

APUSH

Mrs. Maritza Arroyo

Welcome to class!

Congratulations on the academic challenge towards the **Advanced Placement United States History** course, AKA APUSH. This course begins with the summer assignment packet you received! This is a very demanding course; a course that will challenge your thoughts as well as the way you write. Since so much is to be discussed and covered related to American history, we begin NOW completing an independent study. You will be busy, yet I want you to enjoy the summer time, relax, and have fun!

Throughout the course of the year, you will be reading various chapters related to the growth of American history as well as completing assignments that will enhance your learning. APUSH course is taught as a *college level* class, for which you too will be treated as a college level freshmen student. During the first weeks of school, you will receive different documents, forms and worksheets that will help guide your understanding towards APUSH. The road to success is not an easy one, there will be bumps, detours, I am here to support and help you and I trust you will SUCCEED! Soooo, in the words of *American Airlines*: “I’m glad you are here”!

We all have our own personal history. Each individual is unique in their own way/s. Knowing a little about your personal history is important to me as we are about to begin the APUSH Journey and will be together in this ride for the school year. Getting to know each other may mean the world to some, here will be moments of distress, fall, rise and joy!

- **Assignment #1 Write a letter of introduction in 1-2 pages.**

Provide your name, some information about your family, life as a child, and a brief statement about who you are. Include *why you chose to take APUSH*, what you hope to get out of this class, and what you are most looking forward to learning about U.S. History. Also include your favorite quote(s) and the why you chose it/them, what does the quote(s) mean to you?

Requirements: typed, double-spaced, Times New Roman 12-point font with 1-inch margins all around. This will be considered a homework assignment. You will receive **50 homework points** for completing it and emailing it to me on time. I look forward to getting to know you!

***Please email your Letter of Introduction to me ON or BEFORE July 25, 2018 to the following email: maritza.arroyo@comcast.net**

In accessing the textbook *The American Pageant* online, the following are several resources:

[The American Pageant AP US History Notes - 16th Edition:: APNotes.net www.apnotes.net/ap-16e.html](http://www.apnotes.net/ap-16e.html)

Assignments 2 and 3 are due August 6th (**First Day of School / NO LATE WORK IS ACCEPTED**)

- **Assignment #2 Illustrated Biography**

(Select **one** significant historical figure among Chapters 1-4; research information related to who this person was, details about family life, possible education, involvement in the Church or politics, identify accomplishments and/or historical legacy; must include a picture of the person) This assignment will be 1 page typed.

- **Assignment #3 Reading and Annotating (50 points)**

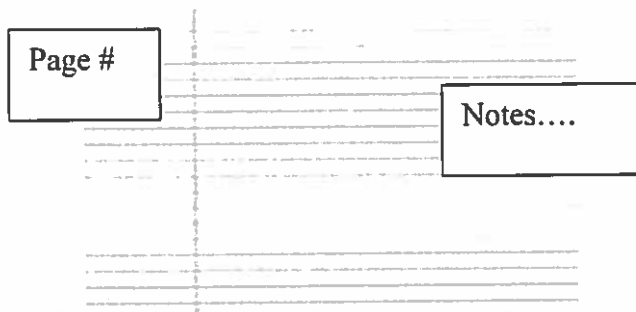
Purpose: Start the school year with a basic framework of the content we are going to cover at the start of the semester. There are 41 chapters in the textbook, covering 9 historical time periods, time flies by quickly! Using the summer to get a jump start, will make the reading load throughout the semester much lighter. In addition, it will provide you with the material you need to participate in activities the first week of class. Due to APUSH being considered the stepping stone towards your college academic experience, one (1) chapter per week will be discussed.

- **Assignment Reading Annotation:** You will read the first 4 chapters of your textbook. *The American Pageant, 16th Edition*, by David M. Kennedy and Lizabeth Cohen. This will take you through exploration and colonization. For each chapter, you will **annotate** the pages. The **purpose of annotation** is to capture your thoughts as you interact with history. Record your notes / thoughts on post-it-notes and place them in your textbook as you read. As you return to your book to study, you should just need to read over your own notes. The number of annotations per page will vary, based on the content and how familiar you are with it.

*Some students choose to annotate on college/rule paper, rather than directly in their text. **If you choose to do this, you must set your notes as follow: You MUST have the correct page number next to the corresponding notes and they must be hand – written. DO NOT TYPE YOUR NOTES, YOU MUST HAND WRITE in BLACK or BLUE INK.**

What do I write as I annotate?

- *Summarize important ideas in your own words.
- *Add examples from real life, other books, TV, movies, and so forth.
- *Define words that are new to you.
- *Mark passages that you find confusing with a ???
- *Write questions that you might have for later discussion in class.
- *Comment on the actions or development of historical events / figures.
- *Comment on things that intrigue, impress, surprise, disturb, etc.
- *Feel free to draw picture when a visual connection is appropriate
- *Explain the historical context or traditions/social customs associated with the content.



- **Reading Learning Log**

Select one of the first four chapters read to complete a reading learning log to share knowledge gained. Through this log, you will include the title of the unit and chapter in question; provide a brief annotation of the chapter (minimum of one paragraph) and then a detailed summary (minimum of two paragraphs of what you learned from the chapter. Questions that you may also add to your log are: what information grabbed my attention, what are 5 main ideas learned through the chapter, what did I previously think as true, but now know to be incorrect, new/surprising information, what have I changed my mind after reading the chapter, what I mostly liked/disliked about the chapter, other interesting facts, still unsure about... **This log must be handwritten (black or blue ink)**

- **“Cheat Sheet Index Card”** For each chapter (1-4), on a standard 3X5 notecard (use front and back). take notes that you may use on the chapter test, which will be the first week of classes. They will receive 10pts each towards participation.

- **Getting Familiar with the Course (25 points)**

Purpose: Prior to the start of the course, it is important to know what you working towards. Becoming familiar with the course objectives and goals will allow you to prepare for the College Board exam in May 2019

Start at: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-us-history-course-and-exam-description.pdf>

The link will take you the APUSH course information book. Use the table of contents to help you answer the following:

1. List the course themes (Thematic Learning Objectives).
2. List the 9 historical periods.
 - a. What dates begin and end each period?
 - b. What events do you THINK surround each period? In other words, why do you think each period starts when it does and ends when it does?
3. What percentage of the test is comprised of each time period?
 - a. List the period and the percent associated with it.
4. List the Historical Thinking Skills.
5. How long is the APUSH exam?
6. What are the four parts of the exam? How many questions are in each part? AND how much time is allotted for each?
7. Is one part of the test more important than the others? List them in order of importance.
8. Describe each essay.
9. Predict the future: Which part of the exam do you anticipate will be the easiest for you? Why? Which do you anticipate will be the hardest? Why?
10. What are your goals for APUSH? How will you accomplish them?

- **Class Utilities (what you will need)**

- ✓ **2” or 3” ring binder plenty of college/rule paper**
- ✓ **Composition Notebook / Intellectual Diary** - will be dedicated to your daily/nightly thoughtful journal writing which will be collected once a week for grading process using a rubric
- ✓ **several black or blue ink pens**
- ✓ **8 Binder Tabs or Dividers**

One thing for sure... you will become a better organized student in APUSH!

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Chapter 1 ID Chart

Pangaea	Iroquois Confederation	Treaty of Tordesillas	mestizo	Battle of Acoma
nation-state	caravel	encomienda	Malinche	Popes Rebellion
Cahokia	Plantation system	"noche triste"	"Día de la Raza"	Black Legend
three-sister farming	Columbian Exchange	capitalism	conquistador	Introduce (1) significant person from the chapter

Chapter 2 ID Chart

Protestant Reformation	joint-stock company	House of Burgesses	Introduce (1) significant person from the chapter
"seadog"	Virginia Company	Act of Toleration	
Roanoke Island	charter	squatter	
Spanish Armada	Jamestown	buffer	
primogeniture	"starving time"	Yamasee Indians	

Chapter 3 ID Chart

Calvinism	Mayflower Compact	Navigation Laws	Introduce (1) significant person from the chapter
predestination	Great English Migration	"salutary neglect"	
conversion	antinomianism	patroonship	
"visible saints"	Fundamental Orders	"blue laws"	
Puritan	Pequot War	Quaker	
Separatist	King Philip's War	Dominion of New England	

Chapter 4 ID Chart

indentured servant	Royal African Society	Congregational Church	Leisler's Rebellion
headright system	slave code	jeremiah	Introduce (1) significant person from the chapter
Bacon's Rebellion	Middle passage	Half-Way Covenant	

ID Chart

Use this chart template to define terms assigned from the chapter; Chart must be **handwritten** (black/blue ink)

ID (the term)	WHERE did it happen? <i>region, state, nation</i> <i>(Specific)</i>	WHEN did it happen? <i>(time period)</i>	WHAT happened? (complete sentence) <i>Brief yet specific</i>	SO WHAT? What were achievements, effects or importance? (complete sentence) <i>Brief yet specific</i>

APPARTS WORKSHEET

APPARTS:

AUTHOR

Who created the source? What do you know about the author? What is the author's point of view?

PLACE AND TIME

Where and when was the source produced? How might this affect the meaning of the source?

PRIOR KNOWLEDGE

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

AUDIENCE

For whom was the source created and how might this affect the reliability of the source?

REASON

Why was this source produced and how might this affect the reliability of the source?

THE MAIN IDEA

What point is the source trying to convey?

SIGNIFICANCE

Why is this source important? Ask yourself, "So what?" in relation to the question asked.

John Winthrop's City upon a Hill, 1630

Now the onely way to avoyde this shipwracke and to provide for our posterity is to followe the Counsell of Micah, to doe Justly, to love mercy, to walke humbly with our God, for this end, wee must be knitt together in this worke as one man, wee must entertaine each other in brotherly Affeccion, wee must be willing to abridge our selves of our superfluities, for the supply of others necessities, wee must uphold a familiar Commerce together in all meekenes, gentlenes, patience and liberallity, wee must delight in eache other, make others Condicions our owne rejoyce together, mourne together, labour, and suffer together, allwayes haveing before our eyes our Commission and Community in the worke, our Community as members of the same body, soe shall wee keepe the unities of the spirit in the bond of peace, the Lord will be our God and delight to dwell among us, as his owne people and will commaund a blessing upon us in all our wayes, soe that wee shall see much more of his wisdom power goodnes and truthe then formerly wee have beene acquainted with, wee shall finde that the God of Israell is among us, when tenn of us shall be able to resist a thousand of our enemies, when hee shall make us a prayse and glory, that men shall say of succeeding plantacions: the lord make it like that of New England: for wee must Consider that wee shall be as a Citty upon a Hill, the eyes of all people are upon us; soe that if wee shall deale falsely with our god in this worke wee have undertaken and soe cause him to withdrawe his present help from us, wee shall be made a story and a byword through the world, wee shall open the mouthes of enemies to speake evill of the wayes of god and all professours for Gods sake; wee shall shame the faces of many of gods worthy servants, and cause their prayers to be turned into Curses upon us till wee be consumed out of the good land whether wee are going: And to shutt upp this discourse with that exhortacion of Moses that faithfull servant of the Lord in his last farewell to Israell Deut. 30. Beloved there is now sett before us life, and good, deathe and evill in that wee are Commaunded this day to love the Lord our God, and to love one another to walke in his wayes and to keepe his Commaundements and his Ordinance, and his lawes, and the Articles of our Covenant with him that wee may live and be multiplied, and that the Lord our God may blesse us in the land whether wee goe to possesse it: But if our heartes shall turne away soe that wee will not obey, but shall be seduced and worshipp other Gods our pleasures, and proffitts, and serve them, it is propounded unto us this day, wee shall surely perishe out of the good Land whether wee passe over this vast Sea to possesse it;

Therefore lett us choose life,
that wee, and our Seede,
may live; by obeyeing his
voyce, and cleaveing to him,
for hee is our life, and
our prosperity.

PRIMARY SOURCE WORKSHEET

EXCERPTS FROM REAGAN'S FAREWELL ADDRESS BROADCAST FROM THE OVAL OFFICE, JANUARY 11, 1989.

Full text is available online at <http://millercenter.org/president/speeches/detail/3418>

And let me offer lesson number one about America: All great change in America begins at the dinner table. So, tomorrow night in the kitchen I hope the talking begins. And children, if your parents haven't been teaching you what it means to be an American, let 'em know and nail 'em on it. That would be a very American thing to do.

And that's about all I have to say tonight, except for one thing. The past few days when I've been at that window upstairs, I've thought a bit of the "shining city upon a hill." The phrase comes from John Winthrop, who wrote it to describe the America he imagined. What he imagined was important because he was an early Pilgrim, an early freedom man. He journeyed here on what today we'd call a little wooden boat; and like the other Pilgrims, he was looking for a home that would be free.

I've spoken of the shining city all my political life, but I don't know if I ever quite communicated what I saw when I said it. But in my mind it was a tall, proud city built on rocks stronger than oceans, wind-swept, God-blessed, and teeming with people of all kinds living in harmony and peace; a city with free ports that hummed with commerce and creativity. And if there had to be city walls, the walls had doors and the doors were open to anyone with the will and the heart to get here. That's how I saw it, and see it still.

And how stands the city on this winter night? More prosperous, more secure, and happier than it was eight years ago. But more than that: After two hundred years, two centuries, she still stands strong and true on the granite ridge, and her glow has held steady no matter what storm. And she's still a beacon, still a magnet for all who must have freedom, for all the pilgrims from all the lost places who are hurtling through the darkness, toward home.

Answer the following questions:

- 1- Reagan quotes a famous line from John Winthrop, the Puritan leader of the Massachusetts Bay Colony.
- 2- According to Reagan, how did Winthrop describe his vision of the colony that he helped establish in the New World?
- 3- Borrowing that line from Winthrop, Reagan described his own vision of that "shining city" that guided him in his political life. Describe Reagan's vision.
- 4- **Your Turn:** in reading City Upon a Hill from John Winthrop and the vision of former president Ronald Reagan, select a city which "shines" and deserves to be considered a city upon a hill. In your selection, explain what makes this city stand out (people, community, safety, political stability, etc)

What is a Main Idea Log? “Old Fashioned Outline”

Main idea logs are a method of taking notes that emphasize connecting historical arguments to **SFI (specific factual evidence)**. Basically, a main idea log approaches each subsection of each chapter of your textbook as a mini historical argument or essay.

Steps: After writing down the section title, your job is to read and then define the main change that the textbook authors argue occurs over the course of that section in ONE clear and concise sentence. Then under that thesis (main change over time), you must identify AT LEAST two pieces of SFI (specific factual evidence) that the authors use to substantiate (offer evidence to prove) that argument. SFI is generally a concept, a law, rebellion, act of government, a social movement, or a document; the point is that your SFI should be specific and should be stated in 1-3 words, rather than a general sentence. *These main idea logs must be handwritten and should be completed independently.*

Select one chapter among summer assigned (1-4)

Later through the year, you will be completing a Main Idea Log per chapter.

Main Idea Logs

- Main idea logs require you to synthesize information from a dark-typed heading and express it in a clear concise sentence.
- You are NOT to summarize, you are to express the main point the author is trying to make in a particular section of reading.
 - You are to write out and underline the dark-typed heading (Black, Blue)
 - Write one clear concise sentence expressing the main idea (i.e. a topic sentence) for the entire section under that heading
 - **FOR THE DARK HEADING:** select the most important 3 bit of information that support the main idea and write them out

- **Example: Chapter # , Title**

Title of Subtopic pg #

The English Arrive in the Chesapeake

*Main idea written out in one clear concise sentence

Settling the Tobacco Colonies

*Main idea written out in one clear concise sentence

The Jamestown Settlement:

- Support Information
- Support information
- Support Information

Organizing Your APUSH Binder/Portfolio (IP) Interactive Portfolio

A large part of recalling so much material is organizing ideas and concepts in your mind. To do that, you must be organized physically. Here's a recommendation to help you organize your information, which will be graded upon completion of each chapter

- 1) One 2" or 3" binder (sturdy and durable)
- 2) **Eight (8)** dividers or tabs; (1) divider to APUSH Documents; (1) divider for DBQs, Long Essays, and Free Response Samples and (6) divider to organize the Units to be discussed
- 3) Organize chronologically.
 - i) Every chapter studied will get its own section in your binder; each of those sections in your binder will have a cover title page.
 - ii) Title pages should be *distinct* from all other pages; colored paper if you wish. Keep in mind there are 41 chapters, so you will create 41 cover/title pages.
- 4) Each title page will be organized this way:
 - i) The corresponding chapter title will be written center. Surrounding that will be ...
 - ii) Immediately underneath, write a *single sentence summary* of the opening story, capturing the author's theme. **No more than 50 words!**
 - iii) Pictures and names of **three** MCPs (Most Critical Person) of that chapter and a **brief** description or accomplishment.
 - iv) Picture and name of **a** "villain" of that era and a **brief** description of his / her villainy.
 - v) **One** quotable quote: statement (from any source, including your text) and a brief summary of who / what / when / why.
 - vi) **One** primary source image representative of the era. These can be maps, paintings, pictures, and graphs, among some. **Include a brief caption for that image that explains how it shows the "theme" of the time period.**
 - vii) a personal interactive *Hashtag* with the chapter

Chapter Cover/Title pages are expected to be completed before the beginning of each chapter, on the back side you will create a Table of Content for activities finalized through its course. The Chapter Cover/Title page receives your first set of points towards the chapter, usually 20pts; **IF** you show the cover page before it is due you will receive 5 extra points. The Chapter Cover/Title page is handy, as a chronological reference for later study.