

Redwood HS AP US History Summer Assignment – 2019

Advanced Placement United States History is a survey course designed to explore major themes in American history from pre-colonial times to the 21st Century. Because the course encompasses such a broad scope, assigning some of the earlier material during the summer allows the class to move at a more reasonable pace during the school year.

1) Carefully read the Chapters 1, 2 & 3 of *America's History 7th Edition* (posted as a pdf titled *AP US History Summer Reading* on the RHS website). Pay attention to terms from assigned reading listed at end of this document. It may be helpful (but not required) to take notes on these terms as you read. It is also recommended (but not required) that you watch and possibly take some notes on the *Crash Course US History* (a fast paced and at times humorous series) and *Biography of America* (a more traditional college lecture style series) videos listed below to complement the reading.

[Crash Course US History #1: The Black Legend, Native Americans, and Spaniards](#)

[Crash Course US History #2: When is Thanksgiving? Colonizing America](#)

[Crash Course US History #3: The Natives and the English](#)

[Crash Course US History #4: The Quakers, the Dutch, and the Ladies](#)

[A Biography of America #1: New World Encounters](#)

[A Biography of America #2: English Settlement](#)

2) Answer ONE of the essay questions listed below. Please label which question you have selected. Put your full name at the top of your assignment. Print out your response and turn it in on first day of academic classes: Thursday August 22nd.

3) There will be a multiple choice assessment on all of the summer reading on **Tuesday, August 27th**.

Summer Reading Essay Response (about 2 pages – 1.5 spacing) – Answer ONE question

Question 1:

Compare and contrast the impacts of the Columbian Exchange in food, people, and diseases on the Americas, Europe, and Africa?

Question 2:

Evaluate the extent to which trans-Atlantic exchanges affected colonial culture and economy in British North America in the period from 1700 to 1770.

Question 3:

Evaluate the British policy of Salutary Neglect. Be sure to address why the British followed this policy, and what were its consequences?

Directions:

- **Context:** Describe a broader historical context relevant to the prompt you choose
- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question in a systematic way. The thesis must consist of one or more sentences located in the introduction.
- **Structure:** Organize your response in systematic way that follows your thesis. New areas of argument should start with a new paragraph that leads off with a relevant topic sentence.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence from the text reading expressed in your own words effectively substantiate the stated thesis.
- **Use Historical Reasoning:** Explain in an original voice why the evidence you present addresses the prompt and represents a historical trend.

Response is due on the first day of academic class: Thursday August 22nd

E-Mail any questions to ajaime@tamdistrict.org or lkornfeld@tamdistrict.org or lkemp@tamdistrict.org

AP US History Writing Tips

In AP US History, you will be asked to complete in-class and take home writing assignments based on required reading and in-class activities frequently. The summer written assignment mirrors future assignments you will be expected to complete during the course and are based on required textbook reading - you do not need to do extra outside research. Following the instructions below will help you complete the summer written assignment successfully.

Summer Reading Response Instructions

- Carefully read Chapters 1, 2 and 3. Select one question to write your approximately 2 page long response.
- Begin by briefly describing historical **context** (relevant background information) assuming the reader is not already an expert on the subject.
- Clearly **address the prompt** in the first paragraph – answer the question with a **clear thesis** statement. All questions begin with the phrase *evaluate the extent to which*. This means you are to make a claim that judges or compares the differing impacts several factors had relating to the topic.
- Include this thesis statement at the end of the first paragraph. **DO NOT** simply restate the prompt. Make a claim that includes specific subtopics that will be explored.
- Organize the rest of your response systematically based on the thesis, beginning paragraphs with **clear topic sentences** stating the main focus of that paragraph.
- Blend **specific factual information** that supports your thesis with **original analysis** that explains the relevance of the information to the thesis. Use the text reading to support your ideas but avoid simply summarizing/quoting the textbook. Paraphrase concepts and blend in personalized commentary on relevance of facts.
- **Do not** write in the first person. No “I think...” or “In my opinion...”
- Your response to each prompt should be about 2 pages long, typed, 1.5 spacing and 1 inch margins.

AP US History Summer Reading Essay Response Grading Rubric

	A	B	C
Context	Articulate and thoughtful context description	Clear explanation of historical context	Limited or generic relevant context
Thesis	Systematic and thoughtful thesis directly addressing whole question	Original, general statement addressing whole question	Restates the question
Organization	Thoughtfully and systematically structured body paragraphs	Adequately focused body paragraphs	Inconsistently structured body paragraphs
Historical Evidence	Substantial, detailed and relevant historical evidence Evidence presented consistently in an original & insightful voice	Some relevant historical evidence Adequate supporting evidence presented often in an original manner.	Limited relevant historical evidence Factual details described mainly in an unoriginal manner
Historical Reasoning	Consistent, articulate & original explanations of how evidence is connected to thesis Frequent, clear, thoughtful connections to prompt	Some commentary on how evidence is connected to thesis Some general links between details and prompt explained in mainly original voice	Limited or confused commentary related to thesis Mainly paraphrases/summarizes reading with little original connection to prompt

Understanding both the definitions and historical relevance of the following terms will help with short answer and multiple choice assessments

Chapter 1: The New Global World (1450-1620)

Pre Columbian Society	Mesoamerica	Mayas & Aztecs
Hopewell Culture	Southwest Pueblo Cultures	Eastern Woodland Peoples
European Peasant Society	Primogeniture	European Renaissance
Portuguese Slave Traders	Conquistadors	<i>Encomiendas</i>
Columbian Exchange	Mestizos	Protestantism & Predestination
English Puritans	Spanish Armada	Dutch West India Company
Mercantilism	Gentry & Yeomen	Enclosure Acts

Chapter 2: The Invasion & Settlement of North America (1550-1700)

New Spain	Franciscan Missionaries	Popés Rebellion
New France	Five Nations of the Iroquois	Jesuits Missionaries
New Netherlands	Virginia Company	Jamestown & Tobacco
House of Burgesses	Anglo-Powhatan War	Lord Baltimore
Maryland Toleration Act	Indentured Servants	Chattel Slavery
Bacon's Rebellion	Separatists & Plymouth Colony	Puritans & Massachusetts Bay Colony
Mayflower Compact	John Winthrop	Roger Williams & Ann Hutchinson
English Civil War	Salem Witch Trials	Yeomen & Town Meetings
Pequot War	Praying Towns	Metacom's War

Chapter 3: Creating a British Empire in America (1660-1750)

Quakers & William Penn	Mercantilism	Navigation Acts
Dominion of New England	Glorious Revolution	South Atlantic System
Barbados & Sugar Trade	Royal African Company	Middle Passage
Carolina Rice Trade	Early African-American Culture	Stono Rebellion
Southern White Gentry Society	Northern Merchant Society	Salutary Neglect
British Radical Whigs	Molasses Act	Currency Act