

AP United States History/1501 ECE US History Pre-Columbian History to Reconstruction
Read the resource posted with this and watch the videos. Then answer these questions.
Bunnell and Stratford High Schools Summer Assignment

Congratulations on your enrollment in Advanced Placement United States History. We would like to welcome you to this rigorous and rewarding program. Many of you will be concurrently enrolled in the UCONN ECE 1501 and 1502 US History courses this year. Please see us or guidance for information about registration in these courses. The AP Test will be in May 2022.

- Both the [College Board](#) and [UCONN](#) ECE guidelines steer our course outline, topics, pace, assessment models, and scoring rubrics. As such, we have an ambitious agenda ahead of us.
- Our commitment to this rich curriculum necessitates preparation and study over the summer.

Below you will find the summer assignment for this course. This is a college level course, completion of early assignments indicate that you're reading for information and are prepared with the content knowledge that you will use in preparation for thinking more critically about historical topics. In this course we will combine content knowledge and historical thinking skills to construct thoughtful document based essays and written responses at the collegiate level. This material will be used to jump start our study of the first historical time-period. Skill development can be fostered during the course, motivation is up to you! Looking forward to seeing you in the Fall!

Questions? Contact Kathleen Mack (SHS) mackk@stratk12.org or Luke Roberts (BHS) robertsl@stratk12.org

Summer Assignments:

Assignment #1: Complete the note taking guides for **Time Period 1** from the College Board Youtube website. You may complete this electronically or in handwritten form. You may use a notebook instead of the guide if you prefer lines and more room to write. Additionally, studies show that handwritten notes are much more effective in retaining information for study purposes. You would then just upload images of the notes.

This assignment will be counted as your first homework grade of the course and it will be due Friday September 10th *(see note below). This assignment will be posted electronically on the BOE website and our individual Google Classroom pages.

Resource link:

[Time Period 1 Video](#) - 45 minute video (estimated completion time 2 hours) - guide pages 2 - 4

Assignment #2: Complete the note taking guides for **Time Period 2** from the College Board Youtube website. You may complete this electronically or in handwritten form. You may use a notebook instead of the guide if you prefer lines and more room to write. Additionally, studies show that handwritten notes are much more effective in retaining information for study purposes. You would then just upload images of the notes.

This assignment will be counted as your second homework grade for the course and it will be due Friday September 10th *(see note below). This assignment will be posted electronically on the BOE website and our individual Google Classroom pages.

Resource link:

[Time Period 2 Video](#) - 52 minute video (estimated completion time 2 hours) guide pages 5 -9

*****All assignments are to be completed individually and responses should be in your own words, not copied from any other student, source, or reading. If two or more students submit assignments that are the same (or essentially the same), it is considered plagiarism and a 0 will be given per the district policy.*****

*** These dates are flexible and will depend on the Fall 2021 re-entry plan**

Assignment #1 - APUSH Time Period 1 1491 - 1607 - DUE SEPT 10th *

*Flexible due date depending on the Fall 2021 school reopening plan

As you watch the video, complete the following charts and questions. Remember, you want to identify big picture ideas, but you always need **specific historical information** to support your claims.

This is the link to the Time Period 1 video - <https://tinyurl.com/ybbuvycx>

Unit 1 contains four areas of focus:

- Native populations in North America developed distinct and complex societies by adapting to and transforming their diverse environments.
- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.
- 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.
- In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use and power.

Section 1 - Development of Native American Societies

Chart 1 - In the chart below, compare the various Native American societies. (Note: You may not have every box filled if a certain category is not mentioned in the video.)

| | What Tribes lived there? | How did they use the land? | Society and Culture (Think about gender roles, family life, etc) | Nomadic or Sedentary? (moving around) settling in one place) |
|-----------|--------------------------|----------------------------|--|--|
| Southwest | | | | |
| West | | | | |
| Northeast | | | | |
| Southeast | | | | |
| Plains | | | | |

Section 2 - Reasons for European Exploration and Conquest

| | |
|-----------------------------------|--|
| | |
| Impact on Native Americans | |

Section 4: Divergent Worldviews

Chart 4: In the chart below, identify characteristics of African society before European interaction and after European interaction. **(Each box should be completed with info from video)**

| African Society Before European Interaction | African Society After European interaction |
|--|---|
| | |

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|---|
| <p>Reflection Question 2: How did European conquest of the New World lead to the development of the African slave trade?</p> |
| |

Assignment # 2 - APUSH Time Period 2 1607 - 1754 - DUE SEPT 10th *

*Flexible due date depending on the Fall 2021 school reopening plan

As you watch the video, complete the following charts and questions. Remember, you want to identify big picture ideas, but you always need specific historical information to support your claims.

This is the link to the Time Period 2 video - <https://tinyurl.com/ybwl6film>

Unit 2 contains four areas of focus:

- Comparison of the goals of the European colonists in the New World.
- Differences in the regions of the British colonies in North America.
- The interaction between Europeans and Native Americans.
- The ways the colonies connected with the mother country and the way those bonds were weakening.

Section 1 - European Colonies in the New World

Chart 1: In the chart below, compare the different European Colonies in the New World focusing on the topics listed in the column on the left. (Each box should be completed with info from video)

| | English | French | Dutch | Spanish |
|---------------------------------|---------|--------|-------|---------|
| Economy | | | | |
| Original Settlers | | | | |
| Relations with Native Americans | | | | |
| Social Class Structure | | | | |
| Roots of Self Government | | | | |
| Ethnic Diversity | | | | |
| Geography and Location | | | | |

For reflection questions, use the information you have gathered to provide a written response to the question that is clear, makes a claim and uses specific historical evidence to support the claim. Responses should be no longer than one paragraph. (4-6 content rich sentences)

Reflection Question 1:

In what ways were the European colonies in the new world both similar and different from one another? (Focus on ONE similarity and ONE difference)

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Section 2: British Colonies in North America

Chart 2: In the chart below, compare and contrast the different regions of the British colonies in North America. (Note: You may not have every box filled if a certain category is not mentioned in the video.)

| | Chesapeake | Carolinas | New England | Middle |
|--|------------|-----------|-------------|--------|
| People - What types of people lived in the colony? | | | | |
| Economy/Labor | | | | |
| Slavery | | | | |
| Religion | | | | |

Section 2 Content Questions: Answer the following questions using specific historical evidence from the video. (Each box should be completed with info from video)

| |
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| 1) What impact did Bacon's Rebellion have on the society of colonial Virginia? |
| |
| 2) What were the main beliefs of the Puritans in Massachusetts Bay? |
| |

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Slavery in the British Colonies

Chart 3: Take notes on each of the topics below. (Each box should be completed with info from video)

| Factors Contributing to the Growth of Slavery | Differences in Slavery by Region |
|---|----------------------------------|
| | |
| Chattel Slavery | Resistance to Slavery |
| | |

Reflection Question 2:

In what ways were the different regions of the British colonies in North America both similar and different from one another? (Focus on ONE similarity and ONE difference)

| |
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| |
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Section 3: Relations with Native Americans

Chart 4: Complete the following chart focusing on the causes and effects of tension/war/violence between the colonists and native Americans. (Each box should be completed with info from video)

| | | | |
|--|-----------------|--------------------|----------------------|
| | Virginia | New England | Pueblo Revolt |
|--|-----------------|--------------------|----------------------|

| | | | |
|----------------|--|--|--|
| Causes | | | |
| Effects | | | |

Section 4 - Connection to Britain

Chart 5: Complete the following chart focusing on things that tied the colonies to England and things that show the beginning of a changing relationship between the colonies and England. **(Each box should be completed with info from video)**

| | Connection to England | Weakening of Ties to England |
|-------------------------------------|------------------------------|-------------------------------------|
| The First Great Awakening | | |
| Trans-Atlantic Print Culture | | |
| Mercantilism | | |
| The Enlightenment | | |

Reflection Question 3:

In what ways were the colonies closely tied to England, and in what ways was the relationship between England and the colonies changing? (Focus on ONE thing that tied them together and ONE thing that was changing)