

**Clearview Regional High School District
2019 Summer Assignment Cover Sheet**

Course:	AP US History II
Teacher(s):	Mr. Tweed
Due Date:	9/5/19 (completion of notes & questions), 9/11/19 (assessment)
Purpose of Assignment:	Students will get a head start reading foundational material at the beginning of a quite lengthy curriculum; this material was previously covered in lesser detail in students' HUSI course. Students will also begin to develop their note-taking skills, which are essential for success in this course.
Description of Assignment:	Students will read the first 4 chapters of the textbook (41 total). Students will also take college-style Cornell Notes to enhance their reading comprehension and test preparation skills.
NJ Student Learning Standards (Content)	<p>6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. (6.1.12.A.1.a to 6.1.12.D.16.c)</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>
Grading/Use of Assignment: Category/Weight for Q1:	Cornell Notes, due 9/5/19, will count as a quiz grade. Analysis questions will count as a homework grade. Content for chapters 1-4 will be reviewed in class. An assessment on chapters 1-4 will be administered on 9/11/19.

Specific Expectations:	Instructions for taking Cornell Notes were explained to each student, and are attached to the reading material.
Where to Locate Assignment:	Paper copies of the reading and Cornell Notes guidelines were distributed to all students registered for the course at the end of the 2018-19 school year. Paper copies of this assignment are available in the Guidance Office for students who register during the summer. An electronic copy is available on the Clearview district website.
Teacher Contact Information:	Mr. Brian Tweed tweedbr@clearviewregional.edu This email will be checked on a weekly basis.

Attention: Prospective AP US History Students
Re: Summer Assignment

I congratulate you for your ambition in signing up for AP US. This course will challenge you and develop both your work ethic and your analytical abilities. It will also give you a much greater understanding and appreciation of your country, and how your life as an American citizen came to be what it is today.

The bad news is that we have 41 chapters to cover in 7 1/2 months. This breaks down to roughly a chapter per week... Needless to say, you must bring a strong work ethic and desire to learn. You will need to be disciplined with your daily readings---there will be reading almost every night. This summer assignment will give you an idea of what to expect from the course; it will help to develop your study habits, and it will give us a head start on very fast-paced curriculum.

- Read chapters 1-4. The content assessment on these chapters will be given on 9/11/19.
- Take Cornell Notes on chapters 1-4. Notes will be collected Thursday 9/5; notes must be composed in Cornell style, and they will count as a quiz grade. This note-taking assignment is essential for success on the first test.
- Answer 3 analysis questions from each chapter (for a total of 12 questions). These questions will count as a homework grade.

The example below is how to construct your Cornell Notes. Your complete Cornell Notes diagram for each subsection should be roughly ½ page---you may also use 5"x8" note cards if you prefer.

[Chapter]	
[Subsection – use bold print subsections in each chapter]	
[Cues – condense your note-taking into words or brief phrases that will jog your memory regarding the note-taking information]	[Note-taking – important details you would use to explain this section to someone who knows nothing about the topic]
[Summary – 1-3 line summary that expresses the main idea(s) of the subsection]	

When your Cornell Notes are complete, your Summary should jog your memory and help you recall your Cues; your Cues should jog your memory and help you recall your Notes; and your Notes should consist of details that will help you explain the story and significance of that section of the text to another person who knows nothing about the subject.

AP US
Mr. Tweed

Name

Analysis Questions – Chapters 1-4

Directions: Select and answer 3 analysis questions from each chapter on a separate sheet of paper. Be sure to demonstrate that you've thought about the issues, and label your answers by chapter and question number.

Chapter 1

1. Describe the impact of Europeans on Native American (Indian) cultures and the impact of native cultures on Europeans. Then explain why it was or was not a good thing that European culture prevailed.
2. Write your definition of *culture*. Then use your definition to compare the cultures of Native Americans and Europeans.
3. Write your definition of the concept of *discovery*. Then use this definition to demonstrate that Columbus was or was not the person who discovered America.
4. What was the nature of slavery in Africa before the arrival of the Spanish?
5. Are the *conquistadores* to be considered villains or heroes for their actions in the Americas?

Chapter 2

1. What lessons do you think English colonists learned from their early Jamestown experience? Focus on matters of fulfilling expectations, financial support, leadership skills, and relations with the Indians. What specific developments illustrate that the English living in the plantation colonies tried to apply these lessons?
2. In many ways, North Carolina was the *least* typical of the five plantation colonies. Describe the unique features of colonial North Carolina and explain why this colony was

so unlike its southern neighbors.

3. Write your definition of *progress*. Then use this definition to demonstrate that the discovery of America did *or* did not lead to progress in human history.
4. Rank the items in the following list, starting with the one that you think had the most important consequences. Then justify your ranking. Finally, speculate as to what might have happened had these events not occurred.
 - a. The cultivation of tobacco in Virginia
 - b. The introduction of slavery into the plantation colonies
 - c. The “enclosing” of croplands in England
5. Why was tobacco called a poor man’s crop and sugar a rich man’s crop?

Chapter 3

1. Select any combination of two of the three colonial settlement areas (South, New England, middle) and compare and contrast them. Focus on the motives of their founders, religious and social orientation, economic pursuits, and political developments.
2. Write your definition of *religious fanatic*. Then use this definition to argue that the Puritans of Massachusetts Bay were *or* were not religious fanatics.
3. State and explain your position on whether or not political authority should be used to enforce a particular view of morality. Then explain why you would *or* would not have been in favor of banishing Roger Williams and/or Anne Hutchinson from Massachusetts Bay.
4. Construct a definition of *Puritanism* using the concepts of predestination, calling, covenant, Protestant ethic, and conversion.
5. Make a list of the motives of English people who migrated to America in the seventeenth century. Rank the items in the list from most important to least important. Then justify your ranking.
6. Some historians have argued that Puritanism was especially suited for life in the wilderness of seventeenth-century America. Do you agree? Why or why not?

Chapter 4

1. Compare and contrast the economies, geography and climate, mortality rates, sex ratios, and family relationships of New England and the southern colonies. In which of the two regions would you have preferred to live? Why?
2. Why did colonial masters first adopt the institution of indentured servitude rather than Indian or black slavery to meet their demands for labor? Why, then, did black slavery replace indentured servitude?
3. Write your definition of *mass hysteria*. Then use this definition to argue that the Salem witchcraft episode was *or* was not a simple case of mass hysteria.
4. Which do you think was the main cause of Bacon's Rebellion: resentment felt by backcountry farmers, Governor Berkeley's Indian policies, or the pressure of the tobacco economy? Justify your choice.
5. Describe what you think town life contributed to the lifestyle of New Englanders; then consider the consequences of the absence of towns in the colonial South.
6. Argue either that an "American" way of life had emerged by the end of the seventeenth century *or* that two wholly distinct ways of life, one New England and the other southern, had emerged by the end of the seventeenth century.