

May 19, 2016

Dear AP US History Student,

In order to get off to a flying start next fall you should read the preview and chapters 1-2 in our textbook before the start of the school year (probably not too much before school starts-I do not want you to forget the information you have read). Please make an outline as you reading using at least 85% of the vocabulary words included in this packet (although you will benefit from using all of the words) for each chapter in your outline (underline or highlight them). You also will be required to include in your outline a specific description of 5 of the documents, pictures, cartoons, etc. that are included in the chapter along with a brief explanation of why they are important enough to include in the textbook. By completing these chapters before the start of school we will save precious time at the beginning of our studies and allow you to begin the year with points already in the grade book. You will be having a quiz over this material sometime in the first week.

It is highly recommended that you purchase an **AP Preparation Book**. The publisher does not matter, but you need to get the most recent edition that includes the course redesign. Some of these will not be released until August or so. Students have commented that these are very helpful in ensuring success on the test.

Enclosed in this packet of materials for AP US History

1. Vocabulary Intro, Chapters 1 & 2 from America's History
2. Sample outline from Mr. Weldon

If you have any questions see me in room 211 or you can contact me throughout summer at (708) 583-6461. You can also reach me through e-mail at [weldonm@epcusd401.org](mailto:weldonm@epcusd401.org). Another resource for you is your classmates or former AP students that are willing to help. If you have any questions or concerns about the test itself, please visit [www.collegeboard.com](http://www.collegeboard.com). We will also be having a brief meeting on **a date TBA in room 211 (check your e-mail for updates)** if you have any questions that you need answered in person. This meeting will be most effective if you have completed working on Chapter 1 when you arrive (please bring it with you). We will also be discussing the writing process for the AP test during this meeting.

Have a healthy and restful summer and I look forward to working with you in the fall.

Matthew J. Weldon

# **HISTORICAL THINKING, READING, and WRITING SKILLS FOR AP US HISTORY**

**Directions:** In order to be able to properly discuss the chapter in class it is vital for you to have an understanding of the information prior to class time. To ensure you have this knowledge, you will be required to read through the chapter and create a detailed outline (see attached example). As part of the outline, you must define and explain at least 85% of the vocabulary words below (although it would behoove you to do all of the words).

There are questions placed throughout the chapter in the margins. Within the outline you will be asked to answer several of these. Please include your reasoned answer in detail using material in the chapter.

Throughout the reading you will notice that the writers have included pictures, charts, graphs, readings, etc. These are included in the chapter to increase your understanding of the information in the chapter. You are also required to describe at least five of these including what they are depicting or describing and why the editors would include those.

In summary, there are 3 parts to this assignment:

- Detailed outline of all material
- Identified and explained terms (at least 85 % of the listed terms)
- Explanation of at least 5 charts, pictures, graphs, etc within the chapter and why they were included in the textbook.
- Answer all questions listed by instructor within the outline.

1. Historical Causation (Large Process, Multiple Causes, Unitended Consequences, Contingency)
2. Periodization
3. Comparison
4. Contextualization
5. Historical Argumentation
6. Primary Source
7. Secondary Source
8. Historical Interpretation
9. Syntehsis
10. "Big Picture"
11. Prereading Strategies
12. During Reading Activities (questioning, clarifying, summarizing, predicting, note-taking)
13. 4 Essential Skills to Writing
14. DBQ
15. DBQ Skills
16. Long Essay Question
17. Change and Continuity
18. Causation Questioning
19. Comparison Questions

# CHAPTER 1: Colliding Worlds 1450-1600

**Directions:** In order to be able to properly discuss the chapter in class it is vital for you to have an understanding of the information prior to class time. To ensure you have this knowledge, you will be required to read through the chapter and create a detailed outline (see attached example). As part of the outline, you must define and explain at least 85% of the vocabulary words below (although it would behoove you to do all of the words).

There are questions placed throughout the chapter in the margins. Within the outline you will be asked to answer several of these. Please include your reasoned answer in detail using material in the chapter.

Throughout the reading you will notice that the writers have included pictures, charts, graphs, readings, etc. These are included in the chapter to increase your understanding of the information in the chapter. You are also required to describe at least five of these including what they are depicting or describing and why the editors would include those.

In summary, there are 3 parts to this assignment:

- Detailed outline of all material
- Identified and explained terms (at least 85 % of the listed terms)
- Explanation of at least 5 charts, pictures, graphs, etc within the chapter and why they c were included in the textbook.
- Answer all questions listed by instructor within the outline.

1. Bering Strait

2. Aztecs

3. Teotihuacan

4. Incas

5. maize

6. Algonquins

7. Iroquois (Confederacy)

8. matriachal societies

9. horse

10. Pueblos

How did the landscape, climate, and resources influence the development of Native American societies?

11. animists

12. patriarchies

13. premogenitare

In what ways were the lives of Europeans similar to and different from those of the Native Americans?

14. Renaissance

How did the growth of commerce shift the structure of power in European societies?

15. Christianity

16. heresies

17. Crusades

18. Reformation

19. Martin Luther
20. John Calvin
21. predestination
22. Puritans
23. Portugese
24. Prince Henry the Navigator
25. sugar
26. Diaz & DeGama
27. slave trade
28. Ferdinand and Isabella
29. Christopher Columbus
30. Hernan Cortes
31. Moctezuma
32. Francisco Pizarro

## CHAPTER 2: American Experiments, 1521-1700

**Directions:** In order to be able to properly discuss the chapter in class it is vital for you to have an understanding of the information prior to class time. To ensure you have this knowledge, you will be required to read through the chapter and create a detailed outline (see attached example). As part of the outline, you must define and explain at least 85% of the vocabulary words below (although it would behoove you to do all of the words).

There are questions placed throughout the chapter in the margins. Within the outline you will be asked to answer several of these. Please include your reasoned answer in detail using material in the chapter.

Throughout the reading you will notice that the writers have included pictures, charts, graphs, readings, etc. These are included in the chapter to increase your understanding of the information in the chapter. You are also required to describe at least five of these including what they are depicting or describing and why the editors would include those.

In summary, there are 3 parts to this assignment:

- Detailed outline of all material
- Identified and explained terms (at least 85 % of the listed terms)
- Explanation of at least 5 charts, pictures, graphs, etc within the chapter and why they c were included in the textbook.
- Answer all questions listed by instructor within the outline.

1. Features of Spanish Colonization
2. encomiendas
3. gold and silver
4. mestizos
5. mulattos
6. zambos
7. Spanish priests
8. Columbian Exchange
9. European diseases
10. syphilis
11. "sea dogs"
12. Francis Drake
13. outwork
14. mercantilism

Why did Spain's economy deteriorate and England's economy improve in the 16th century?

15. Brazil's Sugar Plantation
16. tobacco
17. Jamestown
18. "starving time"
19. The Powhatan Confederacy
20. John Smith

21. House of Burgesses
22. Toleration Act (1649)
23. Plantation
24. freeholds
25. headright system
26. indentured servitude
27. "freedom dues"

How were the experiences of indentured servants and slaves in the Chesapeake and the Caribbean similar and different?

28. Northwest Passage
29. Features of French Colonization
30. fur
31. Jesuits (Black Robes)
32. Huguenots
33. metis
34. Features of Dutch Colonization

Why did New France and New Netherlands struggle to attract colonists?

35. Iroquois
36. Beaver Wars
37. Features of English Colonization
38. New England settlements
39. Pilgrims
40. Mayflower Compact
41. William Bradford
42. John Winthrop and Massachusetts
43. "city on a hill"
44. joint-stock corporations

What made New England different from New France, New Netherlands and New Spain?

45. Roger Williams and Rhode Island
46. Anne Hutchinson
47. Salem Witchcraft Trials
48. Yeoman Farmers
49. Mayhew and Eliot
50. Metacom's War
51. Bacon's Rebellion
52. Governor Berkely

In what ways was Bacon's Rebellion symptomatic of social tensions in the colony of Virginia?

# Sample Outline

## **Historical Thinking, Reading, and Writing Skills for Advanced Placement United States History**

History=a way of thinking about the world by looking at the past

- I. Historical Thinking Skills-change over time/using info as evidence
  - A. Chronological Reasoning-how and why the world changes or stays the same over time
    - 1. **Historical Causation**-explanations on why changes take place
      - a. large process-dont simply look for the spark, tensions usually build over time
      - b. multiple causes-most occurrences too big for just one reason
      - c. unintended consequences-by happenstance (Indians-smallpox)
      - d. contingency-history could have been different (revisionist history)
    - 2. Patterns of Continuity and Change over Time
    - 3. **Periodization**-grouping history into time periods where change was slow
  - B. Comparison and Contextualization-make sense of the past by putting it in framework
    - 1. **Comparison**-compare and contrast 2 different things (North vs. South on slavery)
    - 2. **Contextualization**-historical circumstances surrounding the event (Lincoln=racist?, A Jackson=uneducated?)
      - a. immediate-short term
      - b. broad-long term
  - C. Crafting Historical Arguments from Historical Evidence-making a logical case for your interpretation based on primary sources
    - 1. **Historical Argumentation**-inferences to fill in the gaps--not everyone will agree
    - 2. Appropriate Use of Relevant Historical Evidence-written and visual (be sure to identify authors perspective/point of view-may include bias)
      - a. **primary source**-produced in the historical time period of the event
      - b. **secondary source**-produced about the era after the fact
  - D. Historical Interpretation and Synthesis
    - 1. **Interpretation**-interpret primary and secondary sources and create ones own opinion from them
      - a. historical interpretations change over time
      - b. take into account a historians age, gender, nationality, political philosophy, time of the writing, etc. to determine any biases
    - 2. **Synthesis**-making persuasive arguments of your own from evidence
      - a. may draw on subjects outside of history (social darwinism, economical thoughts)
      - b. can compare different time periods involving the same issue (civil rights over time)