Dear Parents/Guardians:

Welcome to AP US History. Attached you will find a copy of the Summer Independent Study Assignment. Please read through this completely and discuss it with your student before signing the parent permission form. A completed summer assignment is their admission ticket to success in this class.

In order set students up for success in both AP and IB courses, we must ask students to read during the summer because students need exposure to a wide array of primary and secondary sources. The Independent Study Assignment provides reading material that is interesting, worthwhile, and eases the transformation to entry level university courses. In order to facilitate the continued success of the humanities program, we need parental support regarding the completion of the summer assignment. Students choosing to accept the challenge of AP US History need encouragement and praise, beginning with the Independent Study assignment and continuing throughout the course. Should students need faculty support on the Independent Assignment, they may contact Mr. Clark (caleb.clark@knoxschools.org) or Mr. Gallo (lou.gallo@knoxschools.org).

Enrollment in this course is a commitment to perform at the highest level and to display a positive attitude within the class. Also, a maturity level demonstrating seriousness in maximizing one’s comprehension and composition skills and a love for history are expected. Due to the advanced level of the course, some of the material we will use is very graphic in terms of violence, language, and sexual content. This is an important part of social history and past students have commented on how much it has helped them to understand everyday life as well as the morals and values of the different time periods. If you would like to speak about this, please feel free to call me at West High School (594-4477), leave a message, and I will return your call.

The focus of this course is, obviously, preparing each student for the AP history exam at the end of the year and for future IB history courses during their junior and/or senior years. Students must expect anywhere from 2-5 hours of homework per week. Parents/Guardians and students must understand that the requirements and time limits are not negotiable.

If you feel that you and your student are up for the challenge, please sign the last page indicating that you have read this letter and return it to us as soon as possible. We will not turn down any student who truly wants to be in the class, but our standards cannot be compromised.

Sincerely,

Caleb Clark
Instructors—AP US History

Louis J. Gallo
**E-Mail Address:** lou.gallo@knoxschools.org or caleb.clark@knoxschools.org

**DUE DATES:** **Parts I, II, and III are all** due—Wednesday, August 8, 2018 (First day of classes)—If you will not be at school, scan your assignment and E-mail before noon of that day.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**Checklist of Items due Tuesday, Aug. 8, 2018**

___Part I—Book Review—*The Radicalism of the American Revolution* OR 1776

___Part II—Writing Assignment: TWO ESSAYS (Must be handwritten)

___Part III—Reading Assignment and Key Concept Handout
PART I—BOOK REVIEW—FORMAL PAPER (TYPED WORD DOCUMENT)
You must choose from ONE of the following two texts to read and complete the book review:
1) *The Radicalism of the American Revolution* by Gordon S. Wood
    - Or -
2) *1776* by David McCullough

**Part A—The Summary**
- A summary consists of a discussion of the major features, trends, themes, ideas, and characteristics. It should be approximately 2 typed pages. (double-space, 12 pt. Times New Roman Font)
- Use your own words. Combine ideas from the book into new sentences of your own. Avoid copying the original language, and put quotes around any that you do borrow. Summarizing is a good way to learn, to assimilate material, but the process doesn't work very well unless you translate the original into your own language.
- Generally, it is best when summarizing to follow the organization of the original.
- Your aim should be to give a true but condensed picture of the book, including the way it is organized.
- **Give a background review on the author.** You may need to look him/her up in the library or on the internet.

**Part B—The Critique**
A critique consists of your thoughts, responses, and reactions to what you have read. This is the heart of your review. It should be no less than 3-4 typed pages (double-space, 12 pt. Times New Roman Font) and the following questions are examples of the kind you should consider as you read your book and prepare the critique.
- What are the theme(s) of the book and how effectively and in what ways does the theme(s) of the book or arguments of the author reflect what you already know? Explain your response.
- What do you believe to be the author’s aims? How well has the author achieved his/her aims? Are these aims supported or justified? Explain.
- Does the author seem fair and accurate? Is there any distortion, exaggeration, or diminishing of material? Is the overall interpretation biased, subjective, slanted, and/or objective? Does the author try to look at both sides of the issue? Use evidence from the book to support your answer.
- Is there enough information in the book? Explain.
- What is your overall opinion of the book, and why? Is the book interesting or boring? Does the material presented raise your curiosity about the subject? Did you feel satisfied, disappointed, or puzzled by the book? How well is the book written? (Should you use quotes as examples, keep them very short -- preferably no more than one sentence.) Explain all responses.
- What is distinctive or noteworthy about the book? (Give examples where useful.)
PART II—WRITING ASSIGNMENT—HANDWRITTEN
Choose TWO of the following and hand-write (normal size handwriting) a 2-3 page essay that responds to the prompt. You may use chapters 1-4 of The American Pageant textbook as your source of information for these essays.

1. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures.

   Evaluate the extent to which actions taken by BOTH American Indians and European colonists shaped those relationships in THREE of the following regions. Confine your answer to the 1500s-1600s.
   - New England
   - Chesapeake
   - Spanish Southwest
   - New France

2. Evaluate the extent to which the existence of slavery impacted the development of Britain’s North American colonies from 1607 to 1776.

3. Evaluate the extent to which religion impacted the development of the following regions between 1607-1700:
   - New England
   - Chesapeake
   - Middle Atlantic
PART III—READING ASSIGNMENT & KEY CONCEPT HANDOUT:
Read and Study Chapter 1 of The American Pageant, available by checkout or at http://websites.nylearns.org/slocicero/2014/9/2/389661/page.aspx

Complete the Key Concepts assignment along with your reading (see attached).

- Much of the information can be found in Chapter 1 of your textbook; however, you may have to look up information either online, in subsequent chapters, or at the public library. Be sure that you understand the importance of the italicized statements as they are the overarching theme of what you are studying.

Part I—Key Concept Handout

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.

I. Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

Explain the following:
A. How did the spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond support or contribute to the development of the Pueblo culture in regard to:

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<tr>
<th>Economic Development</th>
<th>Settlement</th>
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<table>
<thead>
<tr>
<th>Advanced Irrigation</th>
<th>Social Diversification Among Societies</th>
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B. Explain the following statement: “Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.”
C. Identify and explain at least one Native American group that developed mixed agricultural and hunter gatherer economies that favored the development of permanent villages in the following regions:

<table>
<thead>
<tr>
<th>Region</th>
<th>Details</th>
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<tbody>
<tr>
<td>The Northeast (Atlantic Seaboard)</td>
<td></td>
</tr>
<tr>
<td>The Mississippi River/Ohio River Valleys</td>
<td></td>
</tr>
<tr>
<td>The Southeast (Atlantic Seaboard)</td>
<td></td>
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</tbody>
</table>

D. Identify and explain at least one Native American society in either the Northwest or present-day California that supported themselves by hunting and gathering, and perhaps developed settled communities supported by the vast resources of the ocean.

**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.

**Causes of European Exploration**

I. *European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies*

A. Identify and explain at least one example that supports the following regarding European nations’ motivations and efforts to explore and conquer the New World:

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Details</th>
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<tbody>
<tr>
<td>Search for new sources of Wealth</td>
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<tr>
<td>Economic and Military Competition</td>
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<tr>
<td>Desire to spread Christianity</td>
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</table>
B. “The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.”
   - Explain the above statement:

C. Explain Improvements in **maritime technology** during this period.

D. Identify and explain how **joint-stock companies** helped drive changes to economies in Europe and the Americas.

II. The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

A. Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

B. **The Columbian Exchange:** Identify and explain at least two examples to support each of the following and explain its impact on the Americas:

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<thead>
<tr>
<th></th>
<th>2 examples brought to the Americas</th>
<th>Impact to the Americas</th>
<th>2 examples brought to Europe</th>
</tr>
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<tbody>
<tr>
<td>Plants</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
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<tr>
<td>Diseases</td>
<td>(only one example)</td>
<td></td>
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C. ID the **Encomienda System** using the SCAR (Subject, Causes—long-term and short-term, Actions, Results—long-term and short-term) method
D. ID the **African Slave Trade** using the SCAR (Subject, Causes—long-term and short-term, Actions, Results—long-term and short-term) method

E. *The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire.*

**Explain the following:**
- Peninsulares
- Creoles
- Mestizos/Mullatoes

III. *In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.*

A. Explain misunderstandings (differences) between the Native-Americans and the Europeans regarding:
- Trade
- Gender Roles
- Religion

B. Identify and explain ways in which the Europeans and Native-Americans adopted aspects of each other’s culture.
C. As European encroachments on Native Americans’ lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

- **Explain the above statement** and give ONE example of military resistance against the Europeans (using the SCAR method)

D. Extended contact with Native-Americans and Africans fostered a debate among European religious and political leaders about how non-Europeans should be treated, as well as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

- Support this statement with ONE piece of evidence
Instructor—AP US History
_Parent Permission Form_
(Please detach and return)

___________________ (parents/guardians) request that ________________ (student) be enrolled in AP US History. We understand that students will be expected to fulfill the requirements of this course as published and provided to each student. Furthermore, we understand that due to the advanced level of the course, some of the material we will use is graphic in terms of violence, language, and sexual content and give permission for such materials to be read or viewed. We also give permission for the student to attend any out of school activity related to the course. This may include movies, plays, review sessions, and/or dinners. We understand that transportation will not be provided by the school and is the responsibility of the student.

________________________________
________________________________
NAME OF STUDENT DATE

________________________________
________________________________
NAME OF PARENT/GUARDIAN SIGNATURE OF PARENT/GUARDIAN

________________________________
PHONE NUMBER (Home)

________________________________
PHONE NUMBER (Mobile or Work)

Which would you prefer for us to call if either of us has to contact you by phone?

________________________________
Parent/Guardian E-mail (Please print)

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Parent/Guardian E-mail (Please print)