

Date: Summer 2021  
From: Nelson  
To: Incoming APUSH students 2020-2021  
RE: Summer Assignment -- AP US History

Welcome,

The course is designed to prepare and provide students with an intellectual challenge and consistent with an introductory university U.S. history 101 survey course. As an AP student, you must read extensively, not only in class, but also outside of the classroom. The goal of this class is not to memorize dates and facts (though you should know key turning points), but instead, the goal is to make connections throughout history.

Because the AP test is in May, we need to get a head start on Unit #1: 1491 – 1607. So each student is required to complete a summer assignment. You will need to know and understand the relationships of a variety of people, events, terms, and concepts that relate to early contact between peoples of Europe, the Americas, and West Africa. You should also be thinking about how these past events relate to our current world.

Class Text: America's History– 9th edition for the AP course. Since we did not check a book out to you before the end of school, I will be posting a PDF of chapters 1 and 2.

Recommended Text: AMSCO Publication – United States History (\$19.95 new)

If you are able to purchase this text, I highly recommend it. It is comprehensive, it has sample test questions, and a nice summary of each unit. You can order directly from the publisher: <https://www.perfectionlearning.com/social-studies/advanced-placement/united-states-history-ap-exam.html#shop-now> or you can purchase it on Amazon. We have several 2016 editions that can be checked out in the fall.

DO NOT buy a version printed prior to the 2015 edition. The AP exam was completely overhauled in 2014.

Above all else, make sure you enjoy your summer. These few assignments should not consume all of your free time. Relax for a bit before you come up with your plan for finishing the summer homework. FYI: a plan is not to do it the night before the first day of school.

Things that would be good for you to do (but certainly not an assignment)

1. Read. Try to read at least two or three books over the course of the summer. You will be doing lots 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 you like, but make it historical fiction.

2. Become an informed citizen. Read the newspaper. Watch BBC. Listen to NPR. Pick up a copy of The Economist. Try to keep up to date on world events. Being knowledgeable about current events will help you make connections throughout our units of study.
3. Learn your geography. Geography is going to play an important part of this course. The more you know about geography the farther ahead you will be. I am not just talking about US geography, though knowing your states and major geographical markers is important; we are a global society. Get a globe – look up places that you hear about in the news.
4. Watch history movies! If you have a free evening, watch something historical. See if you can spot historical inaccuracies or bias in the film.

**APUSH Summer Assignment: Due on the 1st day of school.**

**We will have a Canvas page for the school year where you will turn it in. Create a Google Folder in the meantime to store and organize your work.**

Because our course has a lot to cover, you are going to want to manage your time to get your assignments in on deadline throughout the year. The assignments below are due the first day of class. You will create a Google Folder and put your work into your folder, you will submit it into our class Canvas in September.

1) Completing a 1-pager (click on link for samples) for Chapter 1 and Chapter 2  
Read Chapters 1- 2 from our textbook America's History. These chapters cover most of the Pre-Colonial into early Colonial Era in American history. For both chapters you will create a 1-pager. Instructions are attached below and can be found on my website. Get familiar with doing these – you will do a 1-pager for every chapter in the textbook. Since you do not have a textbook, I have copied the 1st two chapters and the PDF is on my website.

2. Crash Course Videos on US History – Episodes 1- 3 (bookmark the entire US History playlist)

Watch each of the episodes listed below. I will not collect notes, but you need to have some method other than depending on your innate brilliance to remember the details.

- a. The Black Legend
- b. When is Thanksgiving
- c. The Native and the English

3. After reading these chapters, the textbook, and watching the Crash Course videos I want you to write your reaction to the different renditions of the historical story. I do not want a

summary. I want your reaction to how they are similar and different. Make specific references and use parenthetical citations where appropriate. No more than 1-2 pages typed double spaced, MLA format.

4. The last part of your summer assignment is to create a collage OR drawing that represents your current view of America's identity. NOT WHAT YOU THINK IT MEANS TO BE AN AMERICAN CITIZEN. Instead, you are stating what you think America's identity as a country is on a global scale. Consider, how do other countries characterize America's identity? Do you view America as the leader of the free world or a sham? The artwork has to be at least on an 8.5" X 11" piece of paper. Use images, magazine clippings, etc. to create your collage OR use your artistic talent to create your drawing.

5. I will send a form closer to when school starts for you to fill out. I will send it through Synergy.

Your project will be graded for its creativity, craftsmanship, understanding/achievement of your perspective, effort, and overall quality of the work. PRESENT YOUR BEST EFFORT!!!!

---

### **Summer Assignment Checklist**

### **MUST BE COMPLETE BEFORE THE FIRST DAY OF SCHOOL**

- I have read textbook Chapters 1- 2 (and completed a 1-pager for each chapter, a sample is up on Canvas)
- I have watched all 3 Crash Course US History Videos on YouTube
- I have typed a 1-2 page reflection and proofread it for grammar and clarity.
- I have complete my collage/drawing that represents your view of "American Identity" (see TLO's listed below)
- I am ready for the Unit #1 Quiz on
  - I will fill out the form before school starts sent through Synergy and put on Canvas as well.

If you have questions, I will check email bi-weekly in July.

[Stephanie.nelson@highlineschools.org](mailto:Stephanie.nelson@highlineschools.org) or [stephanie.nelson@g.highlineschools.org](mailto:stephanie.nelson@g.highlineschools.org)

### **AP US History One-Pager**

A one-pager is a way of constructing your own unique understanding of history. It is a way for you to structure meaning and be creative and experimental while catering to your own preferred style and method of learning. A one-pager is a way to own what you are reading and at the same time synthesize your textbook reading with class discussions and assignments.

Each one pager will be due the day we begin the unit. The idea is that you come with a basic understanding of the information – we will then be free to explore and make connections on a deeper level in class through analysis of primary resources and discussion.

#### DIRECTIONS:

Feel free to handwrite or create electronically

Color coding is encouraged to make it visually appealing and for readability.

Box in each section listed below and number the sections accordingly.

Each numbered requirement MUST be BOXED in and CLEARLY NUMBERED

#### SECTIONS MUST BE BOXED

1. Pull out at least TWO quotations from the chapter. Follow each quotation with a note about the significance of the quote (why is it important etc.)
2. Pull visual images, from your book or computer (or drawn), to create a central focus for your page. Do not choose portraits of people.
3. Identify and state the historical significance of at least three individuals in the chapter and include their picture/portrait. Avoid repeating individuals from previous chapters unless they are historically significant for a variety of topics or themes from US history. Dwight Eisenhower might be an example of such a person.
4. Make a personal summary statement or reflection about what you have read in the chapter. In other words, what do you think about the chapter topic or theme.
5. Each chapter has a section called “Thinking like a Historian”, “Interpreting the Past”, “America in the World”, and “Analyzing Voices”. Answer at least 1 question from each of the four sections.
6. The Key Concepts provide the content for the course. Look at the Key Concepts important to each chapter. Find examples you could use to explain, identify, define, or illustrate each concept. You do not have to do each and every sub-concept. But you should pick out at least 3 different points (make sure to clearly identify the concept you are working with).
7. Thematic Learning Objectives (TLO's) are where all the free response questions come from. So you need to get familiar with them and recognize them within the content. So for each chapter you must make connections to APUSH TLO's by identifying places where you see the APUSH Themes show up (you can simply put the 3 letter indicator next to the event/person on your one-pager and give a brief explanation of how it the subject relates to the TLO. You don't need all of them, just 3 per chapter (for chapter #1 you only need to identify 2 TLO's)

You can find the TLO's below and a list of Key Concepts on Canvas.

#### Thematic Learning Objectives (TLO's)

For the summer assignment you are only working with Theme 1: American and National Identity

**THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)** This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

**THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)** This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

**THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)** This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.

**THEME 4: MIGRATION AND SETTLEMENT (MIG)** This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

**THEME 5: POLITICS AND POWER (PCE)** This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

**THEME 6: AMERICA IN THE WORLD (WOR)** This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.

**THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)** This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

**THEME 8: SOCIAL STRUCTURES (SOC)** This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader