Welcome to APUSH!!! Prior to this school year students will need to prepare themselves for work comparable to college-level rigor in terms of reading, writing, and learning! To assist you with preparing for APUSH, students will be required to do the following assignments. These assignments will be due during the first week of school and included as the First Quarter project for this class.

Directions/Assignments:

1. Purchase and organize a three-ring binder (1.5” recommended minimum), tab dividers (plastic dividers recommended), and packages of notebook paper (college ruled preferably). Binder sections will be the following, in this exact order:
   - Reference Materials
   - Cornell Notes
   - Readings
   - Unit Review Questions
   - Graded Work

2. Read chapters 2, 3, and 4 from *The American Pageant*. These chapters are posted on the Google Site for our class. Handwrite detailed outline notes for each of the first three chapters of our textbook in Cornell Notes format (See Attached Example). *These notes will be graded for completeness and will count as a Project Grade toward First Quarter.* Be thorough! Write legibly. The Readings are in PDF format on our Google Site, on the Readings/Handouts Page.

3. Chapter Review Questions:

4. Purchase the adult version of *A People’s History of the United States* by Howard Zinn. Read, take Cornell Notes on *Chapter 1: Columbus, the Indians, and Human Progress*.

5. You will be tested on this information during the first week of school. The test will include multiple choice and an essay.

On the first days of school, we will briefly review the summer assignments. I will answer any questions that you may have about these chapters, but I will not be teaching them. On these days, we will also discuss the format of an APUSH unit exam (multiple choice questions, identifications, and an essay), and discuss writing historical essays. Also during this first week, you will be tested on the material covered in the summer assignments.

If you have any questions over the summer about these assignments, please do not hesitate to get in touch with me via e-mail Kishanna.Poteat@pgcps.org.

All of the materials for the summer assignments can also be found on my class website: https://sites.google.com/site/apushistorywhs/

In the meantime, I need parents to go onto our Google Site to the Parent Contact Page and complete the Google Doc with their contact information.

Have a great summer and see you in August!

Educationally Yours,
Mrs. K. Poteat Brown
Kishanna.Poteat@pgcps.org
https://sites.google.com/site/apushistorywhs/
APUSH Review Questions

Directions for Review Questions:
For each reading assignment from the Bailey text, students will answer all related questions.

- For example, if the assigned reading was pages 4-9 of the text, you would answer those questions relevant to those particular pages.
- All questions from the unit should be kept together, in order, typed.
- Questions are due on the day of the unit exam.
- Summer Study Questions must be submitted during the first week of school. It is crucial to your grade that these be completed and turned in on time. The questions count as a major grade for each unit.
- Please answer the questions in complete sentences. There is no minimum or maximum length to answers. Your must answer the question asked. That might take two sentences or it might take six…depends on the question.
- Your answers to these questions MUST BE YOUR OWN. If answers are identical or even too similar in wording to another student’s work or the textbook, all students displaying the same work will receive no points for the assignment and disciplinary action may be taken. It is NOT okay to copy another’s work and just change a few words here and there.

Chapter 2 Questions - The Planting of English America
1. Compare and contrast Spain’s exploration successes to that of England’s in the 1500s and 1600s.
2. What changed after 1588? Why did the change occur?
3. “The early years of Jamestown proved a nightmare for all concerned—except the buzzards.” Give evidence to support this statement.
4. Describe the relationship of the European colonists and the Native Americans. Why were the Natives disposed of by the Europeans?
5. What role did tobacco play in the colonies? Explain in detail.
6. Describe the characteristics of the early English settlements: Focus on the following:
   a. Maryland
   b. The Carolinas (both North and South)
   c. Georgia

Chapter 3 Questions – Settling the Northern Colonies
7. Describe life in the Northern colonies, looking at date of establishment, government style, reason for establishment, religious affiliations, etc. In your description include:
   a. Plymouth
   b. Massachusetts Bay Colony
   c. Rhode Island
8. Explain the changing relations between the English colonies and the Indians.
9. What was England’s early view of the American colonies? What efforts were made to strengthen English control over the colonies in the seventeenth century? Why did they generally fail?
10. Explain why New York (New Netherlands), Pennsylvania, and the other middle colonies became so ethnically, religiously, and politically diverse?
11. Compare and contrast the middle colonies (New York, New Jersey, Delaware, and Pennsylvania) to the New England colonies (Massachusetts (including Maine), New Hampshire, Rhode Island, and Connecticut). How and why did the two regions differ?
12. How were they the “most American part of America”?

Chapter 4 Questions – American Life in the Seventeenth Century
13. Describe what life was like during the early colonial history. Focus on life in the Chesapeake colonies.
14. Describe the “tobacco economy” which developed in the Chesapeake colonies. How might the desire for land cause problems in the future? Explain the pros and cons of this developing economy.
15. What caused Bacon’s Rebellion and who was involved? What consequences did this outcome have on U.S. history?
16. Explain the circumstances around the growth of colonial slavery in early America. Why was there a need for slaves? What prompted colonists to import them at such a swift rate?
17. Compare and contrast New England colonies to Chesapeake/southern colonies. You may use a Venn Diagram or T-chart to complete your answer.
18. What did both the Salem Witch trials and the Half-Way Covenant show about life in the New England colonies?
19. “Oddly enough, the story of New England was largely written by rocks.” Verify this statement with supporting information from the text.
Chapter 2-4 Vocabulary (Optional, but highly recommended that you do this!)

Instructions: For the vocabulary terms, write down the definitions on a separate sheet of paper or on note cards. Find the definitions in your textbook glossary or in the chapter.

Chapter 2 Vocabulary
1. Sir Walter Raleigh
2. Elizabeth I
3. Sir Francis Drake
4. Phillip II of Spain
5. Joint-stock company
6. Charter of the Virginia Company (Why is it a significant document in American history?)
7. Jamestown
8. Captain John Smith
9. Powhatan
10. Pocahontas
11. Lord De La Warr
12. John Rolfe
13. The importance of 1619 (What significant event happened in this year?)
14. Lord Baltimore
15. James Oglethorpe
16. Bible Commonwealth
17. Quakers (aka Religious Society of Friends)
18. Anne Hutchison
19. Roger Williams
20. Squanto
21. King Philip’s War
22. New England Confederation
23. Dominion of New England
24. Navigation Laws
25. Sir Edmund Andros
26. Henry Hudson
27. Peter Stuyvesant
28. William Penn

Chapter 3 Vocabulary
1. John Calvin
2. Puritans
3. Separatists
4. Mayflower Compact
5. “Great Migration”
6. John Winthrop
7. Bible Commonwealth
8. Quakers (aka Religious Society of Friends)
9. Anne Hutchison
10. Roger Williams
11. Squanto
12. King Philip’s War
13. New England Confederation
14. Dominion of New England
15. Navigation Laws
16. Sir Edmund Andros
17. Henry Hudson
18. Peter Stuyvesant
19. William Penn
20. John Winthrop

Chapter 4 Vocabulary
1. Chesapeake colonies
2. Headright system
3. Nathaniel Bacon
4. Royal African Company
5. Proprietor
6. Salem Witch Trials
7. Indentured Servants
8. Governor William Berkeley
9. Bacon’s Rebellion
10. First Families of Virginia (FFVs)
11. Half-way Covenant

APUSH Cornell Notes Directions
1. Your notes must be handwritten.
2. One set of notes per Chapter.
3. Cornell Note-taking is the standard for APUSH.
4. Below is an example of the Cornell style/format. These are samples from Chapter 1, which you are NOT required to read or outline.
5. Make sure your answers are complete, and that you e-mail me with any questions that you have.
<table>
<thead>
<tr>
<th>Important Points:</th>
<th>Notes &amp; Questions:</th>
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</thead>
<tbody>
<tr>
<td><strong>The Shaping of North America</strong></td>
<td>225 million years ago, a super continent (Pangaea)</td>
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<td>Pangaea – evidence of identical fish in lakes on different continents; broke apart 250 million years ago</td>
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<td>350 million - Appalachian mountains are formed and others (Rockies, Sierra Nevada, Cascades) come later</td>
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<td></td>
<td>225 million – Pangaea breaks apart</td>
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<td>10 million – N.A. shaped by nature (Canadian shield)</td>
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<td></td>
<td>2 million – Great Ice Age</td>
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<tr>
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<td>10,000 – Ice retreats leaving Great Lakes, Great Salt Lake, MS river, etc.</td>
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</tbody>
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<tr>
<th>Peopling the Americas</th>
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<tr>
<td>Important Points:</td>
<td>Notes &amp; Questions:</td>
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<tr>
<td>Vocabulary</td>
<td>Summary of Topic:</td>
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<tr>
<td>Encomienda</td>
<td>Summary of Chapter is written here.</td>
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<td>Conquistadors</td>
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<td>Capitalism</td>
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