***AP United States History***

***Summer Homework***

Welcome to AP U.S. History (APUSH). Since this is a very fast paced course with too much to cover in too short a time, we do ask that you complete the following assignments over the summer so we can hit the ground running when school starts in August.

Summer assignments are **NOT DUE ON THE FIRST DAY OF SCHOOL.** In fact, you could theoretically not do these assignments during the summer, but it will mean you will have a *very* busy August and September, as you must complete not only the summer work but the regular work. Most of these assignments are due during the first four weeks of school, along with your regular study guides. You are probably going to be overwhelmed with work at the beginning of the school year. It will be a strange start to the school year, as we have not been in school for almost 18 months. While technically you can wait until school starts to do the summer assignments since they are not due on the first day, you would be foolish to do so. Use your summer wisely to save time later on.

Oh—one more thing: **At this point, all of the assignments must be hand written.** We know. . . that sucks and we’re evil. There are, however, a couple of reasons why we do ask this of you. First, part of the original AP Exam has two hours and 15 minutes of writing by hand. Right now, we must assume that the AP Exam will be as usual, and you need to get use to handwriting your work, and using only paper, a pen, and you. You can use pencil on your summer assignments, but on the AP Exam you need to use a pen. The second reason why we require you to handwrite your summer work is to keep you honest. While we are **positive** you would never participate in some type of scheme where you and a few of your friends divide up the work and then share it on a Google Doc, creating a nice plagiarized document, we know that many many other students would do such a thing. And since that is high unethical, and you then won’t learn anything, AND the fact that we use this work to teach you how to write essays and short answer questions, we just need to do something that saves you from yourself. Seriously, the amount of time that students spend trying to cheat should just be spend in doing the original work in the first place. So no typing your summer assignments. Be prepared to upload pictures of your documents when we return to school.

So, when you are ready, start attacking the summer work. It will make it easier for you next month.

**Part 1: READING**

* Acquire a copy of *Don’t Know Much About History* by Kenneth Davis. It can be found at almost any bookstore (including Amazon—look in the used section for a cheap copy), or borrow one from a previous APUSH student. We think you can even find a PDF online for free. Any edition is fine, although the more recent the better. We do have a few loaner copies that you can get in August if you can’t find one. (If this link still works, this should be a pdf version: <https://inconue.files.wordpress.com/2011/08/t_know_much_about_history_bookfi-org-p285.pdf>)
* Read Chapters 1 and 2
* The chapters are divided into a series of questions. Answer each of those questions by summarizing the information in **THREE** bullet points. For such entries as “Milestones,” or “The Revolutionary War,” choose three events that you think are the most important for that entry.
* There are MANY versions of the book out there, and different versions have different numbers of questions in each chapter. So please indicate at the top of each chapter how many questions your version has in it.
* You can write your answers on binder paper; some people like to use a spiral notebook for their *Don’t Know Much About History* and their podcast notes (more on podcasts below) because it keeps it all together, plus you will be doing more chapters and podcasts throughout the school year.

DUE DATE: Chapter 1 will be due on the Thursday or Friday of the first week of school. Chapter 2 is due about three weeks later

**PART 2: Movies**

* Watch each of the following U.S. History movies. You can usually find them on YouTube, but you might be able to find them on another streaming venue. The movies are:
  + *1776 (*from 1972, yes, it’s a musical, like *Hamilton,* but written, of course, in the early 1970s so the music is more of a traditional musical. You can find it on YouTube. This may be a link to the film, if it still works <https://archive.org/details/1776-film>
  + *The Alamo* (from 2004—don’t watch the John Wayne version)
  + *Glory* (from 1989—substitute *Gettysburg* if you are not allowed to watch R rated movies
* For each movie, complete the following assignment:
  + Explain the main point the movie is trying to make
  + Describe what you think are the TEN most important scenes, events, or moments in the movie, and explain why you chose each event. Please make sure the events are scattered throughout the movie—no fair choosing ten events from the first 30 minutes.
* You can put your movie notes in the same notebook as your *Don’t Know Much About History* questions.
* NOTE: I usually show these movies after school for the first six weeks of the semester, half a movie each week. If you can’t find the movies you can watch them after school.
* Due Date: Movies are due on the last Friday of Grading Period 1

**Part 3: Podcast.**

* *What is a podcast?* An APUSH podcast is a lecture. Most of you are familiar with Power Point; the podcasts are presented in a similar manner.
* *How were the topics for the podcasts selected?* Each chapter in the textbook will have one podcast lecture and one in-class lecture. Both are necessary to understand the concepts and events of the historical time frame of the chapter. It is important that you take each podcast as seriously as you would any other class or textbook assignment. For the most part, the podcast number will match the number of its corresponding textbook chapter. Sometimes the podcasts will be in a different order from the chapter, so be careful to watch what is actually being assigned.
* *What should students do while listening to a podcast?* There are several things to do while listening to a podcast:
  + WRITE THE THEME WORD FOR WORD. This is the focus of the lecture, and will be given at the beginning of each podcast. It will be said slowly; write it down! You should theoretically be able to write an essay supporting the theme by the end of the lecture.
  + TAKE NOTES. You can take notes any way you wish; popular forms are Cornell style; outline; narrative—whatever method is best for you. BE SURE TO HANDWRITE YOUR NOTES!
  + LOOK AT THE PICTURES. Each picture was carefully chosen to give you a visual of the event, person, or idea that is being presented. Pictures change pretty frequently, so you will want to be sure to watch your screen as you are taking notes.
  + WRITE DOWN QUESTIONS. Every podcast will have a question and answer session in class, with a basic summary of the topic. This is when you can ask your questions. Question can be for clarification, additional information on something you found particularly interesting, and/or other things like spelling, names and dates.
* *What happens with the podcast information?* Remember that you are responsible for the information in the podcasts; there will be a short answer written quiz for each podcast, plus you are expected to use podcast information in your writing.
* *Will the podcast notes be collected?* **Yes**; podcast notes are part of your weekly study guide grade. YOUR PODCAST NOTES MUST BE HANDWRITTEN—no typing will be accepted.
* *How will the notes be graded?* It is not impressive if you copy everything; you can stop the podcast and write everything down. You will not be graded on quantity; it is the quality of the notes that will receive full credit. Pay attention to the different parts of the podcast, making sure that each part has a section of notes. You should also have some of the examples given to support the main ideas and/or events that are presented.
* Here is how to access Podcast 1 on the Native Americans: You need to be signed into your esuhsd account. Go to

https://drive.google.com/file/d/19rIpcL5RTBBTocpCddtHCQNik2GzAWxZ/view?usp=sharing

Take notes on the podcast from the directions you see above. Please hand write them and be prepared to upload pictures of the podcast notes. You can write your notes on binder paper or in your notebook where you take your notes.

* Podcast 1 is due during the first week of school

**Part 4: Study Guide:**

* Go to <https://www.neisd.net/cms/lib/TX02215002/Centricity/Domain/4712/americas_history_for_the_ap__-_james_a_henretta_complete.pdf> which is a pdf of our textbook. You can download the entire textbook, or you can just use it online.
* Print or copy the study guide that follows these instructions. Fill out the study guide from the textbook. If you are not a great reader, you can watch/listen and take notes from this YouTube overview of the chapter from this link <https://www.youtube.com/watch?v=OG7CemhSizw&t=193s> This teacher did a review for each chapter. My advice, if you choose to use these, is to watch the video and fill out what you can on your study guide, then go back and skim read the chapter to fill in what is missing. The teacher, Adam Norris, does a good job but does not necessarily cover everything in the chapter.
* The study guide is due either Thursday or Friday of the first week of school.
* Here is the link to the first page of the study guide. <https://docs.google.com/document/d/1fN1-DpFDazdG89-NtY1ISN3THLPEiUu5xplnTEOBLqM/edit> There is also a copy of this study guide at the end of this document.
* **If you have trouble downloading the textbook, please email Mrs. Kavanaugh during the summer and I will send you a pdf of the pages you need to read.**

**Okay, that’s it. If you have any questions, please email Mrs. Kavanaugh at** kavanaughc@esuhsd.org

NOTE: If you want the rest of Chapter 1 study guide to work on, please email me and I will send it to you. Please be patient for a reply; I am not going to check my email every day during the summer and it may take a week or two to get back to you.

Happy summer! =)

***APUSH Chapter 1 Study Guide***

***Colliding Worlds, 1450-1600 (pages 6-36) SUMMER WORK***

**PART I** *The Native American Experience* pp. 6-18.

SECTION 1. Choose THREE of the following Native American groups for the chart. Mexico (Aztec); Peru (Inca); Mississippi Valley (Cahokia); Eastern Woodlands; Great Lakes; Great Plains; Great Basin; Southwest; California; Northwest Pacific Coast

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| --- | --- | --- |
| Region | Government structure | Economy (including trade) |
|  |  |  |
|  |  |  |
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SECTION 2. **Statements. For EACH statement, include THREE evidence bullet points that support that statement.**

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| --- |
| The spread of maize cultivation from present-day Mexico northward into the present- day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. |
| Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles. |
| In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages. |
| Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean. |

**Section 3. Answer the two questions on the back of this page.**

1. How did landscape, climate, and resources influence the development of Native American societies?
2. How did Native Americans’ conceptions of the spiritual world influence their daily lives?