

# AP US SUMMER WORK PACKET

Mrs. Williams

2017-2018

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**Due first day of class!**

**Test second day of class!**



# CERES HIGH SCHOOL

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**Scott Siegel Ed. D., *Superintendent***  
**Linda Stubbs, *Principal***

**Lonnie Cornell**  
*Associate Principal*

May 15, 2017

**Edward Pelfrey**  
*Assistant Principal*

**Amy Dunn**  
*Assistant Principal*

Dear Prospective AP United States History Student:

**JoDee DeSouza**  
*Learning Director*

The AP US History course is one of the most difficult classes offered at Ceres High School. We cover twice the amount of material that is covered in regular courses and we must finish in time for the AP Exam given in early May.

**Kimberly McNeill**  
*Learning Director*

Therefore, our relationship will be rather different from what you have had with other Social Studies teachers. In a sense, I will be more a coach than teacher. I will teach you general principles and advise you as to technique for preparing for the test. I will answer questions to clarify points and evaluate your progress. However, most of the responsibility for gaining specific information will be yours. There is simply not sufficient class time for us to cover all of the information you need to be successful on the test.

**Daisy Salinas**  
*Learning Director*

**Maribel Soares**  
*Learning Director*

**Maria Blohm**  
*Learning Director*

Attached is the summer work that must be completed over the summer. This will be turned in first day of school. If you fail to complete this you will be putting yourself horribly behind your classmates. Be prepared, once school starts, to spend at least five hours weekly reading and completing assignments for this class. Please take my advice—you must read the textbook to be successful. You can ask former students they are great sources of information.

**Susan Hamasaki**  
*Activities Director*

**Shawna Nunes**  
*Athletic Director*

The AP US History test changed in 2014 so you will be learning how to take this new redesigned exam. The 2018 test is only the fourth year of a new redesign. The College Board is still making minor adjustments and we will be preparing for those.

**Denia Rivera**  
*Administrative Assistant*

**Leslie Tate**  
*Office Manager*

If you have any questions please feel free to email me at [robwilliams@ceres.k12.ca.us](mailto:robwilliams@ceres.k12.ca.us). I look forward to working with you next year!

Sincerely,

Mrs. Williams  
AP US History

*Advanced Placement United States History (APUSH)*  
*Mrs. Williams*  
*Summer Assignments--2016-2017*

APUSH is an accelerated US History course that is equivalent to a college-level survey class. It covers nine time periods starting with pre-Columbian Native Americans through the present. This includes extensive thematic coverage and readings on a broad range of topics including economic, cultural, social, political, constitutional and diplomatic history.

In order to be successful, students should have excellent skills in the areas of both reading comprehension and writing. The student also must commit several hours a week to reading the text, primary sources and studying for frequent tests. In addition, be prepared for in class essays, projects and debates.

Please check out your text from the library, The American Pageant. All summer assignments will be from this book. You may also check out the review book Fast Track to 5 and the AMSCO book. The librarians will begin checking out books at the END of the year. Chromebooks will be available for check out after school ends.

Summer Work

- Read Chapters 1-4 in the American Pageant. TWICE. Read first to familiarize yourself with the topic. Read a second time to complete the study guide on the next pages.
- Complete the Key Ideas assignment. **Hand written only!!!**
- Complete the charts attached on the colonies

All work will be due the **first day of class**. In addition you will take a test on Ch. 1-4 the second day of school.

Honor Code

It is sad that this must be mentioned...we will discuss the honor code the first days of school... but doing either of the following will result in no credit being given for the assignment! You are hurting yourself if you copy. Your knowledge of the material will not be as great as your classmates.

*Plagiarism:* The taking of another's ideas of writing and presenting them as one's own without proper acknowledgment, starting with 4 words or more!!

*Misrepresentation of work:* The submission, as one's own piece of work, that which was done by another--in other words, copying any assignment.

**Summer Work**  
**Ch. 1-4 Key Ideas**

**Chapter Notes:**

Read chapters 1-4. For each chapter you must take 3 pages of notes (front, back, front).

You can use any note taking technique you choose but you should abbreviate and/or use broken statements.  
**NO COMPLETE SENTENCES.**

On page 4 (back of page 3), summarize the chapter in your own words in 2 paragraphs or more. Think about big picture ideas. The following are some possible things to discuss.

- Summarize the section, was it focused on social, economic or political matters?
- What was the main idea?
- What connections can you make between events/time periods? Slavery and agricultural issues, religions effect on an area, why people moved and motivations for success etc.
- What major changes occurred?

**After Reading ALL 4 Chapters. Answer the following questions. Each question should be 3-4 paragraphs!**

1. Explain the diversity of American Indians in the period 1491-1700. (Different areas, different lifestyles/traditions)
2. Summarize the major factors that led England to begin colonization.
3. Discuss relationships between the Indians and the colonists. What was the overall relationship like?
4. Describe the similarities and differences between the Northern, Middle and Southern colonies.
5. Analyze the effects of slavery in the development of colonies in the New World.

**Terms—Provide at least 2 lines describing term.**

Columbian Exchange	West African Slave Trade	British West Indies
Primogeniture	joint stock company	indentured servant
Squatter	predestination	proprietary
Headright	middle passage	King Phillips War
Montezuma	Hernando de Soto	Vasco de Gama
Encomienda	mestizos	conquistadores
Iroquois Confederacy	Lord De La Warr	Powhatan
John Rolfe	Lord Baltimore	James Oglethorpe
John Smith	William Penn	starving time
Maryland Act of Toleration	Barbados slave code	House of Burgesses
Anne Hutchinson	Roger Williams	Thomas Hooker
Antinomianism	salutary neglect	"city upon a hill"
Dominion of New England	Separatists	Mayflower Compact
Bacon's Rebellion	Leisler's Rebellion	Half-Way Covenant
Mercantilism	European Enlightenment	Anglicanization

# Settlement of Colonies in the Americas

## *New England Colonies*

Colony Year	Ethnic Groups	Religions	Reasons for Coming	Colonial Setup Relations w/ Native Americans	Behavior?	Major Products
Massachusetts						
Rhode Island						
Connecticut						
New Hampshire						

*Middle Colonies*

Colony	Ethnic Groups	Religions	Reasons for Coming	Colonial Setup Relations w/ Native Americans	Behavior?	Major Products
New York						
New Jersey						
Pennsylvania						
Delaware						

***Southern Colonies***

Colony Year	Ethnic Groups	Religions	Reasons for Coming	Colonial Setup Relations w/ Native Americans	Behavior?	Major Products
Maryland						
Virginia						
North Carolina						
South Carolina						
Georgia						

	Spanish Colonization	French Colonization	Dutch Colonization	English Colonization
Motives (Why were they colonizing?)				
Extent (Where were the colonies located?)				
Life in the Colonies (What was life like?)				
Decline (What were some reasons for their downfall?)				