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Clovis West High School
Advanced Placement U.S. History
Summer Assignment
2017-2018

Packet due date: First day of school—Monday, August 21, 2017

Welcome to Advanced Placement United States History. This course will be one of the most challenging courses of your high school career. It is specifically designed to be a college level course. Thus, it will require “college level” work, a “college level” attitude, and “college level” performance. Anything less will be unacceptable. What this means, specifically, is that

a. the class will require much more than the normal amount of homework and daily preparation as you prepare to take the AP exam in May; if you are unwilling or unable to put in the time and effort required for success in this course, you should immediately see your counselor to switch into a regular U.S. History class.

b. The study of American History will involve much more than just a simple memorization of facts (although memorization will indeed be necessary).

c. The mastery of this content will require independent preparation and a sophisticated level of synthesis, analysis, creative thought, and skill development.

d. Classes will be structured and designed to take advantage of your ability and willingness to work and to study without being spoon-fed; to analyze material on your own; to be responsible for information even though we may not cover it in class, and to approach the study and understanding of history from a more mature perspective than ever before.

In order to be successful in AP U.S. History, you will need to complete the following assignments before the first day of school. I look forward to a challenging, provocative, and enjoyable school year as we all face the world of AP.

INSTRUCTIONS: Make sure to check out the textbook, *Give Me Liberty* by Eric Foner, from the CWHS textbook room before the end of school. This will be your textbook for the school year and will be used to complete the summer work. Follow the instructions and be prepared to take a **test on the readings on the second day of school (Tuesday, August 22, 2017)**. Your assignments are as follows:

Assignment 1: Norton Study Space.

Enroll yourself in Norton’s StudySpace (www.norton.com/studyspace) and familiarize yourself with the resources available with your textbook.

Assignment 2: Reading.

For our class to cover the necessary material in the given amount of time, it is vital that we get a head start on next year. As such, you are required to read the following chapters in our text book over the summer:

Chapter 1: A New World (pages 6 - 48)

Chapter 2: Beginnings of English America, 1607-1660 (pages 52 - 91)

Chapter 3: Creating Anglo-America, 1660-1750 (pages 92 - 133)

Chapter 4: Slavery, Freedom, and the Struggle for Empire to 1763 (pages 134 - 181)

There will be a multiple choice test on the material from the reading assignment on Tuesday, August 22, 2017. (100 points)

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*****Assignment 3: Free Response Essay.**

One of the most challenging aspects of preparing for college is learning how to write an analytical essay. As a baseline, I would like to see how well you are able to tackle an AP U.S. History essay prompt and write a comprehensive answer to that prompt. This will give us an idea of what your writing ability is at this point. You will soon learn that writing APUSH essays are somewhat different than English essays (or even AP World essays), and you will write voluminously in this class prior to the AP exam in May.

For this essay, select ONE of the following APUSH Free Response prompts and write a 1-2 page, single-sided, HANDWRITTEN essay (blue/black ink ONLY! Do NOT write in pencil.)

Prompts: Choose ONE and indicate WHICH one you chose by writing the number on the top RIGHT side of your paper! Include your name and date on the upper LEFT corner.

1. Although New England and the Chesapeake regions were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. **Discuss** these differences and **explain why** this difference in development occurred? Use your knowledge of the colonial period up to 1700 to develop your answer.
2. Evaluate the influence of religion on the development of colonial society in TWO of the following regions. The Spanish Southwest New England New France.
3. Compare the ways in which TWO of the following reflected tensions in colonial society: King Phillip's War (1675), Bacon's Rebellion (1676), Pueblo Revolt (1680), Stono Rebellion (1739)

This assignment is worth 100 points and is due on Monday, August 21, 2017.

*****Assignment 4: Terms.**

On 3X5 note cards write a definition for each of the following terms. This must be done in your own handwriting. No cut and paste computer junk. Be sure to have the term and the explanation on the same side of the card. Your definition should give the important information. Who was the person, group, or thing? What did he/she/they do? When did he/she/they do it? Why was the action important? Number each card according to the number before each term, and then stack your cards in numerical order. (50 points)

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|--------------------------------|---------------------------------------|--------------------------|
| 1. encomienda system | 18. William Bradford | 34. Navigation Laws |
| 2. Iroquois Confederation | 19. Pilgrims | 35. Quakers |
| 3. Columbian Exchange | 20. Separatist | 36. Bacon's Rebellion |
| 4. Pueblo Revolt | 21. Puritans | 37. headright system |
| 5. joint stock company | 22. Church of England | 38. William Berkley |
| 6. Royal Charter | 23. Congregational Church | 39. Lieisler's Rebellion |
| 7. Jamestown | 24. "visible saints" | 40. Half-way Covenant |
| 8. proprietor | 25. Anne Hutchinson | 41. mercantilism |
| 9. John Smith | 26. antinomianism | 42. triangular trade |
| 10. indentured servitude | 27. predestination | 43. "salutary neglect" |
| 11. "starving time" | 28. Roger Williams | 44. Molasses Act |
| 12. House of Burgesses | 29. Fundamental Orders of Connecticut | 45. Great Awakening |
| 13. Lord Baltimore | 30. New England Confederation | 46. Jonathan Edwards |
| 14. Maryland Act of Toleration | 31. King Philip's War | 47. George Whitefield |
| 15. James Oglethorpe | 32. Sir Edmond Andros | 48. Enlightenment |
| 16. John Winthrop | 33. Dominion of New England | 49. John Peter Zenger |
| 17. Mayflower Compact | | 50. Phyllis Wheatley |

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