

WELCOME TO AP US HISTORY!!!

The following assignments are DUE the 1st day of school August 21st 2018. Please reach out and contact Mr. Vicente (room 133) or Ms. Danley (room 228) if you have ANY questions about the assignments.

There will be a test on the 50 States during the first 2 weeks of school. Do not PROCRASTINATE! The beginning of the school year will be here before you know it and these assignments are longer than they look.

- Go to gwapus.yolasite.com (our class website) and complete the 2018-2019 STUDENT INFORMATION SURVEY.
- Purchase AMSCO's *United States History Preparing for the Advanced Placement Examination*. It is \$18.95 and we recommend getting the physical version instead of the digital. The 2018 would be the best version to get, however the 2016 would work as well, just DO NOT get a version earlier than 2016. <https://www.amscopub.com/social-studies/advanced-placement/united-states-history-ap-exam.html>

Speak to Mr. Vicente or Ms. Danley if you have any questions about this

- Complete the 2 Maps
 - ~Map #1-(50 States)
 - ~Map #2-(Regions/Geography)
- Read Period 1: 1491-1607 pages 1-14 (in AMSCO) and complete the **Chapter 1 Reading Guide** attached to this packet.
- Read *The Strange Death of Silas Deane* (located on our website gwapus.yolasite.com) and answer the following questions on a separate piece of paper:

1. What are the possible explanations for the death of Silas Deane? In your response cite the text to support your possible explanations.
2. What do you believe was the cause of Silas Deane's death? Cite the text to prove your conclusion.
3. Summarize the authors' claims about why we study history.

Have a great summer! We're looking forward to a successful journey through AP US History next year!

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United States Geography

Using the US maps provided in this packet, label and color them according to the following directions. Familiarize yourself with the name and location of all fifty states and several major geographic features of the United States. They will serve as resources for you over the course of the school year. Use colored pencils when asked to color. There will be a U.S. Geography test during the first week of school. On your test, you will be given a blank political map of the United States. You will need to fill in the 50 states, without a word bank, spelled correctly.

Map #1

Instructions: Use an atlas or online resources to complete the maps by using following information:

- A. Label all 50 states and Washington D.C. Please print in black ink.
- B. Color each state a different color from those bordering it.
- C. Label and Color Mexico and Canada **BROWN**
- D. Label the following with a black pen or thin black marker (**but do not color**)
 - a. **Bodies of Water:** Atlantic Ocean, Pacific Ocean, Gulf of Mexico, Mississippi River, Hudson River
 - b. **Lakes:** Great Lakes (name each of them), Great Salt Lake

Map #2-draw borders as accurately as possible

- A. Outline, label, and shade the original 13 colonies area in **PURPLE**.
 - B. Outline, label, and shade the Louisiana Purchase in **GREEN**.
 - C. Outline, label, and shade the Independent Republic of Texas in **YELLOW**.
 - D. Outline, label, and shade the Oregon Country in **BROWN**.
 - E. Outline, label, and shade the territory acquired in the Mexican Cession of 1848 in **RED**.
 - F. Outline, label, and shade the Gadsden Purchase in **PINK**.
 - G. Outline and label the Union states during the Civil War in **BLUE**.
 - H. Outline and label the Confederate states during the Civil War in **GRAY**
 - I. Create a Color-Coded Key for A-H in the bottom margin.
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MAP #1



United States of America



MUST BE COMPLETED IN INK!

Name: _____ Class Period: _____ Due Date: ____/____/____

Guided Reading & Analysis: A New World

Chapter 1- A New World of Many Cultures, 1491-1607, pp 1-13



Purpose:

This guide is not only a place to record notes as you read, but also to provide a place and structure for reflections and analysis using your noggin (thinking skills) with new knowledge gained from the reading. This guide is due **BOP (Beginning of Period) by the due date.**

Mastery of the course and AP exam await all who choose to process the information as they read/receive. So... young Jedi... what is your choice? Do? Or do not? There is no try.

(Image Source: AdventureTales.com)

Directions:

- Pre-Read:** Read the prompts/questions within this guide before you read the chapter.
- Skim:** Flip through the chapter and note titles and subtitles. Look at images and read captions. *Get a feel for the content you are about to read.*
- Read/Analyze:** Read the chapter. If you have your own copy of AMSCO, **highlight key events and people as you read.** Remember, the goal is not to "fish" for a specific answer(s) to reading guide questions, but to **consider questions in order to critically understand what you read!**
- Write** Write your notes and analysis in the spaces provided OR complete digitally on Canvas. If you are completing paper copy, complete it in **INK!**

Key Concepts FOR PERIOD 1:

NOTE: College Board released revisions to the APUSH framework July of 2015. The key concepts and objectives addressed in your texts reflect the 2014 version of the framework. This guide includes the 2015 revisions to the key concepts. In general, the expectations are not that different. College Board simply sought to clarify and simplify the expectations.

Key Concept 1.1: As **native populations** migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly **complex societies** by adapting to and transforming their diverse environments.

Key Concept 1.2: Contact among **Europeans, Native Americans, and Africans** resulted in the **Columbian Exchange** and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

SECTION 1 - Period Perspectives, p.1

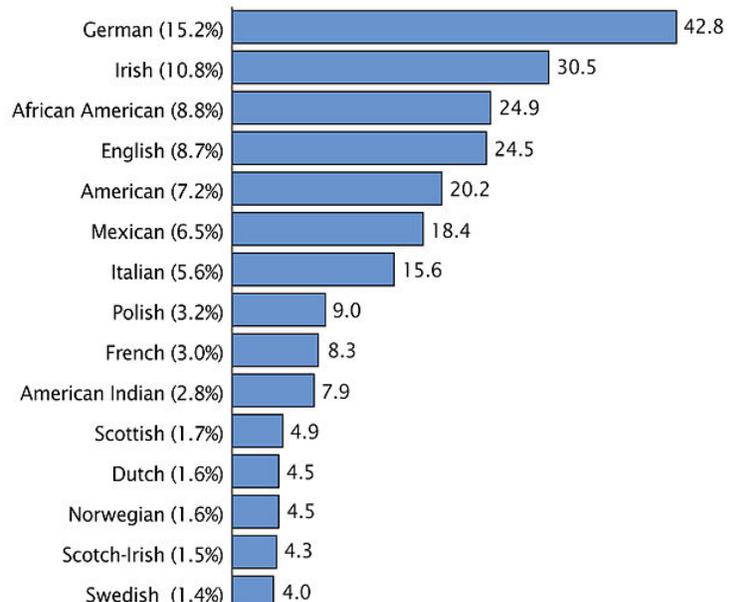
Consider the data in the chart at right as well as page 1 of the text when completing this section.

- Period 1 begins with 1491. If the American Indian population in what is now the United States was nearly 10 million before 1492, why is the United States population in modern times only 2 to 3% American Indian?

- Period 1 ends with the establishment of Jamestown, the first permanent British settlement in North America. Explain why 1607 is a major turning point in United States history.

Figure 2. **Fifteen Largest Ancestries: 2000**

(In millions. Percent of total population in parentheses. Data based on sample. For information on confidentiality protection, sampling error, nonsampling error, and definitions, see www.census.gov/prod/cen2000/doc/sf3.pdf)



Source: U.S. Census Bureau, Census 2000 special tabulation.

SECTION 2 Guided Reading, pp 2-13

As you read the chapter, jot down your notes in the middle column. Consider your notes to be elaborations on the Objectives and Main Ideas presented in the left column. When you finish reading the section and taking notes, process and analyze what you read by answering the question in the right hand column. You do not need to write in complete sentences.

3. Cultures pp 2-5

Key Concepts & Main Ideas	Notes	Analysis
<p>Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.</p> <p>As settlers migrated and settled across the vast expanse of North America over time, they developed quite different and increasingly complex societies by adapting to and transforming their diverse environments.</p>	<p>Cultures of Central and South America...</p> <p>Cultures of North America...</p> <p>Language...</p> <p>Southwest Settlements...</p> <p>Northwest Settlements...</p> <p>Great Plains...</p> <p>Midwest Settlements...</p> <p>Northeast Settlements...</p> <p>Atlantic Seaboard Settlements...</p>	<p><i>In what ways did native peoples transform North American environment before European colonization? (list)</i></p> <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>Identify one <i>key similarity</i> and one <i>key difference</i> between societies that developed in Central and South America to those that developed in North America.</p> <p>Similarity:</p> <p>Difference:</p> <p>Explain the significance of the <i>difference</i> between Central /South America and North America.</p>

4. Europe Moves Toward Exploration, pp 5-6

Key Concepts & Main Ideas	Notes	Analysis
<p>New technology, new knowledge, and new goals spurred European exploration.</p>	<p>Improvements in technology...</p> <p>Religious conflict...</p>	<p>Identify the <i>key difference</i> between Viking voyages of the 12th century to that of Columbus in the 15th century.</p> <p><i>How</i> did new technology enable Christopher Columbus to dominate the “New World?”</p> <p>What was the <i>impact</i> of the Catholic victory in Spain and the European Reformation on North America?</p>

5. **Expanding Trade**, pp 6-7

Key Concepts & Main Ideas	Notes	Analysis
<p>Economic motives drove exploration, and “discovery” altered the European, African, and America economically, politically, and culturally.</p>	<p>New Routes...</p> <p>Slave Trading...</p> <p>African Resistance...</p> <p>Developing Nation-States...</p>	<p>List <i>three main effects</i> of Europe’s expanding trade in the 15th century.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which effect was <i>most significant</i>? Explain your answer.</p>

6. **Early Explorations**, pp 7-10

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.</p> <p>The arrival of Europeans in the Western Hemisphere in the 15th and 16th centuries triggered extensive demographic and social changes on both sides of the Atlantic.</p> <p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Christopher Columbus...</p> <p>Columbus’s Legacy...</p> <p>Exchanges...</p> <p>Dividing the Americas...</p> <p>Spanish Exploration and Conquest...</p> <p>English Claims...</p> <p>French Claims...</p> <p>Dutch Claims...</p>	<p><i>How did European expansion impact European society?</i></p> <p><i>How did European expansion impact Native American society?</i></p> <p>Which of these consequences were the most significant? Explain your answer.</p>

7. Spanish Settlements in North America, pp 10-11

Key Concepts & Main Ideas	Notes	Analysis
<p>European expansion into the Western Hemisphere caused intense social/religious, political, and economic competition in Europe and the promotion of empire building.</p>	<p>Florida...</p> <p>New Mexico...</p> <p>Texas...</p> <p>California...</p>	<p>What were <i>three chief features</i> of the Spanish empire in America?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Identify <i>one cause</i> and <i>one effect</i> of Spanish settlement in North America.</p> <p>Cause:</p> <p>Effect:</p>

8. European Treatment of Native Americans, pp 11-12

Key Concepts & Main Ideas	Notes	Analysis
<p>Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.</p> <p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples</p>	<p>Spanish Policy...</p> <p>English Policy...</p> <p>French Policy...</p> <p>Native American Reaction...</p>	<p>Identify <i>three major consequences</i> of European contact with American Indians?</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>Which of these were the <i>most significant</i>? Explain your answer.</p> <p>In what ways was English policy toward Native Americans different from those of France and Spain?</p> <p><i>Different from France in that...</i></p> <p><i>Different from Spain in that...</i></p> <p><i>How effective</i> were Native Americans in overcoming the negative aspects of European policies?</p>

9. Historical Perspectives: Was Columbus a Great Hero? p.13

Key Concepts & Main Ideas	Notes	Analysis
<p>European overseas expansion and sustained contacts with Africans and American Indians dramatically altered European views of social, political, and economic relationships among and between white and nonwhite peoples.</p>	<p>Washington Irving...</p> <p>President Franklin Roosevelt...</p> <p>Revisionists...</p> <p>Arthur Schlesinger...</p> <p>Fact and fiction...</p>	<p>Support or refute the following statement: Christopher Columbus was a hero.</p> <p>List 3 pieces of evidence to support your answer.</p> <p>a.</p> <p>b.</p> <p>c.</p> <p>List 3 pieces of evidence that support the alternate view.</p> <p>a.</p> <p>b.</p> <p>c.</p>

Reading Guide written by Rebecca Richardson, Allen High School

Sources include but are not limited to: 2015 edition of AMSCO's *United States History Preparing for the Advanced Placement Examination*, Wikipedia.org, College Board Advanced Placement United States History Framework, writing strategies developed by Mr. John P. Irish, Carroll High School, 12th edition of *American Pageant*, *USHistory.org*, *Britannica.com*, *LatinAmericanHistory.about.com*, and other sources as cited in document and collected/adapted over 20 years of teaching and collaborating.