Welcome to the beginning of AP US History. I am very excited that you have decided to take on the task of APUSH. This summer assignment is integral to your success in this class. Make sure you take time throughout the summer to complete this assignment diligently and thoroughly. The purpose of this assignment is to give you foundational knowledge of Pre and Post-Columbian North America, as well as introduce you to early American historical themes. The assignment is due on the 1st day of class without exception. It will be a major grade and your first test will be on the items you have studied throughout the summer.

As was discussed during the spring informational meeting, the AP US History course is similar to a Freshman/Sophomore level college survey course. Thus, the reading, writing, and analytical demands placed on the students in this course are substantial. We will move through content fairly quickly during the school year, therefore it is crucial that you are well prepared when the class begins in September.

Keep In Mind:

1. Enjoy your summer. These few assignments should not consume all of your free time this summer. Go climb a tree, take a swim, or stroll the mall with your friends. You will wish for that free time during the school year!

2. Explore history. If you take a vacation, see if you can stop at an historical marker along the way. Or, do a little research about the place you are visiting. Take the time to start thinking historically. History is all around you if you allow yourself to see it! Do not forget we live in Boston.

3. Read. Try to read several books over the course of the summer. You will do a ton of reading in this class next year and if you are not in the habit of turning pages, it will be much more difficult to adjust. Read fiction, if that is your choice, but try picking up a historical book as well. There are some real page-turners about American history. Ask at the library and they will be delighted to steer you in the right direction.

4. Write. Keep a journal for the summer, or try to write a short story. The more you write the easier it is to write well. You will do a lot of writing in this class. The more comfortable you are with writing the more successful you will be.

5. Become an informed citizen. Read the newspaper. Watch CSPAN. Try to keep updated on the world's events. Develop an opinion about Obama's successes and failures as a president, and the 2016 election.

6. Learn your geography. Geography is going to play an important part of this course. Do you know all 50 states? Learn them. Can you find the major mountain ranges of the US on a map? What about rivers, oceans and lakes? Memorize them! The more you know about geography the farther ahead you will be. 7. Watch history movies! Do you really need to watch Ironman 2 again? Of course not!
If you have a free evening – try to watch something historical. Visit http://www.historyplace.com/films/index.html for suggestions, or type —good history moviel into Google and see what comes up!

8. Memorize the Presidents. You will need to do this for the AP exam in May, so you may as well get a jump start. Try to do them in blocks of 3: Washington, Adams, Jefferson (pause) Madison, Monroe, Adams …

9. Explore your family history. Stuck for a conversation starter at dinner? Ask your elders what it was like growing up. Do they remember any significant events in American history? How were they affected? You'll be surprised how interesting people's lives really are.

Summer assignment:
Part II: Map Assignment
Part III: Purchase and read The Americans: The Colonial Experience by Daniel J. Boorstin (this book will help you with the DBQ)
Part IV: Complete DBQ to the best of your ability use the summer reading book.

Part I: College Board Concept Outline

Directions BEFORE reading chapters 1-3 in The Enduring Vision, please read the “College Board Concept Outline.” The “Overview” is the main idea of Period 1: 1491-1607 and Period 2: 1607-1754. The “Key Concept” represents supporting themes, the Roman Numerals (I, II, etc.) represent specific evidence to support the key concepts. You are NOT expected to memorize this outline, only to preview some of the larger themes and developments occurring from 1491-1754

Period 1: 1491 to 1607

Overview: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

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.

   I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

       A) 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.
B) Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

C) 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.

D) 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.

**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.

I. European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies

A) European nations’ efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.

B) The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

C) Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

A) Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

B) In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation based agriculture and extract precious metals and other resources.

C) European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

D) The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.

III. In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.
A) Mutual misunderstandings between Europeans and Native Americans often defined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other’s culture.

B) As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

C) Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

Period II 1607-1754

Overview: Profitable European colonies will be established in North America. Trade, exchange, religion, philosophy, geography, demography and political exchange leads to the breaking of political bonds between Europe and regions in North America.

Key Concept 2.1: Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.

I. Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

   A) Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into the Spanish colonial society.

   B) French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

   C) English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

II. In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

   A) The Chesapeake and North Carolina colonies grew prosperous exporting tobacco — a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.
B) The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

C) The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

D) The colonies of the southernmost Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

E) Distance and Britain’s initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the Southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

Part II: B.A.G.P.I.P.E. Notetaking (APUSH Themes)

How to take notes? In APUSH notetaking is an important skill which all students must master. The B.A.G.P.I.P.E. acronym will greatly assist in the notetaking process. Students will be required to take notes on each chapter throughout the year. As you read through the first chapters over the summer take notes accordingly. Categorize your notes within the themes below. It is important to understand chronology but it is also important to relate the events to the APUSH themes. Use the website below to watch videos, read documents, and study timelines of the time periods of APUSH.

http://ap.gilderlehrman.org/period/1#apush_period_resources.

B- Belief system: ideas/ideologies, beliefs, and culture

Ideologies, Religion, Art, Literature, Artistic expression, Cultural values, Science, Philosophy, Ideals, Morality, Moral Values, Popular Culture.

A- America in the World (Global Context)

Competition for resources, Dominance, Foreign Policy, Expansionism, Imperialism, Increasing global connections (trade, communication), Global Conflicts, Motivations as world actors, military and Economic involvement in the developing world.

G- Geography and Environment; physical and Human Geography

Climate, Geography, Environment (natural and man-made), Interaction with the environment, Natural resources, exchanges (plants, disease, animals, technologies).

P- Politics and Power

Constitution, Role of state in society, Political process, Role of political party systems, Government, Struggles over Federalism, Federal/state/local government interactions, Liberty, rights, Democracy, Citizenship, Authority/power.
I-Identity: How do people groups and/or view themselves?
   Gender roles, class, racial/ethnic identities, National Identity, Regional Identity, Nationalism/Patriotism, Group Identities, and Assimilation.

P-Peopling: movement migration, settlement
   Movement to/from/within the US, Nativism, Immigrant group’s impact on US society, Demography, debates over immigration.

E- Economy: work, exchange and technology
   Agriculture, commerce, manufacturing, labor systems, jobs, social class, economic developments, land distribution, trade patterns, innovation, transportation, technology, Globalization of economic systems, economic ideologies, industrialization, regulation.

Part III: Map Assignment

Map of New World Beginnings Directions: Using your textbook and additional resources as necessary, carefully fill in the following map with the items listed below. Please read the list carefully and completely before beginning your work.

**Bodies of Water: (label only)**
1. Atlantic Ocean
2. Pacific Ocean
3. Caribbean Sea
4. Great Lakes
5. Missouri-Mississippi-Ohio River System
6. Columbia-Snake River System
7. St. Lawrence River System

**Geographic features / landforms. (Label only)**
1. Appalachian Mountains
2. Rocky Mountains
3. Great Basin
4. Great Plains
5. Coastal Plains
6. Tidewater Region

**European Colonial claims by 1700. (use colors to shade in the following Colonies and label the map correctly)**
1. English
2. French
3. Spanish
Part III: Summer Reading Book

Purchase or rent: *The Americas: The Colonial Experience* by Daniel Boorstin. This book is required reading and will greatly help you understand Colonial America. This book will also help you on the DBQ below.

Part IV: Document Based Question

On the next page you will find a DBQ. If you have not completed the note taking, the map, nor the summer reading book go back and complete those tasks first before moving on to the DBQ. If you were enrolled AP World there should be a familiarity with these types of questions. If you are not familiar below is a link to a YouTube video that explains how to write a DBQ. The response to this question can be typed or hand written. Do your best 😊 to answer the question completely using the documents, there will be plenty or practice throughout the year.

[https://www.youtube.com/watch?annotation_id=annotation_732339441&feature=iv&src_vid=eHBZ2BxiTBI&v=x68i0VbAwM](https://www.youtube.com/watch?annotation_id=annotation_732339441&feature=iv&src_vid=eHBZ2BxiTBI&v=x68i0VbAwM)