

APUSH Summer Assignment and FAQ's

Hello! I am looking forward to getting to know you in our class next year. I believe that AP US History is a grand experience. Our journey through US History will be much easier if we begin it over the summer, so think of this as a shift in the school calendar, not an extension. We need to jump straight into the curriculum on Day 1 so getting a head start will definitely make your life calmer in the fall.

Commonly Asked Questions:

1. *Why do we have a summer assignment?*

Junior year is a challenging time, as you are adjusting to a heightened set of academic expectations in all of your classes, and for the first time possibly taking several AP-level courses. Our fall semester is busy, and we have 5 weeks less than the regular academic calendar because the AP test is in early May. Your life at the beginning of the school year will be much calmer if you start the work over the summer.

2. *What will the summer assignment be?*

The assignment will be to read **the beginning** of a book, How to Hide An Empire by Daniel Immerwahr (they have these on Amazon and also at Blue Ridge Books in Waynesville) and do an assignment related to that, as well as to read the first 2 chapters of the textbook and do related guided notes. **These are attached on a separate file.**

3. *When is the summer assignment due?*

Technically this is not a summer assignment at all, because it's such a good book, it's more in the field of "entertainment" (anybody buying this??)!! But seriously, the assignment is due the FIRST day of school. Let's start off on the right foot and make sure this is done.

4. *What if I have questions over the summer?*

While I will not be at school, I will be checking my email throughout the summer. Please feel free to email me with any questions about the reading, assignments, or class (esmiley@haywood.k12.nc.us). I am always glad to help! Also sign up for Remind and send messages that way - [@apushgov22](#)

5. *What if I do not do the summer assignment?*

Your life will be much busier the first week of school next year. There is no excuse for not doing these over the summer. I will be taking a grade on the assignments and if not done, will expect you to read the chapters, do the assignment, and read the first 2 chapters of the textbook in the first week of school, all while we have other assignments due at the same time. And it will be a late grade. So do it. **After this, I DO NOT take late work in AP.** Start the year off better by doing it.

6. *What if I'm not sure if I really want to take AP next year?*

I will be happy to meet with you and talk about the expectations of the class. While it is a challenging course, it is certainly one that you can master. Talk to your friends who have already taken the course, talk to your parents, talk to me. You'll do fine **if you work hard!** It is an amazing feeling of accomplishment when you finish & **we will have fun!**

Advanced Placement United States History/Advanced Placement Government & Politics
2021-2022 Course Syllabus
Ms. Smiley

Overview

APUSH - This course offers an interpretive overview of American history, from Pre-Columbian contacts in North America through the present. It is intended to combine grounding in the chronology of United States history with a closer examination of selected periods of history. This course is also an introduction to the approaches, techniques, and sources historians use in drawing meaning from the past and in contextualizing the present. An emphasis is placed on interpreting documents, mastering significant body of factual information, and writing critical essays. History is not about memorizing names, dates and facts. It is about providing interpretations, analyses and insights into the past, and learning how to argue and think like a historian. Through class discussions and readings, students become more skillful in analyzing and debating historical issues, especially those that surround the American experience.

We will focus on aspirations and behaviors of ordinary Americans, as well as investigate the transformative achievements of the powerful and famous. Over-reaching topics are listed in the timetable that follows. In this course, we will approach the chronological nature of history through a lens of larger historical themes (listed below), while working to think like a historian.

AP GOV – This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

Textbook - **APUSH** - *America's History*, Henretta, Bedford/St. Martin's, 2014. (*school-issued*)

AP GOV – *AMSCO Advanced Placement United States Government & Politics 3rd edition*
(*you have to buy this one off of Amazon or some other site – school does not provide*)

Students will be able to take an APUSH book home this year and also have one at school so they do not have to carry them back and forth. Since these books are brand new, I am stressing that the students take very good care of them. There is supplemental online material that they can use with the book as well. The school does NOT provide the AMSCO book so you will have to purchase it.

Each unit of study is accompanied by PowerPoint presentations, projects, class activities and homework. PowerPoints include images, primary sources, maps and political cartoons related to the various topics in the unit. Students are regularly asked to relate and interpret the various visuals.

Please see attached sheets for AP US and AP Gov objectives from College Board.

Grading

Major Tests	Count 3 times
DBQs/Essay Projects	Count 2 times
Quizzes/Homework	Count 1 or 2 times, depending
Classwork	Count 1 time

More than nine (9) absences per semester will result in losing credit for the course. Your grades are not a factor in this matter. If you do not pass BOTH APUSH and AP Gov in the fall semester, you will be unenrolled for second semester and placed in an American History 1 course.

Google Classroom Code – ya7gzaj

LEARNING EXPECTATIONS

- Students will tell Ms. Smiley BEFORE any absences to get work and not miss unless absolutely necessary.
- Students will not be engaged in any other activities during class meeting times.
- All assignments will be turned in by due date AND time. No exceptions.
- No cheating. If the assignments is intended to show your learning, do not google answers. This is not “using your resources”. It is cheating.
- Plagiarism will be regarded as cheating, result in a zero, and parents will be notified. In college, plagiarism can get you expelled. This is a college course. Treat it as such.
- PARTICIPATE in discussion, Q&A, and debates! This will enhance your learning greatly!
- Work is assigned to help you LEARN – do not do it just for the grade or you will not do as well in the class.

PHYSICAL MATERIALS YOU WILL NEED

APUSH

1. 3-inch (or larger) 3-ring notebook
2. 9 dividers (can use colored paper or buy them)
3. Plenty of pencils/pens
4. Markers/colored pencils
5. Glue sticks

This syllabus and course material will stay at the FRONT of your APUSH notebook at all times.

AP Gov

1. 2-inch (or larger) 3-ring notebook
2. 5 dividers (can use colored paper or buy them)

#1 thing to remember in APUSH!

YOU must decide from day one to be 100% committed and take this course knowing it will be tough but you are dedicated to it and know it will be worth it.

How Parents Can Help

Parents of AP students often feel frustrated that their child is struggling with difficult material in a college-level class. For the first time, the students may have grades that are much lower than their child has previously had. Parents can best help their child in the following ways:

- Be supportive! Encourage your child and be their “cheerleader”. “You can do this!”
- Be a sounding board. Allow them to read their papers to you (it sometimes helps them to hear it out loud), be open to hearing what they are learning in class, and ask them questions about what they learn.

AN INFORMAL SURVIVAL GUIDE FOR AP UNITED STATES HISTORY

1. Realize this is a college course that will demand more of your time than has been demanded in the past, especially in terms of the quality of your work.
2. Be mature enough to accept the challenge offered by the course.
3. Read all assignments thoroughly. There is no substitute for quality reading. This does not mean you will have to read each assignment several times. Just remain focus and concentrate while you do your reading. Taking notes while you read will help.
4. Remain focused during class and take good notes.
5. Keep all notes, handouts, tests, essays, etc. neatly organized in a notebook.
6. Be willing to get involved in class discussions by asking questions or contributing to ideas.
7. Study thoroughly for each test, making use of all materials at your disposal. (Probably a good idea to allow yourself a couple days of studying.)
8. Have the maturity to accept constructive criticism. None of us are perfect, but we often do not like having our work criticized. Yet, the only way to improve is to accept suggestions for improvement and act on them.
9. Start immediately on all research and writing assignments. A last minute job is easy to detect and usually receives a very low grade.
10. Learn to schedule and budget your time.
11. Be supportive of each other. For example, you might read each other's essays before they are turned in and offer suggestions.
12. For those of you who profess to not like history, be open-minded. Look to make history personal and apply it to your own life and that of your family. Who knows, you may like history more than you think.
13. If, at times, things don't go as well as you would like for them to, just take a deep breath and get ready to try again.
14. Do your very best on every assignment but remember, there is always room to grow.
15. Remember, that I am always at your disposal and will be willing to help in any way I can. I want you to enjoy history and to be successful in this class!!

Learning Contract

Please read the syllabus in the entirety and go over it with your parent or guardian. The contract may change and the teacher is responsible for communicating the change with students if a change does occur. If there are any questions please contact the teacher. Please sign this contract and keep it with the rest of your class materials to refer back to it. A **contract** is an agreement between two or more people to perform a duty. The contract below explains responsibilities in relation to the learning process. Read and initial by the following statements to indicate that you agree to fulfill the expectations listed.

.....

Return the following page signed with
all the information filled in.

We're going to have a great year!

Contract and Syllabus Student and Parent Agreement Form:

I understand the requirements and rules that are set by this syllabus and I agree to follow them.

STUDENT

Signature: _____ Date: _____

Student Name: _____

PARENT/GUARDIAN

Signature: _____ Date: _____

Parent/Guardian Name: _____

Best way to contact parent: (check the box beside the one that is best but please provide both)

☐ Cell phone –

☐ Email –

Any Questions?

Period 1: 1490-1607 Activity Packet
European Exploration and the Columbian Exchange

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 and transforming their diverse environments.

Key Concept 1.2: Contacts 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.

Period 1 Reading Questions (due FIRST DAY OF SCHOOL and must be handwritten in complete sentences on a separate sheet of paper):

Chapter 1:

1. What factors determined how Native American cultures developed in different geographical regions?
2. What were *three* major reasons Europeans began exploring beyond their shores by the 15th century?
3. Which nation dominated trade with Africa, and how did this impact Spanish exploration routes?
4. What two main crops did Native people in Mesoamerica grow?
5. What purpose did the Aztecs believe ritual murder served in their society?
6. Explain how generosity was part of the tribal system.
7. Explain the difference between Martin Luther and John Calvin.
8. What were the four “coasts” of Africa and what did they provide? (Use map in textbook for this)

Chapter 2:

9. By the end of the 16th century what parts of North America did the Spanish control?
10. Explain the methods used by the Spanish to control create New Spain.
11. What was the connection between the Spanish and the Catholic Church?
12. In broad generalizations, what were 3 major differences between European and Native American cultures?
13. What were 4 of the biggest impacts of the Columbian Exchange?

Period 1 Key Terms (due FIRST DAY OF SCHOOL and should be handwritten): (may not be exactly in order)

Example of Key Term Setup (make sure to number your terms):

1. American Indian – a member of the indigenous population living on the American continents prior to the arrival of Europeans
2. Next Term – definition

Chapter 1:

1. Ice Age
2. Beringia
3. Mississippian Indians
4. Eastern Woodlands Indians
5. Great Lakes Indians
6. Southwest Indians
7. Pacific Coast Indians
8. Animists
9. Primogeniture
10. Republic
11. Renaissance
12. Crusades
13. Protestant Reformation
14. Trans-Saharan Trade
15. Reconquista
16. Olmec Empire*
17. Mayan Empire
18. Aztec Empire
19. Incan Empire

Chapter 2- stop at “Plantation Colonies”:

20. Encomienda System
21. Conquistadores*
22. Casta System*
23. Viceroy*
24. Mestizo
25. Mulatto
26. Zambo
27. Columbian Exchange
28. Mercantilism
29. Smallpox*
30. Mission System*
31. Treaty of Tordesillas*

*Look up – not in book

Pre-Columbian Native Americans

American Southwest

1. What did it mean to be Puebloan?
2. What is the climate and geography of this region like and how did it impact cultural development? Consider how maize impacted development.

The Great Plains

1. What is the climate and geography of this region and how did it impact cultural development?
2. How did arrival of Europeans impact the lives and culture of the plains Indians?

Northeast & Southeast

1. What is the climate and geography of the Northeast and how did it impact cultural development?
2. What is the climate and geography of the Southeast and how did it impact cultural development?

Northwest and Present-day California

1. What is the climate and geography of the Northwest and how did it impact cultural development of American Indians of that region?
2. What is the relationship between the climate and geography of central and northern California and the rise of the Pomo basket weaving culture?

***List the significance of the following individuals**

Prince Henry of Portugal	
Bartolomeu Dias	
Vasco da Gama	
Ferdinand & Isabella	
Christopher Columbus	
Juan Ponce de Leon	
Vasco Nunez de Balboa	
Hernan Cortes	
Francisco Pizarro	
Pedro Alvares Cabral	

***In APUSH, documents will be analyzed by the following:**

Historical context: how does this document fit into the history surrounding it? What is going on at the time?

Audience: WHO is the document directed at? Why would they direct it towards that individual/group?

Purpose: WHY was the document written/produced? What was the goal?

Author's Point of View: How does the author feel about the subject? How is he/she expressing those views?

Document 1: Bartolome de las Casas, "A Short Account of the Destruction of the Indies," 1542

"It was upon these gentle lambs, imbued by the Creator with all the qualities we have mentioned, that from the very first day they clapped eyes on them the Spanish fell like ravening wolves upon the fold, or like tigers and savage lions who have not eaten meat for days. The pattern established at the outset has remained unchanged to this day, and the Spaniards still do nothing save tear the natives to shreds, murder them and inflict upon them untold misery, suffering and distress, tormenting, harrying and persecuting them mercilessly. We shall in due course describe some of the many ingenious methods of torture they have invented and refined for this purpose, but one can get some idea of the effectiveness of their methods from the figures alone. When the Spanish first journeyed there, the indigenous population of the island of Hispaniola stood at some three million; today only two hundred survive. The island of Cuba, which extends for a distance almost as great as that separating Valladolid from Rome, is now to all intents and purposes uninhabited;" and two other large, beautiful and fertile islands, Puerto Rico and Jamaica, have been similarly devastated. Not a living soul remains today on any of the islands of the Bahamas... The native population, which once numbered some five hundred thousand, was wiped out by forcible expatriation to the island of Hispaniola, a policy adopted by the Spaniards in an endeavour to make up losses among the indigenous population of that island... On the mainland, we know for sure that our fellow-countrymen have, through their cruelty and wickedness, depopulated and laid waste an area which once boasted more than ten kingdoms, each of them larger in area than the whole of the Iberian Peninsula. The whole region, once teeming with human beings, is now deserted over a distance of more than two thousand leagues: a distance, that is, greater than the journey from Seville to Jerusalem and back again."

Historical Context:	Audience:	Purpose:	Author's Point of View:

Document 2: King Charles V of Spain and the Holy Roman Emperor, “New Laws of the Indies for the Good Treatment and Preservation of the Indians,” 1542

“...We command that with regard to the lading of the said Indians the Audiencias take especial care that they be not laden, or in case that in some parts this cannot be avoided that it be in such a manner that no risk of life, health and preservation of the said Indians may ensue from an immoderate burthen; and that against their own will and without their being paid, in no case be it permitted that they be laden, punishing very severely him who shall act contrary to this. In this there is to be no remission out of respect to any person.

We command that from all those persons who hold Indians without proper title, having entered into possession of them by their own authority, such Indians be taken away and be placed under our Royal Crown....And because we are informed that other persons, although possessing a sufficient title, have had an excessive number of Indians allotted to them, We order that the Audiencias, each in its jurisdiction diligently inform themselves of this, and with all speed, and reduce the allotments made to the said persons to a fair and moderate quantity, and then place the rest under our Royal Crown... So also, The said Audiencias are to inform themselves how the Indians have been treated by the persons who have held them in encomienda, and if it be clear that in justice they ought to be deprived of the said Indians for their excesses and the ill-usage to which they have subjected them, We ordain that they take away and place such Indians under our Royal Crown.”

Historical Context:	Audience:	Purpose:	Author’s Point of View:

Document 3: Juan Gines de Sepulveda, “The Nature of Natives,” 1550

“Now compare these [Spanish] traits of prudence, intelligence, magnanimity, moderation, humanity, and religion with the qualities of these little men (hombrecillos) in whom you will scarcely find even vestiges of humanity; who not only are devoid of learning but do not even have a written language; who preserve no monuments of their history, aside from some vague and obscure reminiscence of past events, represented by means of certain paintings; and who have no written laws but only barbaric customs and institutions. And if we are to speak of virtues, what moderation or mildness can you expect of men who are given to all kinds of intemperance and wicked lusts, and who eat human flesh?

And do not believe that before the coming of the Christians they lived in that peaceful reign of Saturn that the poets describe; on the contrary, they waged continuous and ferocious war against each other, with such fury that they considered a victory hardly worth while if they did not glut their monstrous hunger with the flesh of their enemies...

Could one give more convincing proof of the superiority of some men to others in intelligence, spirit, and valor, and of the fact that such people are slaves by nature? For although some of them display a certain talent for craftsmanship this is not proof of human intelligence, for we know that animals, birds, and spiders do certain work that no human industry can completely imitate...

Historical Context:	Audience:	Purpose:	Author’s Point of View:

How to Hide An Empire: A History of the Greater United States

By Daniel Immerwahr

“When have you ever seen a map of the United States that had Puerto Rico on it? Or American Samoa, Guam, the U.S. Virgin Islands, the Northern Marianas, or any of the other smaller islands the United States has annexed over the years?”

***Directions:**

Step 1: Answer the following BEFORE you read with just your current knowledge. DO NOT look these up. I would rather you say you don't know then try to act like you did beforehand.

1. What is an empire? (Guess if you don't know)
2. Does that have a negative connotation to you? Or is it a good thing? Explain.
3. According to YOUR definition (or what you think it is), is the United States an empire in 2020? EXPLAIN WHY YOU SAID “yes” or “no”.
4. If no on #3, has the United States ever been an empire? When?
5. List anything you already KNOW is a territory of the United States. (I don't care if you get this right...I want to see your prior knowledge only)

Step 2: Read the introduction and first 3 chapters of the book over the summer and answer the following questions. I made these myself based on what I felt was most important for you to understand. So there is no need to try to find these on the internet....just read the book.

Introduction

1. This chapter focuses a lot of attention on the attack on Pearl Harbor. However the author points out that it was simply an attack. Japan never conquered Hawaii. What US territories DID the Japanese conquer during this same time?

2. What changes were made to President Franklin D. Roosevelt's speech to Congress after Pearl Harbor that were intended to make sure Americans felt like this was an attack on the United States? (List at least 2 changes)
3. What reasons does the author suggest that FDR decided to put the focus more on Hawaii than the other US territories that were attacked?
4. The US always refers Dec. 7 as the date of the Pearl Harbor attack. However the Japanese refer to it as the Dec. 8 attack. Why?
5. What is the difference between the US "logo map" and the "Greater United States"?
6. In 1940, about ____ million people lived in colonies controlled by the United States. That is one in ____ people.
7. If overseas territories had been taken into account, what would the largest minority group in America actually have been in 1940?
8. The United States has not declared war through the constitutional method set forth in the Constitution since World War II. However, "since 1945, the armed forces have been deployed abroad for conflicts or potential conflicts _____ times in _____ countries."
9. List the "three acts" of territorial expansion according to the author.

10. Over time, the word "colonies" was replaced with "_____ " because it sounded a bit better. More recently, "colonization" was replaced with the word "_____" which is how technology and other innovations draw a disparate world together.

Ch. 1 – The Fall and Rise of Daniel Boone

11. Although this chapter centers around Daniel Boone, it mentions one very important and "near-inconceivable coincidence" that I want to make sure you see. Thomas Jefferson and John Adams died on the same day. What was the date and why was it significant?
12. Why didn't the early US government want the country to spread past the Appalachian Mountains?
13. According to the Northwest Ordinance, how many free inhabitants had to live in a territory before it could be a state?
14. Name the potential states mentioned that sought admission to the United States but were denied by Congress.
15. By 1700, England's population was on track to double about every _____ years. However by Benjamin Franklin's estimates, the colonial population in 1749 was set to double every _____ years.
16. Why do you think the name of settlers in the territories changed from the negative connotation of "banditti" and "white savages" to the more positive term "settlers" over time?

Ch.2 – Indian Country

17. Despite not knowing exactly how many Native Americans were on the North American continent when Europeans arrived, it is estimated that they may have had as much as a _____ % decline in the indigenous population when Europeans arrived.
18. What was Thomas Jefferson's initial plan with the Louisiana Territory?

19. At first there was a suggestion to allow an Indian delegate into Congress. What arguments eventually killed this idea?
20. In both Georgia with the Cherokees and the western "Indian Country", what was discovered that would eventually lead to whites taking the land from Native Americans?
21. Like many other places in the US, Oklahoma (which was originally meant to forever be "Indian land") was actually named for a Choctaw word meaning "_____".

Ch.3 – Everything You Always Wanted To Know About Guano But Were Afraid To Ask

22. First off, don't use the author's wording BUT... what is guano?
23. List at least FIVE of the strangest (to you) possibilities that were suggested to help fertilize the soil from the 1813 book, *Elements of Agricultural Chemistry*.
24. "Poudrette" was the polite name for _____ and was sold commercially for some time as fertilizer.
25. The United States almost went to war with _____ in 1852. Why?
26. What did the Guano Island Act in 1856 say?
27. What about the above act was argued in Congress?
28. How was it settled?
29. By 1902, the US had annexed how many guano islands?
30. Describe, in detail, the conditions for workers trying to "mine" the guano.

31. Workers who made trouble on the islands were "triced". What does that mean?

32. A German-Jewish chemist named _____ developed a technique to synthesize ammonia into nitrogen. Without this process, the earth could only sustain _____ people.

**This is where things get crazy...

33. When World War 1 broke out, this same chemist used his discoveries to create what TWO things for the German army?

34. THEN in World War 2, this same Jewish chemist's discoveries were used to make what?

35. How are these people related to the author of the book?

