

Advanced Placement United States History: 2011-2012

Mrs. Salmon

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Advanced Placement U.S. History is an academically rigorous course of study that is designed to prepare students for the national AP exam administered by the College Board each May. By achieving a high score on the national exam, students increase their chances of being awarded credit by the college or university they choose to attend. This class is a full-year, two credit course that will meet five days a week. This class will also satisfy the 11th grade United States History class required by the State of Virginia. Throughout the course, special emphasis will be placed on the College Board's suggested curriculum as well as the Virginia Standards of Learning requirements.

Success in this class is dependent upon a student's academic abilities AND willingness to devote time and energy to mastering the subject matter and skill requirements. Strong reading, writing, interpretation, and deduction skills are imperative. In addition to retaining a large body of factual content, students must also become skilled in evaluating and analyzing primary sources and writing free response and document-based essays (DBQs).

Students should expect nightly reading assignments and regular writing exercises that are designed to help them learn the content and apply the information and skills they need to master. Each unit will also include several types of assessment activities including the following: active participation in class discussion; vocabulary, reading, and short answer quizzes; independent and small group assignments and extended projects; tests consisting of both multiple-choice and essay sections.

**** THEMES IN AP U.S. HISTORY ****

The AP course will be comprehensive from study of the early settlers in North America to the present. The College Board suggests the use of themes in the course of study in order to promote and develop higher level thinking skills. There are 12 general themes we will focus on throughout the year to help us think about specific events in a larger framework and to develop a historical perspective over time.

1. **American Diversity:** relationships among different groups; race, ethnicity, gender, and class
2. **American Identity:** regional differences; views about the American character
3. **Culture:** arts, literature, philosophy, and popular culture
4. **Demographic Changes:** changes in birth, marriage, and death rates; internal migration and immigration
5. **Economic Transformation:** trade, markets, capital, technology; the role of the government in the economy
6. **Environment:** impact of population growth, industrialization, consumption, and conservation
7. **Globalization:** economic and cultural relationships with the rest of the world, from the colonial era to the present
8. **Politics and Citizenship:** political traditions, democracy, citizenship, and civil rights struggle
9. **Reform:** movements to improve society
10. **Religion:** diverse religious beliefs; influence on politics and society
11. **Slavery and Its Legacies:** origins of slavery, economic and racial dimensions, resistance
12. **War and Diplomacy:** impact on politics, the economy, and society

**** Materials Needed for Class ****

- 2" binder
- 12 section dividers (Please get the type that can be written on!)
- notecards (You will make notecards of key vocabulary, people, terms, events for each unit—You will need MANY of these!!!)
- highlighters
- loose-leaf paper
- pens (black, blue, and RED)
- sticky notes

**** Purchase of Review Book ****

To supplement our textbook, I am asking each student to purchase a fantastic review book that will be a great tool to help prepare everyone for the AP test as well as be helpful in the classroom and our normal course of study. This book is an excellent resource and will also be used for this year's Summer Assignment.

The book is titled "United States History: Preparing for the Advanced Placement Examination" (2010 Revision—This is important!). The book was written by John J. Newman and John M. Schmalbach and published by Amsco. The book can be purchased from Amsco publications or Amazon. The price from both was \$17.75 + shipping. This will be a great investment!

As mentioned above, the main summer assignment will come from the Amsco book and the book will be used constantly during the school year. The book offers excellent to the point summaries of the key topics that will be covered as well as practice multiple choice, essay, and DBQ questions.

**** Summer Assignment ****

Attached you will find the summer assignment to be completed by the due dates assigned. Even though this course is a full year, we really only have until mid-April to cover over 500 years of history. That's quite a task! By mid-April the material will be covered and preparation for the national exam (taken during the first week of May) will begin. To help get a jump-start and save some class time, please complete the summer assignment that will focus on the colonial period. The assignment has multiple due dates throughout the month of August and into September. Please type each assignment and e-mail it to me. If e-mail is not possible, you may drop it off at school and have the secretary place your assignment in my mailbox. Make sure the secretary signs your assignment making note of the date and time.

**Advanced Placement United States History
Summer Assignment**

**ALL assignments should be typed and sent to Mrs. Salmon as an attachment
to an e-mail at Tina.Salmon@cpschools.com**

PART 1. Amsco Book—Chapters 1-3

To complete Part 1 of your assignment you need to purchase the Amsco Review Book. The book is the 2010 Revised Edition of “United States History: Preparing for the Advanced Placement Examination” by John J. Newman and John M. Schmalbach and published by Amsco. This book can be found on Amazon or the Amsco website.

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**(A) Carefully read Chapter 1--Exploration, Discovery, and Settlement, 1492-1700  
p. 1-13.**

(Remember, this is **YOUR** book so you should **ACTIVELY READ** by highlighting, underlining, marking passages, and writing questions in the margins. **THIS WILL HELP YOU!!**)

--Answer the multiple-choice questions on p. 14-15. Type the question AND the answer you decide to choose.

EXAMPLE: Who is credited with “opening the Atlantic”?  
(D) Christopher Columbus

--Choose 2 of the Essay Questions on page 18 to answer. Answer each in a complete essay that includes an introduction, supporting paragraphs, and a conclusion. Each essay should be, at least, 5 paragraphs in length.

--Carefully read and analyze the documents on pages 19-22. Answer the “Analyzing the Documents” questions 1-3 on page 22. Answers should be in complete sentences.

**Chapter 1 assignment is due by 10pm on Friday, August 19<sup>th</sup>. This will count as a QUIZ grade for the 1<sup>st</sup> Marking Period. Late assignments will be taken until August 22<sup>nd</sup> with a 10 point deduction for each day it is late.**

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**(B) Carefully read Chapter 2—The Thirteen Colonies and the British Empire, 1607-1750
p. 23-35**

(Remember, this is **YOUR** book so you should **ACTIVELY READ** by highlighting, underlining, marking passages, and writing questions in the margins. **THIS WILL HELP YOU!!**)

--Answer the multiple-choice questions on p. 36-38. Type the question AND the answer you decide to choose. Just like the example given for Chapter 1.

--Choose 2 of the Essay Questions on page 38 to answer. Answer each in a complete essay that includes an introduction, supporting paragraphs, and a conclusion. Each essay should be, at least, 5 paragraphs in length.

--Carefully read and analyze the documents on pages 38-41. Answer the “Analyzing the Documents” questions 1 and 2 on page 41. Answers should be in complete sentences.

Chapter 2 assignment is due by 10pm on Friday, August 26th. This will count as a QUIZ grade for the 1st Marking Period. Late assignments will be taken until August 29th with a 10 point deduction for each day it is late.

(C) Carefully read Chapter 3—Colonial Society in the Eighteenth Century p.42-53

(Remember, this is **YOUR** book so you should **ACTIVELY READ** by highlighting, underlining, marking passages, and writing questions in the margins. **THIS WILL HELP YOU!!**)

--Answer the multiple-choice questions on p.54-55. Type the question AND the answer you decide to choose. Just like the example given for Chapter 1.

--Choose 2 of the Essay Questions on page 56 to answer. Answer each in a complete essay that includes an introduction, supporting paragraphs, and a conclusion. Each essay should be, at least, 5 paragraphs in length.

--Carefully read and analyze the documents on pages 56-59. Answer the “Analyzing the Documents” questions 1 and 2 on page 59. Answers should be in complete sentences.

Chapter 3 assignment is due by 10pm on Friday, September 2nd . This will count as a QUIZ grade for the 1st Marking Period. Late assignments will be taken until September 6th with a 10 point deduction for each day it is late.

PART 2. NOTECARDS—Complete a thorough notecard for each of the terms, events, and people listed below. Your notecard should include a description, the importance, or significance, any important dates, and possibly an illustration (if necessary) of the term, event, or person. You should use the Amsco book to help you and turn to the internet for further clarification, if needed. Label each card in the upper right hand corner of the front side with UNIT 1.

EXAMPLE:

(FRONT)	UNIT 1	(BACK)
Navigation Acts (1650-1673)		<p>DESCRIPTION: series of laws that established rules for colonial trade (1) trade only carried out only on English or colonial-built ships (2) all goods pass through ports in England (3) colonial goods could only be exported to England</p> <p>SIGNIFICANCE: <u>Positive effects</u>—NE shipbuilding prospered, protection from English military, Chesapeake tobacco had monopoly in England <u>Negative effects</u>—colonial manufacturing was limited, farmers received low prices for crops, colonists had to pay high prices for manufactured goods</p>

LIST OF TERMS, EVENTS, OR PEOPLE

King Ferdinand & Queen Isabella	Protestant Reformation	Henry the Navigator
Christopher Columbus	Amerigo Vespucci	town meetings
Treaty of Tordesillas (1494)	Ferdinand Magellan	Hernan Cortes
Francisco Pizarro	Encomienda system	Samuel de Champlain
Henry Hudson	Zenger case	Great Awakening
Joint-stock company	John Cabot	Jamestown
Royal colony	Puritans	Mayflower Compact
Virginia House of Burgesses	proprietary colony	corporate colony
Bacon’s Rebellion	indentured servant	headright system
New England Confederation	mercantilism	Glorious Revolution
Columbian Exchange	triangular trade	Middle Passage

Notecards are due on Tuesday, September 6th in class. This set of notecards will count as a Quiz grade for the 1st Marking Period. There will be a vocabulary quiz on Friday, Sept. 9th.