

Summer Assignment (Basis for a Unit 1 In-Class Essay)

Welcome to AP US History! To start you off on the path to AP success, we have designed a summer assignment that will provide you some very interesting historical context with choices of primary sources to provide color and depth to the history. We are very excited to start you off with a solid introduction to the skills, themes, and content of the APUSH course.

Your task: You will complete a series of assignments in preparation for your first unit exam. These assignments task you with reading and interpreting a series of primary and secondary sources. At the conclusion of the first unit (Colonial America) you will choose one of three theses and use your work with the secondary and primary sources, along with learning during the unit, to craft an evidence-based argument in support of your chosen thesis. Follow the three steps outlined below to complete this task.

Step 1 – Summer Assignment (Due on the first day of class).

There are four learning modules (see website), each with four parts.

Part 1 – Read and take notes on each module’s “Overview – Secondary Source.” This is a very brief overview of the topic.

For this part you must use a different style of note-taking for each article. You will need to use...

- *in-text note-taking (underline, highlight, margin notes, etc.)*
- *traditional outline note-taking*
- *a webbing/graphic organizer model. (If you don’t understand this one, Google “graphic organizer template” and select the “images” tab.)*
- *Your fourth secondary source may be in the style you wish.*

Part 2 – For each module, choose **one** (1) of the two primary sources. Read the source, and then complete a “Primary Source Analysis” sheet for that primary source. (This can be found on the website.) These sheets are designed to help you develop the skills that the College Board requires for the AP exam.

Part 3 – For each module choose **one** (1) of the skill-based sources (pictures, engravings, charts, maps) and complete the appropriate Analysis Sheet (*Image, Chart, or Map*), also found on the Web site.

Overall, you will have eight (8) sheets – four for the primary sources row; four for the skill-based sources.

Part 4 – For each module answer **one** (1) of the following questions in a few sentences each, citing each of the sources you read for that module (*overview, primary, skill-based*). These should be 4-6 sentences each -- **Please DO NOT write four essays.**

1. *How did migration and settlement of different peoples throughout the different environments of North America result in the development of different and complex societies?*
2. *How did the arrival of Europeans in North America trigger extensive demographic, economic and social change on both sides of the Atlantic?*
3. *How did European expansion combined with extensive contact with Africans and Native Americans result in dramatically altered European views of social, political and economic relationships between whites and non-whites?*
4. *How did African and Native peoples strive to maintain their political and cultural autonomy in the face of European expansion?*

What to bring on Day 1 (Put your name on each document; staple documents with multiple pages):

- Four (4) artifacts of 3 different styles of note-taking/interaction with the text. **(you only need to submit the actual article for the one(s) you used with in-text note taking).**
- Four (4) primary source document analysis sheets.
- Four (4) skill-based source analysis sheets.
- Four (4) answers to chosen questions (you may answer the same question more than once) utilizing evidence from the secondary and primary sources for each module.

Step 2 –Assessment (This will take place at in class at the end of Unit 1)

At the end of the unit, you will receive your summer folder back. You will use this work, along with your notes from the unit, to create an evidence-based argument in support of one of the following thesis statements. You will have 90 minutes write this essay in class.

The Theses:

1. *On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas and West Africa created a new world.*
2. *European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.*
3. *Contacts among American Indians, Africans and Europeans challenged each group to maintain their own religious, cultural, political and cultural values.*

Keep yourself organized! Use the checklist below to keep track of which documents you’ve chosen!

	<u>MODULE #1:</u>	<u>MODULE #2:</u>	<u>MODULE #3:</u>	<u>MODULE #4:</u>
	NATIVE LIFE PRE-1492	COLUMBIAN EXCHANGE	ENGLISH COLONIZATION	JAMESTOWN
OVERVIEW (Secondary Source)	Change and Crisis: North America on the Eve of European Invasion _____ <i>In-text note-taking (underline, highlight, etc.)</i>	The Columbian Exchange _____ <i>Traditional outline note-taking</i>	The Coming of the English _____ <i>Webbing/graphic organizer model</i>	Jamestown and the Founding of English America <i>(Choose one of the three note-taking styles)</i> _____ <i>In-text note-taking (underline, highlight, etc.)</i> _____ <i>Traditional outline note-taking</i> _____ <i>Webbing/graphic organizer model</i>
PRIMARY SOURCE (Choose 1)	Oral Tradition, <i>Foundation of the Iroquois Confederacy</i> or Native American Life (Documents 6-8), <i>Nature’s Balance, Indian Complaints</i>	Christopher Columbus, <i>Report on First Voyage</i> or Bartolome de las Casas, <i>Indictment of the Conquistadores</i>	<i>Plymouth Settlers Agreement with Indians</i> or Walter Raleigh, <i>English Approach to the Caribbean Indians</i>	John Smith, <i>The Starving Time</i> or George Percy, <i>Observations on Jamestown’s Early Months</i>
SKILL-BASED SOURCE (Choose 1)	_____ Map: Native Cultures of North America 600-1500 _____ Image: Native American Lives	_____ Image: Columbus Landing, 1492 _____ Map: European Exploration of North America, 1500-1783	_____ Image: Ritualistic Aztec Cannibalism _____ Map: Native American Tribes of North America on the Eve of Columbus	_____ Map: Maps of Jamestown

