

Dear Scholars,

Welcome to APUSH! I commend you for stepping up to the challenge of an AP course this upcoming school year. For a few of you, this will be your first experience with an AP program. AP courses are very different from honors courses. The pace is much faster and the detail (content) is much greater. Therefore, summer assignments are necessary in order for us to be finished by the early part of May for the AP exam.

Over summer break you are responsible for successfully completing each assignment **before** the first day of class. The purpose of each assignment is to frontload information that will allow us to get the ball rolling as soon as we get into class this upcoming school year. Your junior year is the most important year colleges look at; begin APUSH by putting your best work ethic forward and let's have a great journey together. Should you need assistance, you can reach me via email at [Jennifer.barthel@polk-fl.net](mailto:Jennifer.barthel@polk-fl.net).

**ALL ASSIGNMENTS MUST BE COMPLETED PRIOR TO WALKING INTO MY ROOM ON THE FIRST DAY OF CLASS. Students who do not complete the assignment by the due date should seriously consider dropping the class as this is a requirement for APUSH. NO LATE WORK WILL BE ACCEPTED FOR THIS ASSIGNMENT.**

Have a fabulous summer and see you August 13<sup>th</sup>/14<sup>th</sup>!

Major Barthel

1. Please sign up for text reminders from me. I will use the texting system to send you reminders throughout the school year. To do this, please text @majb to the number 81010 and then follow the prompts.
2. Reading your textbook is vital to doing well in this class. Since there is more material to cover than we will have time for in class, you are responsible for staying on top of your reading and assignments to ensure you have all the information needed for the AP Exam in May. Along with your textbook reading assignments, you will need to take detailed, hand-written notes in Cornell format. Hand-written notes can be used on quizzes, including the reading quiz you will take on the first day of school. This quiz will cover the reading material included in the summer assignment.
  - a. To access the textbook online:
    - i. Go to [www.pearsonmylab.com](http://www.pearsonmylab.com)
    - ii. Register for an account by clicking on "Student"
    - iii. Next, click on "Register Now" and enter the following **COURSE ID:**  
**Barthel70831**
    - iv. Then, create an account using some form of your name (ex: JohnSmith1, JSmith, JohnS, etc.) as the username. Make sure to write down your password so that you do not forget it.
    - v. Once you have put in your information, you will need to enter the following **ACCESS CODE:**  
**SSNAST-STEAD-BLOOD-WANNA-SARTO-SOUSE**
    - vi. Finally, click on "Go To Your Course" and click on **Barthel 18-19** to find the online textbook (e-version).

- b. You can also use your information above to download the Pearson eText app on your tablet and/or phone (including an audio version)
  - i. First, download the app Pearson eText by NCS Pearson app
  - ii. Next, go to your internet browser and go to [www.pearsonmylab.com](http://www.pearsonmylab.com) and sign in to your account
  - iii. Click on your course (**Barthel 18-19**) and select “Read the eText”
  - iv. On the next page, select “Launch” under the image of the By The People textbook
    1. If you did not previously download the app, click on “Get App”
  - v. The app should automatically open. When prompted, enter your account information.
- c. Your summer textbook assignment is to read and take notes on Chapters One and Two.
  - i. You can find additional information on the note taking methods required by going to the following websites
    1. <http://faculty.bucks.edu/specpop/Cornl-ex.htm>
    2. <http://www.expertlearners.com/NotetakingFormats.php> (Formal or Informal Outline)
    3. <http://www.sas.calpoly.edu/asc/ssl/notetakingsystems.html> (Cornell or Outline)
    4. The “Helpful Links” tab of our class website (under the “More” tab)

\*Do not try to write down every single detail. Your notes should cover the big ideas, the who/what/where/when/why/how, important people/places/events/discoveries/interactions, etc...\*

- ii. Take notes in blue or black ink- pencil fades!
  - iii. Embed the provided list of ID words into your notes and highlight the ID term. You can include these terms as you come across them in your reading (no need to list and define them on their own). These words consist of people, places, ideas, and events that are significant to understanding the chapter. If any are not covered in your reading, you should add them at the end of your notes.
  - iv. As you take notes, use symbols, arrows, charts, graphic organizers, and/or abbreviations to make connections, draw your attention, and take notes faster.
  - v. DO summarize your notes at the end of each section!
  - vi. You should have NO MORE than 5 pages per chapter. You can use **handwritten** notes on most reading quizzes.
3. **Once you complete your reading and notes, you will need to answer the chapter summary and review questions that go along with the reading. These must be handwritten in blue or black ink. Please answer these on a separate sheet of paper as the packet does not give you adequate room to expand on the information. Your answers should be detailed and include specific evidence and information from the reading. If you are writing less than 3 sentences, you are not writing with enough detail or explanation. You will find the questions included in this summer assignment packet.**

4. **Period 1 (1491-1607) Map-** Label and color the United States map that is attached. Black ink and colored pencils are needed to complete this activity. Follow the detailed instructions below. You will have a quiz on the basic geography of the US and Native American groups on the first day of class.

**Instructions:**

1. In **black ink** label the fifty states. You may use the state abbreviations to do this.
  2. **LIGHTLY shade in and label** the following bodies of water in **blue**: Mississippi River, Rio Grande River, Ohio River, Hudson River, Atlantic Ocean, Pacific Ocean, and the Gulf of Mexico.
  3. **Create a key** at the bottom right hand corner of the map label it as **"KEY."** Using the following colors, shade in the various regions of North American Indian Groups:
    - Red**- Southeast, **Purple**- Eastern Woodland, **Yellow**- Great Plains, **Orange**-Great Basin, **Green**- Southwest
  4. Within each region, label the following groups in **blue ink**.
    - Pueblo/Anasazi, Iroquois, Creek, Apache, Cherokee, Algonquin, Wampanoag, Powhatan
  5. Place a **star and label in blue ink** where each of the following were found:
    - Adena-Hopewell, Chaco Canyon, Cahokia
  6. Label the Appalachia and Rocky Mountains in **brown**.
  7. Label Canada and Mexico in **black ink**.
5. **The following is a short reading assignment in which you will analyze the reading and write an original (self-written) essay about the following passage. The essay must include an intro, body, and conclusion.**
- a. You can download the passage, print it out, or read it on your electronic device. This selection from Howard Zinn is about Columbus, the "Indians," and Human Progress. (find it here: <http://history.powelltown.com/pdfs/Zinn.pdf> or <http://www.historyisaweapon.com/defcon1/zinncol1.html>)
  - b. Essay prompt: All parts of both questions must be answered in your essay
    - Zinn writes that "If there are necessary sacrifices to be made for human progress, is it not essential to hold to the principle that those to be sacrificed must make the decision themselves?"
      - ***What is the meaning behind this quote? Do you agree with Zinn in the situation we read about in Chapters One and Two? What about in other periods of history?***
      - ***Was the destruction of native peoples necessary in order to ensure "progress"?***
      - ***Clearly explain whether you believe that the Columbian Exchange should be viewed in generally positive or negative light and your reasons for that belief.***
  - c. Your essay must be hand-written in blue or black ink ONLY. Please make sure to write legibly or your essay will be returned to you to be rewritten. The rewritten essay will be graded, but will be docked a letter grade.

## Period 1

**Vocabulary Words:** Bering Land Bridge, Eastern Woodland Tribal Groups, Sioux, Pueblo, Hopewell, Cahokia, Mississippian, Iroquois, Agricultural Revolution, Ferdinand and Isabella, Amerigo Vespucci, Christopher Columbus, Columbian Exchange, Bernal Dias del Castillo, Bartolome de Las Casas, Samuel de Champlain, Protestant Reformation, papal line of demarcation, Treaty of Tordesillas (1494), Sir Walter Raleigh, nation-state, Sir Humphrey Gilbert, Sir John Davies, Sir Richard Greenville, Sir Walter Raleigh, John White, John Cabot, encomienda system, asiento system, Anglicans, Puritans

### Chapter 1 Analysis Questions

**The World Before 1492: The Peopling of America, The Diverse Communities of the Americas in the 1400s, A Changing Europe in the 1400s, Africa in the 1400s, Asia in the 1400s**

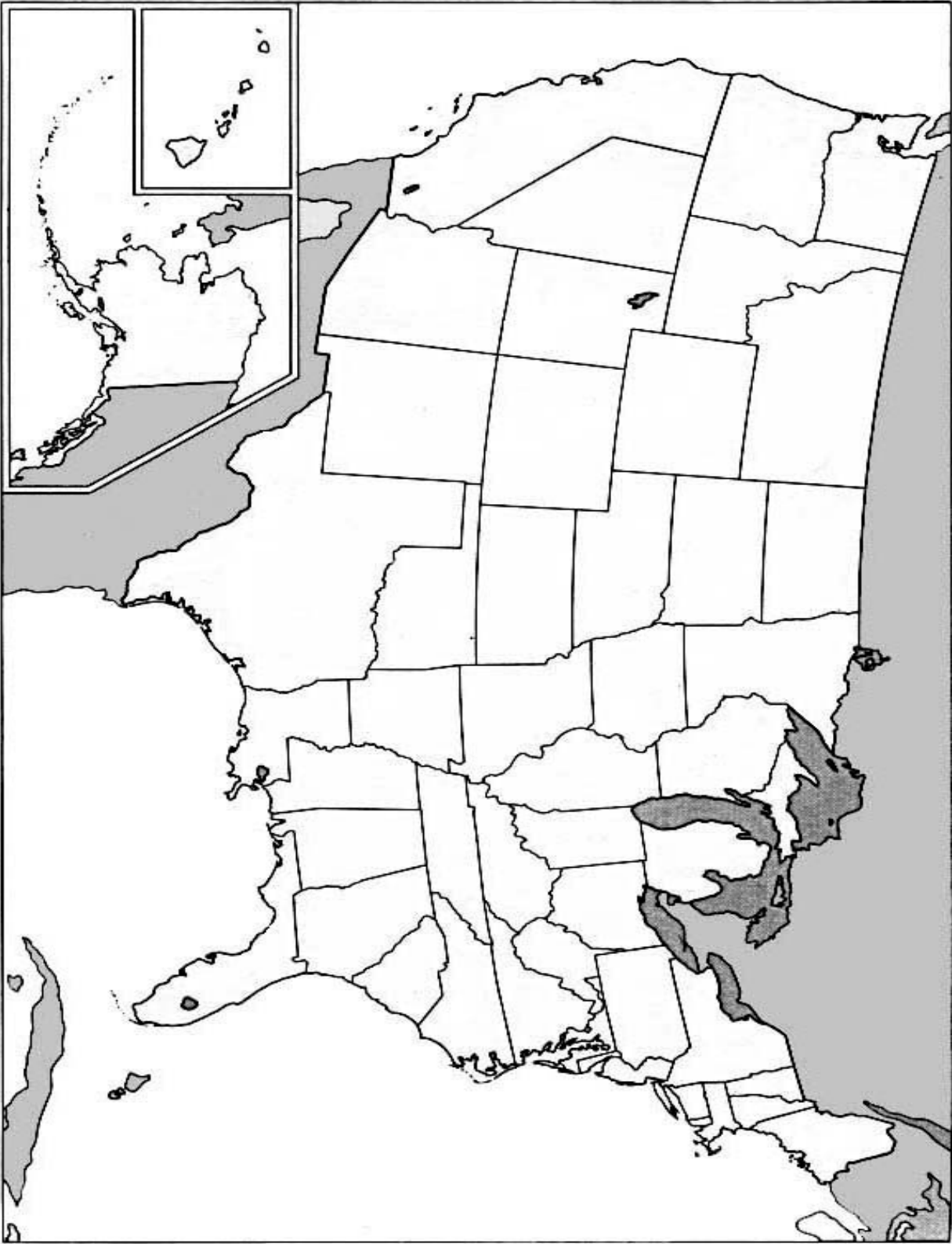
#### **Questions:**

1. According to most anthropologists, how did the first peoples get to the Americas? Why has this view been questioned, at least in part, by recent discoveries?
2. Discuss the diversity of the earliest North American Indians (Clovis, Anasazi, Cahokia/Mississippian), in terms of culture, social structure, and political organization. What were the points of commonality among these groups? Why did they fall?
3. What were the distinctive features of the Pueblo, Mississippi Valley Tribes (Cherokee, Creeks, etc.), the Pacific Coast Indians, and the Iroquois?
4. What changes were taking place in Europe during the 1400s? What drove Europeans, starting with the Portuguese, to begin exploring at that time?
5. How did Spain become unified? What key steps did it take to maintain unification?
6. Describe the emergence of the empires of Ghana, Mali, and Songhay. What allowed them to flourish? How did slavery in Africa differ in key respects from the later system of slavery in the Americas?
7. What factors distinguished China from other parts of the world in the early 1400s? What were the costs and benefits associated with the Chinese voyages of exploration in the early 1400s? What were the results of the cessation of Chinese exploration?

## Chapter 2 Analysis Questions

### **First Encounters, First Conquests: Columbus, The Columbian Exchange, and Early Conquests, A Divided Europe: The Impact of the Protestant Reformation, Exploration and Encounter in North America: The Spanish, The French, The English.**

1. Why did Columbus believe that he could easily overpower the Taino people? How does the encounter reveal fundamental differences between the two peoples?
2. What was the impact of European arms and diseases on indigenous people? Describe the many facets of the Columbian Exchange and how it impacted both Europe and the Americas.
3. Why did the attention of Europe shift from the land route to Asia to finding a seagoing one?
4. Describe the circumstances leading to Cortes' conquest of the Aztecs in 1519. Why were both the Aztec and Inca empires so easily conquered? How did this help to legitimize Spanish rule in the Americas to the Spanish?
5. Describe the opposition to Spanish rule. How was it manifested on the part of both Europeans and of native people?
6. What were the causes of the Protestant Reformation? What were the political consequences of the Reformation within Europe?
7. Describe early Spanish settlement/exploration of Florida, Texas, the Southwest, the Mississippi Valley, and California. How did the quest for wealth drive Spanish exploration?
8. Describe early French exploration and settlement in North America.
9. Explain the significance of the Reformation in England. Describe the early English exploration and settlement in North America. How did the role of privateers expand England's power?



## Summer Assignment Checklist

**MUST BE COMPLETE BEFORE AUGUST 13<sup>TH</sup>/14<sup>TH</sup>:**

- I have signed up to receive text reminders from Major Barthel
- I have logged into [www.mypearsonlab.com](http://www.mypearsonlab.com) and created an account
- I have read Chapter 1&2 and taken notes using the Cornell method
- I have answered all of the chapter analysis questions and reviewed the chapter vocabulary words
- I have completed the map activity
- I have read the Zinn selection and completed my essay

\*All work must be HANDWRITTEN and readable. ONLY blue or black ink will be accepted.

\*You will turn in all work on the first day of class.

\*You will have a quiz on the information obtained through the summer assignment and the map during the first week of school