

Trinity Catholic High School A.P. U.S. History

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Welcome to the A.P. United States History class at TC. I look forward to working with you in the coming year, as you prepare to take the Advanced Placement U.S. History test in early May, 2018 (usually scheduled for the first Friday in May).

The textbook for this course is Alan Brinkley's American History; there will be an ebook available when we gather in August. I am attaching the link to the student resources you will need for test purposes below; this includes a set of 20-30 multiple choice quizzes for each chapter. It is in your own best interest to start reading the text and doing the on line chapter quizzes:

<http://glencoe.mheducation.com/sites/0076621367/index.html>

Students should spend time this summer preparing for this course by doing the following:

1). Bookmark on your device the A.P. Central homepage for U.S. History:

http://apcentral.collegeboard.com/apc/members/exam/exam_information/225908.html

Take time to “surf” this site and get familiar with it. There is much valuable info literally at your “fingertips” here. You can find sample questions for each of the four parts of the APUSH test: multiple choice, short answer, long answer, document-based question

2). Download the AP United States History Course Description (.pdf/891KB), which can be found at the homepage:

<http://apcentral.collegeboard.com/apc/public/repository/ap-us-history-course-description.pdf>

This is the official publication of A.P. Central and, in fact, nothing will appear on the exam that is not laid out in the course outline in the course description guide. Spend time reading through this publication, highlighting parts you think are important, and anything you want to ask questions about when we come together as a class in August.

3). Buy the following two prep books:

A). United States History: Preparing for the Advanced Placement Examination (2015 Edition, Amsco). This, along with the Course Description Guide, will serve you very well in the class, and will eliminate the need to buy other prep books. This book contains a thorough overview of the main themes in American History, as well as practice questions in the new test format adopted in 2015 by AP Central. This book can be purchased on line at either Amazon.com or the following link:

Perfection Learning: <http://www.perfectionlearning.com/us-history-preparing-for-ap-exam>

Read through the first part of the book where there is a detailed explanation and analysis of the organization and content of the test, as well as recommended strategies for preparing for the test.

B). AP U.S. History Crash Course Book, Larry Krieger (3rd Ed., Revised, January 2015). This is the latest edition, revised to suit the new test format, of a book students have used very successfully the past few years. It is a brief yet very thorough review of the basic material that consistently appears on A.P. exams. **I highly recommend you purchase this little book at Amazon.com.**

4). Complete the assignments laid out in the instructions below, which will be due by the end of the first week of class, and will be graded for either a formative or summative grade.

A.P. U.S. History Summer Assignment

Welcome to A.P. U.S. History! We have a lot of historical material and test taking information to cover this coming school year, so it is important that you complete this summer packet and come prepared the first week so we can quickly cover several early topics, in order to get into the “thick” of the course, and the material that will comprise the majority of what the A.P. exam regularly tests.

I have organized the assignments for the summer and they are posted at the class Google Classroom website. Please feel free to email me if you have any questions, but also realize that it may take a few days for me to respond. Do not get intimidated by the summer work, but do know that this course will take more time and effort than any of your previous Social Studies courses (unless they were also A.P.).

Tip: Manage your time. Do not try to do all of this in one sitting. Space out this work throughout a portion of the summer and then review your work the last few days of summer.

Google Classroom and Textbook:

The class Google Classroom site will give you access to the pdf version of the first unit of our textbook (Chapters 1-6), *American History: A Survey*, Alan Brinkley. You will also find posted there the pdf version of the earlier edition of the Amsco book. The majority of questions you will see on unit tests in this class come from the old format of the test (factual recall multiple choice). These questions will be drawn from the test banks of the Brinkley site and the old version of Amsco.

Google Classroom Enrollment Key: 10n48g3

The specific Sumer assignments are also posted at Google Classroom. They consist of three separate assignments, each of which will receive either a formative or summative grade the first week of the course. They are as follows:

- 1). There are two sets of questions and key vocabulary terms/names for the first three chapters of both the Brinkley text and Amsco companion book. I expect complete sentence answers to BOTH the questions and the key names/terms. (This will receive two formative grades, one for each set).
- 2). There is a lengthy excerpt from *Narrative of the Life of a Slave* by Frederick Douglass. This is followed by a set of questions that should be answered in essay format writing. You cannot succeed in an AP Social Studies class without reading A LOT of material, or writing A LOT. Half of the AP US History exam consists of three writing assignments: Short Answer, Long Answer and Document-Based Question essay. Frederick Douglass is an important person in U.S. History, and he appears frequently on the APUSH exam. This assignment will receive your **FIRST SUMMATIVE GRADE**.

You are to hand write your work; this is for two reasons: first, the A.P. U.S. test is primarily a handwritten exam, and you should be comfortable writing your work by hand; second, this reduces the likelihood of plagiarism.

You may post it at Google Classroom when finished (strongly recommended), or wait and turn it in to me by the end of the first week of class when we assemble in August.

ADVANCED PLACEMENT U.S. HISTORY SUMMER WORK

Assignment #1

Brinkley, (Chapters 1-3: pp. 2-100)

Sources: Amsco, (Chapters 1-3: pp. 2-62)

- Questions:**
1. What were the goals and motivations behind English colonization of the Chesapeake?
 2. Why was the survival rate so low for the English settlers of early Virginia?
 3. How did the introduction of tobacco to the Chesapeake region affect the colony of Virginia?
 4. What was the headright system? What incentives were established by the Virginia Company to promote British migration to the New World?
 5. Explain the system of indentureship. What was life like for indentured servants?
 6. How did the evolution of the Virginia colony between 1607 and 1625 reveal the impact of New World conditions on aims and expectations?
 7. What was the nature of the early relationship between the Virginia colonists and the local native Indian tribes? What happened in 1622 that changed that relationship?
 8. What agricultural technologies and methods did the English settlers learn from the Native Indians?
 9. Why was Maryland founded? How did it differ from the Virginia colony? How were they similar?
 10. Why were the back-country settlers such an annoyance to the colonial government in the tidewater area?

11. Why did Bacon's Rebellion occur in 1675-1676?
12. Identify the reasons why Bacon's Rebellion was so significant for the Virginia colony in the early colonial period.

- Terms:**
- Jamestown, VA
 - The "Starving Time"
 - Virginia Company
 - Captain John Smith
 - Powhatan
 - Pocahontas
 - John Rolfe
 - headright system
 - House of Burgesses
 - royal colony
 - George Calvert
 - proprietorship
 - Maryland Toleration Act - 1649
 - indentured servant
 - Gov. William Berkeley
 - Virginia Slave Law, 1661

Assignment #2

Brinkley, (Chapters 1-3: pp. 2-100)

Sources: Amsco, (Chapters 1-3: pp. 2-62)

- Questions:**
1. What were the goals of a mercantilist economic policy?
 2. What were the drawbacks of this economic system on the British North American colonies?
 3. What were some of the obstacles faced by American merchants in the 17^c?
 4. What was the "Triangle Trade?" How was it a response to British mercantile policies?
 5. Explain the growing preoccupation with consumption of material goods in the British colonies and how this preoccupation was associated with social status.
 6. Why had the well-defined and deeply entrenched English class system fail to reproduce itself in America during the colonial period?
 7. What were the characteristics of plantation slavery?
 8. How was the plantation an economic unit? How was it a social unit?
 9. What was the cause of the Stono Rebellion?

- Terms:**
- Atlantic trading system
 - indigo
 - Rice cultivation
 - mercantilism
 - Navigation Acts (1651, 1673, 1696)
 - Dominion of New England
 - Sir Edmond Andros
 - enumerated goods

- Stono
Rebellion