**Summer Assignment for AP United States History**

Welcome to AP US History! *T*o start you off on the path to AP success, we have designed a summer assignment that will provide you *with* historical context *for Period 1 [1491-1607],* choices of primary courses to provide color and depth to the history*, and will help to develop essential historical skills.* 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 period assessment. These assignments task you with reading and interpreting a series of primary and secondary sources. At the conclusion of the first period (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 two (2) learning modules (see website), each with three (3) parts. 6 total parts to the summer assignment**

**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 style of note-taking that works for you.

* *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.)*
* *other form of note-taking strategy that you find effective*

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

* 1 of the primary sources must be a written source
* The other source must be a map, chart, image, cartoon (non-written source)

**Part 3 –** 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 *(secondary overview and primary).* These should be 4-6 sentences each – DO NOT WRITE FULL LENGTH 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?*

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

* + Two (2) artifacts of note-taking/interaction with the text*.*
  + Two (2) primary source HIPP document analysis sheets (there are copies at the end of this document.
  + Two (2) answers to chosen questions 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 Period 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 in-depth outline that addresses 1 of the thesis statements below. The outline will follow the format of a College Board AP US History essay and incorporate evidence from your summer work. You will have 30 minutes to create the outline in class.

**The Prompts:**

1. Evaluate the complexity of indigenous life in the Americas prior to European colonization.
2. Evaluate the extent to which the Columbian Exchange fostered change in the Americas in the period from 1491 to 1700.

**The Format:**

* + 1. Contextualization – in this part (essentially the intro), you should provide the reader with background information that they need to know in order to understand the outline or essay.
    2. Thesis Statement – focus of your outline that fully addresses the prompt
    3. Claim # 1 Supporting Thesis – idea that supports the thesis
       1. Evidence [multiple]
    4. Claim # 2 Supporting Thesis – idea that supports the thesis
       1. Evidence [multiple]
    5. Claim # 3 Supporting Thesis – idea that supports the thesis
       1. Evidence [multiple]
    6. Analysis & Reasoning – in this part, you could discuss various interpretations about this prompt and / or connect it to similar themes / concepts in United States History.

**The outline should be thorough and demonstrate an in-depth understanding of the topic and supporting evidence.**

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

|  |  |  |
| --- | --- | --- |
|  | **MODULE #1:**  **NATIVE LIFE PRE-1492** | **MODULE #2:**  **COLUMBIAN EXCHANGE** |
| **OVERVIEW (Secondary Source)** | \_\_\_\_\_ Change and Crisis: North America on the Eve of European Invasion   * + With Notetaking Strategy   Link to source - [Change and Crisis - North America on Eve of Euro Invasion.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/Change%20and%20Crisis%20-%20North%20America%20on%20Eve%20of%20Euro%20Invasion.pdf) | \_\_\_\_\_ The Columbian Exchange [Gilder Lehrman Institute of American History]   * + With notetaking strategy   Link to source - [The Columbian Exchange | AP US History Study Guide from The Gilder Lehrman Institute of American History](https://ap.gilderlehrman.org/essay/columbian-exchange?period=1) |
| **PRIMARY SOURCES**  ***(Choose 1)*** | \_\_\_\_\_ *Foundation of the Iroquois Confederacy, 1570, as Recounted in the Tuscarora Oral Tradition -* [Founding of the Iroquois Confederacy.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/Founding%20of%20the%20Iroquois%20Confederacy.pdf)  or  \_\_\_\_\_ Native American Life (Documents 6-8), *Nature’s Balance, Indian Complaints -* [Native American Life -- Docs 6-8.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/Native%20American%20Life%20--%20Docs%206-8.pdf)  *or*  *\_\_\_\_\_ Native Culture Maps prior to Colonization -* [Native American Tribes of North America.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/Native%20American%20Tribes%20of%20North%20America.pdf)  or  \_\_\_\_ Native Cultures of North America (map & brief reading) - [Native Cultures of North America 600-1500.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/Native%20Cultures%20of%20North%20America%20600-1500.pdf) | \_\_\_\_\_ Christopher Columbus, *Report on First Voyage -* [Columbus Reports on His Voyage.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/Columbus%20Reports%20on%20His%20Voyage.pdf)  *or*  \_\_\_\_\_\_ Bartolome de las Casas, *Indictment of the* Conquistadores - [De las Casas Indicts Conquistadores.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/De%20las%20Casas%20Indicts%20Conquistadores.pdf)  or  \_\_\_\_\_ Columbus Landing, 1492 (image) - [LANDING OF COLUMBUS.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/LANDING%20OF%20COLUMBUS.pdf)  or  \_\_\_\_\_\_ European Exploration of North America, 1500-1783 - [European Exploration of North America 1500-1783.pdf (cbsd.org)](https://www.cbsd.org/cms/lib/PA01916442/Centricity/Domain/1848/European%20Exploration%20of%20North%20America%201500-1783.pdf) |
| **OPEN-ENDED RESPONSE [4-6 sentences)** | \_\_\_\_\_ *How did migration and settlement of different peoples throughout the different environments of North America result in the development of different and complex societies?* | \_\_\_\_\_ *How did the arrival of Europeans in North America trigger extensive demographic, economic and social change on both sides of the Atlantic?* |

**HIPP – Document Analysis for Module 1**

Source:

**Document Practice**

|  |  |
| --- | --- |
|  | **NOTES** |
| **CONTENT/ARGUMENT**  What point is the document trying to make?  Why/how is info. related to answering question? |  |

(Sourcing = ***HIPP = Historical Situation – Intended Audience – Purpose – Point of View***

|  |  |
| --- | --- |
| **HISTORICAL SITUATION**  When & where produced?  What else going on at time that might affect viewpoint/message?  Can you place it in historical narrative?  Can you make connection between the document and facts?  Any prior knowledge help understanding source? | *The historical situation was/During this time,* |
| **INTENDED AUDIENCE**  Who was the source created for?  How might it affect reliability? | *The intended audience was…* |
| **PURPOSE**  Why or for what reason was it produced at this time?  What was author’s goal or what did they want? | *(The author’s) purpose was…* |
| **POINT OF VIEW/AUTHOR**  Who wrote the document?  What position? What do you know about them that might affect reliability?  What was author affected by/reacting to at that time?  Identify influence and HOW that might affect content. | *The point of view…* |

**HIPP – Document Analysis for Module 2**

Source:

**Document Practice**

|  |  |
| --- | --- |
|  | **NOTES** |
| **CONTENT/ARGUMENT**  What point is the document trying to make?  Why/how is info. related to answering question? |  |

(Sourcing = ***HIPP = Historical Situation – Intended Audience – Purpose – Point of View***

|  |  |
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| **PURPOSE**  Why or for what reason was it produced at this time?  What was author’s goal or what did they want? | *(The author’s) purpose was…* |
| **POINT OF VIEW/AUTHOR**  Who wrote the document?  What position? What do you know about them that might affect reliability?  What was author affected by/reacting to at that time?  Identify influence and HOW that might affect content. | *The point of view…* |