Pageant</i> as their primary source to support their writing in one of the four paragraphs ----- No work was submitted=0 points	Student consistently and effectively used evidence from the <i>American Pageant</i> as their primary source to support their writing in two of the four paragraphs.	Student consistently and effectively used evidence from the <i>American Pageant</i> as their primary source to support their writing in three of the four paragraphs.	Student consistently and effectively used evidence from the <i>American Pageant</i> as their primary source to support their writing in every paragraph.
All parts of the question were answered.	Student answered the full task for one of the four paragraphs ----- No work was submitted=0 points	Student answered all pieces of the task for two of the four paragraphs.	Student answered all pieces of the task for three of the four paragraphs.	Student answered all pieces of the task for all of the required paragraphs.
Formatting (use of complete sentences, typed, outside sources given)	Work was not turned in =0 points	Paragraphs were not written in complete sentences	Information not available from the textbook was not sourced OR work was handwritten	Student met all formatting expectations

*As a reminder, any work copied from the internet or a peer will result in a zero.

Total Number of points earned = _____ x5= _____

Advanced Placement United States History Summer Assignment Rubric: Terms

The following rubric will be used for each term.

Chapter ____ Terms:

ID #	0 Points Definition is missing, incorrect, or fails to provide sufficient information to define the term.		1 Point Definition accurate defines the term.	
Significance	0 Points Significance is not provided.	1 Point Significance is provided but lacks sufficient historical interpretation.	2 Points Significance contains adequate historical interpretation.	3 Points Significance contains historical interpretation that displays critical thinking.
Formatting	0 Points Formatting does not follow assignment guidelines.		1 Point Formatting follows the assignment guidelines.	

Final Grade (Average of 2 sections) _____