

APUSH 2017

Summer Assignment

The ***AMSCO UNITED STATES HISTORY, Preparing for the AP Exam*** (in paperback). This review will be used the entire year to prepare for the AP exam, please purchase the 2016 edition, if you are unable to purchase 2016, please get 2015 edition.

<http://www.amscopub.com/us-history-preparing-for-ap-exam>

Please note that the pages may not correspond but the subject material will be the same.

Complete Guided Reading and Analysis: A New World of Many Cultures. Fill in the Guided Reading material, and put the completed work into a 3-ring binder/ folder and title the folder, APUSH Guided Reading.

This assignment is due the first day of school.

Pick novels (2) from the attached list, one fiction, and one non-fiction. Write a review of each novel using the attached review sheets to guide your effort, papers should be 2-3 pages long and should be turned in to turnitin.com by August 12<sup>th</sup>.

Turnitin.com information

Class Name: APUSH 2017-2018

Class ID: 15365915

Enrollment password: APUSHNewman

Finally, answer the following two questions on a separate sheet (Typed) and turn in it on the first day of class.

Which topic did you find the most interesting and why?

Which novel would you recommend to a classmate and why?

If you need me over the summer:

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Use the following review sheets to guide your writing responses to the appropriate Non-fiction or Fiction novel.

## **Non-fiction review sheet**

**Overview:** Outline the contents of the book by identifying the thesis and giving a brief summary of the main points. Quote or paraphrase key ideas.

**Purpose:** What is the author's purpose (To relay information, to convince, to demand change, to shock)? Who is the intended audience?

**Background information:** Determine credibility by describing the author's education and/or experience.

**Evaluation:** Did the author prove their thesis? Describe the evidence. What part of the author's argument was convincing? Does the novel represent popular culture or media's portrayal of the topic?

**Summary:** State your overall response to the novel.

## **Fiction review sheet**

**Setting:** Explain where and when the story takes place.

**Plot:** Explain what happens in the story, including the beginning and ending.

**Main Character:** Describe the main character, what do you think of him/her and why.

**Important Scene:** Explain what happens in the scene and why it is important.

**Theme:** What theme/idea/message/point is the author trying to convey.

**Summary:** State your overall response to the novel.

## AP US History Reading List

	Title	Author	Subject
F	All Quiet on the Western Front	Erich Remarque	WW I
F	An American Tragedy	Theodore Dreiser	Social Issues
F	Bean Trees	Barbara Kingslover	Immigration
F	Beloved	Toni Morrison	Slavery
F	Black Like Me	John Howard Griffin	Civil Rights
F	Catch-22	Joseph Heller	WW II
F	Catcher in the Rye	J.D. Salinger	Post WW II Society
F	Chicano	Richard Vasquez	Race
F	Cold Mountain	Charles Frazier	Civil War
F	Death of a Salesman	Arthur Miller	Post WW II Society
F	Go Tell It on the Mountain	James Baldwin	Race/Depression
F	Gone With the Wind	Margaret Mitchell	Civil War
F	If I Die in a Combat Zone: Box Me Up and Ship Me Home	Tim O'Brien	Vietnam War
F	In Cold Blood	Truman Capote	Culture
F	Joy Luck Club	Amy Tam	WW II/Women/Race
F	Last of the Mohicans	James Fenimore Cooper	French & Indian War
F	Little Women	Louisa May Alcott	Women/Civil War
F	Moby Dick	Herman Melville	Race/Religion
F	Native Son	Richard Wright	Social Issues/Race/Depression
F	Roots	Alex Haley	Slavery
F	Sister Carrie	Theodore Dreiser	American Dream/Women
F	Slaughterhouse Five	Kurt Vonnegut	Social Issues/Anti-War
F	Streetcar named Desire	Tennessee Williams	Post WW II Society
F	The Adventures of Huckleberry Finn	Mark Twain	Culture/Race
F	The Bell Jar	Sylvia Plath	Women
F	The Cider House Rules	John Irving	Social Issues/Abortion
F	The Crucible	Arthur Miller	Religion/Communism
F	The Grapes of wrath	John Steinbeck	Depression
F	The Great Gatsby	F. Scott Fitzgerald	Culture (1920's)
F	The Maltese Falcon	Dashiell Hammet	Prohibition
F	The Natural	Bernard Malamud	Culture (baseball)
F	The Red Badge of Courage	Stephen Crane	Civil war
F	The Scarlet Letter	Nathaniel Hawthorne	Religion/Colonial America
F	The Sound and the Fury	William Faulkner	Reconstruction Era
F	The Things They Carried	Tim O'Brien	Vietnam War
F	The Ugly American	Eugene Burdick & William Lederer	Communism
N	1776	David McCullough	American Revolution
N	A People's History of the United States: 1492-Present	Howard Zinn	General
N	All the President's Men	Carl Bernstein & Bob Woodward	Watergate
N	Assassination Vacation	Sarah Vowell	Presidents/Culture

N	Band of Brother	Stephen E. Ambrose	WW II
N	Bury My Heart at Wounded Knee: An Indian History of the American West	Dee Brown	Native Americans
N	Gods and Generals	Jeff Shaara	Civil War
N	His Excellency: George Washington	Joseph J. Ellis	Presidents
N	How Democratic is the American Constitution?	Robert A. Dahl	Government
N	How the Other Half Lives	Jacob Riis	Progressive Era
N	Incidents in the Life of a Slave Girl	Harriet Jacobs	Slavery
N	John Adams	David McCullough	Presidents
N	Lincoln	David Herbert Donald	Presidents
N	Making of the Atomic Bomb	Richard Rhodes	War
N	Manhunt: The 12-Day Chase for Lincoln's Killer	James L. Swanson	Presidents
N	Mayflower: A Story of Courage, Community, and War	Nathaniel Philbrick	Colonial America
N	Only Yesterday	Fredrick Allen	Culture (1920's)
N	Ordeal By Hunger	George Stewart	Westward Expansion Donner Party
N	Parting the Waters: Martin Luther King and the Civil Rights Movement, 1954-63	Taylor Branch	Civil Rights
N	Silent Spring	Rachel Carson	Environment
N	Team of Rivals: The Political Genius of Abraham Lincoln	Doris Kearns Goodwin	Presidents
N	The Autobiography of Malcolm X	Malcolm X & Alex Haley	Civil Rights
N	The Bedford Boys	Alex Kershaw	WW II
N	The Color of Water	James McBride	Culture/Race/Religion
N	The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America	Eric Larson	Culture ( Chicago World's Fair)
N	The Jungle	Upton Sinclair	Progressive Era/Urbanization
N	The Killer Angels	Michael Shaara	Civil War
N	The Right Stuff	Tom Wolfe	Culture (Space Exploration)
N	The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl	Timothy Egan	Depression
N	This Hallowed Ground	Bruce Catton	Civil War
N	Thomas Jefferson: An Intimate History	Fawn Brodie	Presidents
N	Uncle Tom's Cabin	Harriet Beecher Stowe	Slavery
N	Undaunted Courage	Stephen E. Ambrose	Westward Expansion
N	Up From Slavery	Booker T. Washington	Race
N	Warriors Don't Cry: a Searing Memoir of the Battle to Integrate Little Rock's Central High	Melba Pattillo Beals	Civil Rights

**THIS IS A TRADITIONAL & OPTIONAL ASSIGNMENT... IT MUST BE PRINTED AND COMPLETED IN INK!**

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Due Date: 08/30/16

**Guided Reading & Analysis: A New World**  
**Chapter 1- A New World of Many Cultures, 1491-1607, pp 1-13**



**Purpose:**

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using your noggin (thinking skills) with new knowledge gained from the reading. This guide, if completed in its entirety BOP (Beginning of Period) by the due date, can be used on the first quiz as well as earn up to 10 bonus points. The benefits of such activities, however, go far beyond quiz help and bonus points. ☺ **Mastery of the course and AP exam await all who choose to process the information as they read/receive.** This is an optional assignment.

**So... young Jedi... what is your choice? Do? Or do not? There is no try.**

(Image Source: AdventureTales.com)

**Directions:**

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **Highlight key events and people as you read.** Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write your notes and analysis in the spaces provided OR complete digitally on Canvas. If you are completing paper copy, complete it in **INK!**

**Key Concepts FOR PERIOD 1:**

**NOTE:** College Board released revisions to the APUSH framework July of 2015. The key concepts and objectives addressed in your texts reflect the 2014 version of the framework. This guide includes the 2015 revisions to the key concepts. In general, the expectations are not that different. College Board simply sought to clarify and simplify the expectations.

**Key Concept 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.

**Key Concept 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.

**SECTION 1 - Period Perspectives, p.1**

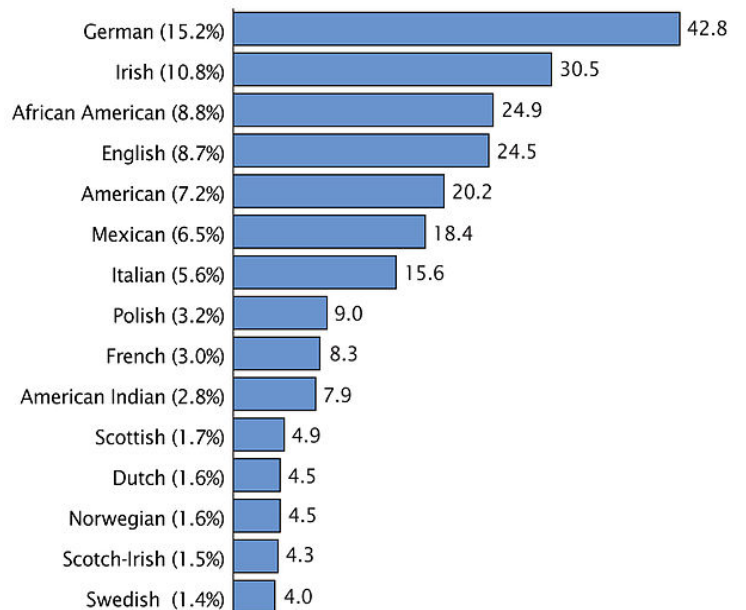
Consider the data in the chart at right as well as page 1 of the text when completing this section.

- Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

- Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2.  
**Fifteen Largest Ancestries: 2000**

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see [www.census.gov/prod/cen2000/doc/sf3.pdf](http://www.census.gov/prod/cen2000/doc/sf3.pdf))



Source: U.S. Census Bureau, Census 2000 special tabulation.

### SECTION 2 Guided Reading, pp 2-13

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish reading the section and taking notes, process and analyze what you read by answering the question in the right hand column. You do not need to write in complete sentences.

#### 3. Cultures pp 2-5

Key Concepts & Main Ideas	Notes	Analysis
<p>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<p>Cultures of Central and South America...</p> <p>Cultures of North America...</p> <p>Language...</p> <p>Southwest Settlements...</p> <p>Northwest Settlements...</p> <p>Great Plains...</p> <p>Midwest Settlements...</p> <p>Northeast Settlements...</p> <p>Atlantic Seaboard Settlements...</p>	<p><i>In what ways</i> did native peoples <i>transform</i> North American environment before European colonization? (list)</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>Identify one <i>key similarity</i> and one <i>key difference</i> between societies that developed in Central and South America to those that developed in North America.</p> <p>Similarity:</p> <p>Difference:</p> <p>Explain the significance of the <i>difference</i> between Central /South America and North America.</p>

#### 4. Europe Moves Toward Exploration, pp 5-6

Key Concepts & Main Ideas	Notes	Analysis
<p>New technology, new knowledge, and new goals spurred European exploration.</p>	<p>Improvements in technology...</p> <p>Religious conflict...</p>	<p>Identify the <i>key difference</i> between Viking voyages of the 12<sup>th</sup> century to that of Columbus in the 15<sup>th</sup> century.</p> <p><i>How</i> did new technology enable Christopher Columbus to dominate the "New World?"</p> <p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p>

5. Expanding Trade, pp 6-7

Key Concepts & Main Ideas	Notes	Analysis
<p>Economic motives drove exploration, and “discovery” altered the European, African, and America economically, politically, and culturally.</p>	<p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p> <p>Developing Nation-States...</p>	<p>List <i>three main effects</i> of Europe’s expanding trade in the 15<sup>th</sup> century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>

6. Early Explorations, pp 7-10

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</p> <p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Christopher Columbus...</p> <p>Columbus’s Legacy...</p> <p>Exchanges...</p> <p>Dividing the Americas...</p> <p>Spanish Exploration and Conquest...</p> <p>English Claims...</p> <p>French Claims...</p> <p>Dutch Claims...</p>	<p><i>How did European expansion impact European society?</i></p> <p><i>How did European expansion impact Native American society?</i></p> <p>Which of these consequences were the most significant? Explain your answer.</p>

7. Spanish Settlements in North America, pp 10-11

Key Concepts & Main Ideas	Notes	Analysis
<p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Florida...</p> <p>New Mexico...</p> <p>Texas...</p> <p>California...</p>	<p>What were <i>three chief features</i> of the Spanish empire in America?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Identify <i>one cause</i> and <i>one effect</i> of Spanish settlement in North America.</p> <p>Cause:</p> <p>Effect:</p>

8. European Treatment of Native Americans, pp 11-12

Key Concepts & Main Ideas	Notes	Analysis
<p>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</p> <p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples</p>	<p>Spanish Policy...</p> <p>English Policy...</p> <p>French Policy...</p> <p>Native American Reaction...</p>	<p>Identify <i>three major consequences</i> of European contact with American Indians?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which of these were the <i>most significant</i>? Explain your answer.</p> <p>In what ways was English policy toward Native Americans different from those of France and Spain?</p> <p><i>Different from France in that...</i></p> <p><i>Different from Spain in that...</i></p> <p>How effective were Native Americans in overcoming the negative aspects of European policies?</p>



9. Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</p>	<p>Washington Irving...</p> <p>President Franklin Roosevelt...</p> <p>Revisionists...</p> <p>Arthur Schlesinger...</p> <p>Fact and fiction...</p>	<p>Support or refute the following statement: Christopher Columbus was a hero.</p> <p>List 3 pieces of evidence to support your answer.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>List 3 pieces of evidence that support the alternate view.</p> <p>a.</p> <p>b.</p> <p>c.</p>

10. Explain the HIPP of the image below.

Image Source: Public Domain, Library of Congress, *First landing of Columbus on the shores of the New World, at San Salvador, W.I., Oct. 12th 1492*, Dióscoro Teófilo Puebla Tolín



**HIPP+:**

Historical Context:

Intended Audience:

Author's Purpose:

Author's Point of View:

+Other Context (similar in kind, from a different time...give an example of similar theme in a different place/time period):

### Section 3 MAP

The College Board framework for the course includes specific places and locations significant to the development of North America and the United states. This section provides you with the opportunity to locate and review these items.

Directions:

1. Read the framework excerpts located to the right of the map, and ensure you *understand & know* where/what is referenced.
2. Circle or highlight the following groups: Pueblo, Chinooks, Iroquois, Algonquian, Wampanoags, Pequot, Powhatan
3. Label/Trace the starting point and expansion of maize cultivation.



On a **North American continent...** The spread of **maize** cultivation from **present-day Mexico** northward into the **American Southwest** and beyond supported economic development and social diversification among societies in these areas; a mix of foraging and hunting did the same for societies in the **Northwest** and areas of **California**.

Societies responded to the lack of natural resources in the **Great Basin** and the **western Great Plains** by developing largely mobile lifestyles.

In the **Northeast** and along the **Atlantic Seaboard** some societies developed a mixed agricultural and hunter-gatherer economy that favored the development of permanent villages.

European overseas expansion resulted in the **Columbian Exchange**, a series of interactions and adaptations among societies across the **Atlantic**. The arrival of Europeans in the **Western Hemisphere** in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the **Atlantic**.

Source: North American Continent; Western Hemisphere Indian Culture Map, <http://lochgary.wordpress.com/2011/11/27/ancient-winds-and-memories-of-a-time-long-ago/>