

## APUSH Summer Assignment

Mrs. Feighery

Email/ Google Account: feighertr@winslow-schools.com

Hello and welcome to AP United States History! AP United States History students are expected to complete summer reading and/or video assignments before the first class meeting. These assignments will focus on course content preceding the American Revolution (APUSH Periods 1 and 2). Students' completion of their APUSH summer assignments will be assessed on a test to be administered during the first week of class. Do a good job on these assignments so they can help you prepare for the test! The AMSCO book with the assigned readings will be posted online in the Summer Assignment Google Classroom. Please email if you have any questions!

Assignments	Instructions	Reading/ Video Links	Assignments Due on Day 1
<b>Topic #1: Native American Cultures</b>	"Period 1" of the AP US History course outline focuses on the period from 1491 (a generic designation for the Americas pre-contact) to 1607 (the establishment of the Jamestown Colony). After reading the assigned reading and/or watching the video, the successful APUSH student should be able to label a map of pre-contact North America and be able to identify key tribal groups and describe the way of life in each region of North America.	<u>Reading:</u> Read Topic 1.1 to Topic 1.3, pages 1-12 in the AMSCO AP United States History book and/or view the videos below.  AMSCO AP US History book link can be found in the Summer Assignment Google Classroom.  Video: <a href="https://www.youtube.com/watch?v=zG_Q50JDeLo">https://www.youtube.com/watch?v=zG_Q50JDeLo</a>	<u>Assignment #1:</u> Complete the American Cultures US History Graphic Organizer AND the Native American Tribes US History Map Exercise.

<p><b>Topic #2: Columbian Exchange and Atlantic Trade</b></p>	<p>Before learning about the European colonies, it's necessary to place them within the system of Atlantic trade in which they existed. The permanent system of contact and trade between the Old and New Worlds that was established by Columbus' voyages is known as the Columbian Exchange. The best place to start learning about the Columbian Exchange is Wikipedia. The Wikipedia article on the Columbian Exchange describes "the widespread transfer of animals, plants, culture, human populations, technology and ideas between the American and Afro-Eurasian hemispheres in the 15th and 16th centuries." Using this framework put forward by the article, I have designed a graphic organizer to help you organize the specifics of the Columbian Exchange in each of these areas.</p>	<p><u>Reading:</u> Read Topic 1.4 to Topic 1.6, pages 14-25 in the AMSCO AP United States History book and/or view the videos below.</p> <p>Video:  <a href="https://www.youtube.com/watch?v=3NXc4Q_4JYg">https://www.youtube.com/watch?v=3NXc4Q_4JYg</a></p> <p>Wikipedia Article:  <a href="https://en.wikipedia.org/wiki/Columbian_exchange">https://en.wikipedia.org/wiki/Columbian_exchange</a></p>	<p><u>Assignment #2:</u> Complete the Columbian Exchange Graphic Organizer</p>
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<b>Topic #3: Colonial Encounters Video Lectures</b>	<p>It is important that APUSH students know the key characteristics of Spanish, French, Dutch, and British colonizers and be able to compare and contrast the differing goals of each colonial power.</p>	<p>Reading: Read Topic 2.1 to Topic 2.2, pages 32-36 in the AMSCO AP United States History book and/or view the videos below.</p> <p>New Spain Video:  <a href="https://youtu.be/lhVMMMEKNxdQ">https://youtu.be/lhVMMMEKNxdQ</a></p> <p>New France Video:  <a href="https://youtu.be/UqUSY59Kilk">https://youtu.be/UqUSY59Kilk</a></p> <p>New Netherland Video:  <a href="https://youtu.be/rH1uGY16WJM">https://youtu.be/rH1uGY16WJM</a></p> <p>English Colonies:  <a href="https://youtu.be/ecFVogu0H2w">https://youtu.be/ecFVogu0H2w</a></p> <p>Colonists and Native Americans:  <a href="https://youtu.be/EdV98rKV5gM">https://youtu.be/EdV98rKV5gM</a></p>	<p><b>Assignment #3:</b> Complete the GRAPHIC ORGANIZER 1.1 Comparing and Contrasting the European Colonizers</p>
<b>Topic #4: Thirteen Colonies (Regions)</b>	<p>In this lecture on the Thirteen Colonies, we outline the key traits of the colonial regions (New</p>	<p>Reading: Read Topic 2.3, pages 38-46 in the AMSCO AP United States History book and/or view the video</p>	<p><b>Assignment #4:</b> Complete the GRAPHIC ORGANIZER Comparing and Contrasting the Thirteen Colonies</p>

	England, Middle, and Southern). Students should be able to identify the key traits of each region and the key colonies of each region as well as compare and contrast the political, economic, social, and religious climate in each colonial region.	below.  Thirteen Colonies Video: <a href="https://youtu.be/H_THLW5hh8Y">https://youtu.be/H_THLW5hh8Y</a>	
<b>Topic #5: Lectures on the 13 Colonies (Individual Development and Labor Systems)</b>	Initial difficulties that the English had in establishing a permanent settlement, the chartering of the Virginia Company, the hardships endured by the Jamestown settlers, and the advent of tobacco as a cash crop. The second part of the lecture focuses on labor forces employed in Chesapeake tobacco agriculture (indentured servants and slaves) and the strained relations between the colonies and the Powhatan Indians that culminated in the 1622 Indian Massacre. In New England, the colonists came over to create a religious commonwealth that was	<p><u>Reading:</u> Read Topic 2.4 to 2.6, pages 49-61 in the AMSCO AP United States History book and/or view the videos below.</p> <p>Virginia Colony Videos:  Part 1:  <a href="https://youtu.be/ByokFnckxkh8">https://youtu.be/ByokFnckxkh8</a>  Part 2:  <a href="https://youtu.be/Uj0epkgayPY">https://youtu.be/Uj0epkgayPY</a></p> <p>New England Colonies:  <a href="https://youtu.be/lePyJ2Vlw2g">https://youtu.be/lePyJ2Vlw2g</a></p> <p>Roger Williams Video:  <a href="https://youtu.be/deKIXQiwaoW">https://youtu.be/deKIXQiwaoW</a></p>	<p><u>Assignment #5.</u> Answer the following questions in complete sentences:</p> <ol style="list-style-type: none"> <li>1. Describe the development of the Jamestown colony from its disastrous beginnings to its later prosperity.</li> <li>2. Describe the changes in the economy and labor system in Virginia and other southern colonies.</li> <li>3. Describe the Puritans and their beliefs and explain why they left England for the New World.</li> <li>4. Explain why New York, Pennsylvania, and the other Middle Colonies became so ethnically,</li> </ol>

	steeped in a culture of conformity. Roger Williams and Anne Hutchinson challenged that culture of conformity and began a tradition of religious toleration that would later be enshrined in the First Amendment.	<p>Anne Hutchinson Video: <a href="https://youtu.be/BaNZz6RZPwY">https://youtu.be/BaNZz6RZPwY</a></p> <p>Pennsylvania Colony: <a href="https://youtu.be/q9lFZC7CcNI">https://youtu.be/q9lFZC7CcNI</a></p> <p>History of the Quakers: <a href="https://youtu.be/Xl_lE9JedTI">https://youtu.be/Xl_lE9JedTI</a></p>	religiously, and politically diverse.
<b>Topic #6: Religion and Society in Late Colonial America</b>	The First Great Awakening and the Enlightenment impacted colonial society greatly before the American Revolution.	<p>Reading: Read Topic 2.7, pages 63-73 in the AMSCO AP United States History book.</p> <p>First Great Awakening Video: <a href="https://youtu.be/CyIGmnZB-SQ">https://youtu.be/CyIGmnZB-SQ</a></p> <p>The Enlightenment Video: <a href="https://youtu.be/M7LE6pdaqFnl">https://youtu.be/M7LE6pdaqFnl</a></p>	<p><u>Assignment #6</u> - Complete the NEED TO KNOW The [First] Great Awakening Organizer</p>

# Assignment #1

## NATIVE AMERICAN CULTURES US History Graphic Organizer

Name: \_\_\_\_\_

Fill out the following graphic organizer while consuming the following lecture on Native American Cultures on YouTube:  
[https://www.youtube.com/watch?v=zG\\_Q6oJDeLo](https://www.youtube.com/watch?v=zG_Q6oJDeLo)

<b>ARCTIC</b> Tribal Groups:	
<b>PLAINS INDIANS</b> Tribal Groups:	
<b>NORTHEAST / GREAT LAKES</b> Tribal Groups:	
<b>SOUTHWEST</b> Tribal Groups:	
<b>SOUTHEAST</b> Tribal Groups:	

# Assignment #1

## Native American Tribes

### US History Map Exercise

Name: \_\_\_\_\_



Map Credit: [d-maps.com](http://d-maps.com)

Complete the following tasks using reliable internet maps:

1. Label and *lightly* shade in the following areas of cultural influence:  
Arctic, Subarctic, Great Plains, Southwest, Southeast, Northeast
2. Label the domains of the following Native American tribes:  
Algonquin, Aztec, Cherokee, Comanche, Creek, Eskimo,  
Hopi, Inuit, Iroquois, Pueblo, Sioux, Wichita
3. Label the map based on whether food was primarily procured by (H)unting, (A)griculture,  
or (F)ishing in each region by marking the appropriate letter on the map.

For more instructional materials, visit [www.tomrichey.net](http://www.tomrichey.net).

# Assignment # 2

## The Columbian Exchange Graphic Organizer

Name: \_\_\_\_\_

In the years following Columbus' voyages to the Americas, the world witnessed an unprecedented permanent exchange of people, products, and ideas known as the **Columbian Exchange**. You are to use the [Wikipedia article on the Columbian Exchange](#) and any other online resources you find helpful in order to note significant exchanges of animals, plants, populations, technology, culture, and ideas that took place during the fifteenth and sixteenth centuries. Your general goal should be to come up with at least three (3) entries for each box, but you will realize when this will not be possible. It is best to leave this to your judgment in order to encourage thorough research on your part.

This will be part of your assignments that you will turn in on the first day of class.  
Your responses are to be *handwritten* – NOT TYPED (i.e., cut and pasted).

	New World to Old -->	<-- Old World to New
Animals		
Plants		
Populations		
Technology		
Culture & Ideas		
Diseases		

Other Sources Consulted (no set citation format – just be descriptive enough so that I can find them):

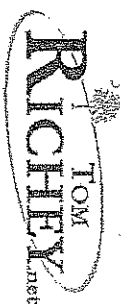
For more instructional materials, visit [www.tomrichey.net](http://www.tomrichey.net).



# Assignment # 3

## GRAPHIC ORGANIZER 1.1

Comparing and Contrasting the European Colonizers



	SPANISH	FRENCH	DUTCH	ENGLISH
<i>Region(s) Colonized</i>				
<i>Religion</i>				
<i>Interested Parties</i>	1. 2.	1. 2.	1. 2.	1. 2.
<i>Economic Pursuit(s)</i>				
<i>Settlements</i>				
<i>Number of Colonists</i>				
<i>Evangelism?</i>				
<i>Relationship with Native Americans</i>				

# Assignment #4

## GRAPHIC ORGANIZER

*Comparing and Contrasting the Thirteen Colonies*

Name: \_\_\_\_\_

	New England Colonies	Middle Colonies	Southern Colonies
<i>Key Colonies</i>			
<i>Key Figures</i>			
<i>Why Settle?</i>			
<i>Economic Activity</i>			
<i>Predominant Religion(s)</i>			
<i>Religious Outlook</i>			
<i>Notes</i>			

For more instructional materials, visit [www.tomrichey.net](http://www.tomrichey.net).

# Assignment #5

APUSH Summer Assignment

Topic #5: The 13 Colonies (Individual Development and Labor Systems)

Assignment #5. Answer the following questions in complete sentences:

1. Describe the development of the Jamestown colony from its disastrous beginnings to its later prosperity.
2. Describe the changes in the economy and labor system in Virginia and other southern colonies.
3. Describe the Puritans and their beliefs and explain why they left England for the New World.
4. Explain why New York, Pennsylvania, and the other Middle Colonies became so ethnically, religiously, and politically diverse.

# Assignment # 6

## NEED TO KNOW

*The [First] Great Awakening*



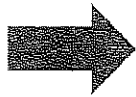
**WHAT?**

**WHEN?**

**WHERE?**

**WHO?**

**KEY DETAILS:**



**CONSEQUENCES:** An increase in religious fervor in the colonies

**CONCURRENT MOVEMENT:** The \_\_\_\_\_

Focus: \_\_\_\_\_

Key People: \_\_\_\_\_

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