

# AP US History Summer Assignment

There are three (3) summer assignments required for AP US History. Carefully read the directions that follow in order to complete the assignments. Each assignment is due on your first day of school - NO EXCEPTIONS. If you have questions or concerns you can contact Mrs. Pappas at [tpappas@d230.org](mailto:tpappas@d230.org) or Mr. Zolk at [lzolk@d230.org](mailto:lzolk@d230.org).

## Assignment 1: *The Black Legend, Native Americans, and Spaniards*

Watch the first episode of Crash Course U.S. History. You can find the episode at this link: <http://goo.gl/4cxSjw> Answer the following questions *thoughtfully and completely*. WRITE - DO NOT TYPE - your both the questions, and your responses on a separate piece of paper.



1. Describe the generalizations about Native American societies at the time of European arrival. (What did they have and not have?)
2. Why does John Green think we should avoid describing Native American societies as “primitive?”
3. How was the Native American population impacted by diseases such as smallpox and influenza? Use statistics in your response.
4. Use the examples of West Coast Indians and Plains Indians to describe the ways in which most Native societies organized.
5. Describe other aspects of Native societies including religious belief, the role of private property, class distinctions, and gender roles.
6. What conclusions did Europeans draw about Native American societies? (Pay attention to the discussion of Natives as “noble savages” and what other Europeans saw as “pure Indian savagery.”)
7. Describe the various reasons for early European colonization.
8. Describe the first permanent Spanish settlement in the Southwest at Santa Fe, New Mexico and its significance.
9. Describe the causes for and results of Pope’s uprising.
10. Describe the view of Bartolome de las Casas toward Native Americans and the way in which his view differed from the majority of Spaniards.
11. What is “the Black Legend,” and why is it problematic?
12. What does John Green want us to remember as we begin our study of American history?

## Assignment 2: Introduction to Period 1

Your AP US History course is divided into nine periods. The first period begins in pre-Columbian America and ends with the settlement of the Jamestown Colony by the English. Central to your study of this era are the following ideas and key concepts:

**On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.**

**Key Concept 1:** Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

**Key Concept 2:** European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

**Key Concept 3:** Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

Read each of the four essays associated with Period 1 and make a minimum of 5 annotations for each essay. Each of these essays deals with a specific development from pre-Columbian America through the establishment of the Jamestown colony. Annotate each essay, following these guidelines. Your annotations should include a mixture of thought-provoking questions that could lead to discussion and debate, comparisons to what was learned in the Crash Course video, connections to other historical information you may know, connections to current events, or personal connections and conclusions. Annotations should do more than simply restate the information in the essay itself; they should demonstrate your own thoughtful interaction with the material.

### Assignment 3: Historical Thinking Skills Project

History is not a practice in memorizing facts, names, and dates. While facts, names, and dates are important, history is actually the **study** of past events. The word study has important meaning here. To study is more than to memorize. Study requires thought, examination, and analysis. But, *why* study history? Why does it matter? For more on this, **read the first 5 paragraphs of this linked article** and think about what historian Penelope Corfield has to say. <http://goo.gl/bw4AKt>

As emerging historians, you will have multiple tasks. First you must acquire the content. In other words, you must seek out sources for information. You must learn the *feared and hated* facts, names, and dates. What is most important, however, is what you do with that information. History, as Penelope Corfield appropriately states, “is inescapable.” To that same point writer James Baldwin also stated, “the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and history is literally present in all that we do.”

Therefore, most of our work will not revolve around *what* we know, but instead *what we do* with what we know. In order to learn and practice the work of historians, we will focus on mastering the historical thinking skills described briefly in the table below.



Landing of Christopher Columbus, H. B. Hall, 1856

(Gilder Lehrman Collection)

Your task is to apply each historical thinking skill to your own life - *to your history*. Remember the *study* of history requires thought, examination, and analysis. Therefore, as you reflect on your own life (your facts, names, and dates) to apply these historical thinking skills, you must do thorough examination and analysis.

The table below contains a brief description of each historical thinking skill as well as directions for what you should produce as you apply them to your own life and history. This assignment should be typed, and organized in the order that follows.

### Historical Thinking Skills - Description and Directions

<p><b>Historical causation</b></p> <p>Refers to the relationship among historical events, as both causes and effects</p>	<p>To demonstrate this skill, choose a personal characteristic, decision you've made, or some other "effect" and describe its various causes. Write a paragraph (minimum of 6 sentences in length) that describes the various causes of one important effect.</p>
<p><b>Patterns of continuity and change</b></p> <p>Refers to discovering patterns and tracing change over time using themes</p>	<p>In your own life, think about attitudes, beliefs and ideas that help to shape your own identity - who you are. Think about those attitudes, beliefs and ideas that have either remained constant and / or changed. To demonstrate this skill, write a paragraph (minimum of 6 sentences) that both describe and analyzes those patterns.</p>
<p><b>Periodization</b></p> <p>Refers to analyzing and organizing history into blocks</p>	<p>Periodization can emphasize what one thinks is important. Historians might define a period as a decade, by one specific theme or central event, or by the significant events it sits between. To demonstrate this skill, create your own timeline including eras, specific years, and an explanation for your choices in periodization.</p>
<p><b>Comparison</b></p> <p>Describes, compares, contrasts, and evaluates two or more developments in the same era or from different periods</p>	<p>Choose two different events or periods in your own history to compare and contrast. You might compare the outcomes of particular choices, you might compare your experience with a certain activity at different ages or in different places, or you might choose some other characteristic or development. To demonstrate this skill, create a T-chart, or venn diagram.</p>
<p><b>Contextualization</b></p> <p>Refers to how a specific event or development fits into the context of larger and broader historical developments</p>	<p>How do events in your life fit (or not fit) within the broader context of your family? Of your school? Of Tinley Park? Of the United States? Of the era in which we live? These are some examples of broader contexts, but you can also choose another. To demonstrate this skill, write a paragraph response (minimum of 6 sentences) to describe how you, or an important event in your life, fits into a broader context.</p>

<p><b>Historical argumentation</b></p> <p>Analyzing a question through the construction of a plausible and persuasive argument</p>	<p>Make a claim about your own life or identity that is specific, and that can be supported with relevant historical evidence. To demonstrate this skill, write a clear claim or thesis statement in one or two sentences.</p>
<p><b>Appropriate use of relevant historical evidence</b></p> <p>Analyzing evidence in terms of content, author's point of view, intended audience, purpose, or historical context</p>	<p>Choose a minimum of two pieces of historical evidence. This might be a fact about your life, or it might be an artifact, such as a photograph, a mention of you in the local newspaper, etc. To demonstrate this skill, write a paragraph describing your evidence, or include the actual artifact, and analyze that evidence according to at least one of the terms described in the column to the left. Make sure your evidence is used to support the claim you've made about yourself.</p>
<p><b>Interpretation</b></p> <p>Refers to describing, analyzing, and evaluating diverse interpretations of historical sources to construct your own interpretation</p>	<p>Ask a minimum of three people (think about the people you choose) to describe you, your identity, or to answer other specific questions of your choosing that is related to your claim. <b>Be sure to choose people from different parts of your life.</b> You might ask one family member, one friend, one coach or teacher, a person you have worked with or volunteered with, etc. You might choose people who know you well now, and others you only knew when you were younger. Analyze or evaluate their interpretations of who you are by drawing conclusions and/or asking new questions.</p> <p>To demonstrate this skill, write the transcript of your interviews. You should record the questions you ask each, as well as their complete responses. Then write a paragraph reflecting on those interviews and what conclusions you can draw from them.</p>
<p><b>Synthesis</b></p> <p>Refers to developing a persuasive understanding of your own past by combining diverse and contradictory evidence to avoid a one-sided or narrow interpretation</p>	<p>Reflect on what you have produced so far and draw conclusions by examining all of the evidence from various sources and perspectives.</p> <p>Write a paragraph that demonstrates your own critical reflection on all of the research you've done into your own history, and especially on your claim. To demonstrate this skill, write a paragraph that does more than simply summarize what you've learned. Extend your analysis and deal with diverse evidence. This paragraph should be a minimum of 8 sentences.</p>

**Your application of these historical thinking skills will be assessed according to the rubric below.**

A	Description of relevant historical events and/or people in student's life is detailed and clear. Historical skill is applied thoughtfully, <i>authentically</i> , and appropriately to student's own life and experience. Work is of high quality and demonstrates thoughtfulness and reflection. Writing is well done, thoughtful, and free of any errors.
B	Description of relevant historical events and/or people in student's life is well done overall, but is lacking in some respect and/or the application of historical skill is lacking in some respect.
C	Description of relevant historical events and/or people is lacking in multiple respects. Application of the historical skill is lacking in multiple respects.
D-F	Description of relevant historical events and/or people is severely lacking and / or the application of the historical skill is severely lacking. There is little to no thoughtful reflection.