**AP United States History Summer Assignment**

Almeta Crawford High School

Welcome, future APUSH students! This course will offer you the opportunity to study American History and to earn college credit for your efforts. Because the College Board’s APUSH Exam is scheduled about a month before the end of the school year, we need to “hit the ground running” in the fall. Thus, we are asking the students in this class to complete some summer work. You are expected to have this packet completed on the first day of school.

* If you lose this packet, you can download a copy from my Fort Bend ISD website.
* If you have any questions, you can email Mrs. Jody Glass, jody.glass@fortbendisd.gov
* **This packet is due for a daily grade on Friday, August 14, 2025**
* **You will have a QUIZ over the terms, themes, documents, and map on Friday, August 15, 2019.**
* This ENTIRE packet should be HANDWRITTEN. **Typed submissions will NOT be accepted.**

**Learning Activity #1- Terms from Period 1**

Define the following terms and then give their significance to US History. Gilder Lehrman, the YAWP, and Openstax textbook are good resources for you to use to define the terms. However, they do not have definitions for all the terms so you may use other resources, including books and the internet, to help you with the definitions.

**Period 1: 1491-1607 TERMS**

|  |  |  |
| --- | --- | --- |
| **Terms** | **Definition**  **(include significant dates, places, events, etc.)** | **Significance**  **(why is this person/event/document/concept important?)** |
| Columbian exchange | Ex. movement of people, goods, plants, animals, disease and wealth between the Old and New Worlds (~1430-1600) | Ex. weakened Native Americans, allowed easier European conquest of the W Hemisphere, led to European population growth, increased trade, new markets |
| **African Slave Trade** |  |  |
| **Bartolome de las Casas** |  |  |
| **Christopher Columbus** |  |  |
| **encomienda system** |  |  |
| **Indentured Servitude** |  |  |
| **Indian War 1622** |  |  |
| **Iroquois Confederation** |  |  |
| **Jamestown** |  |  |
| **Joint-Stock Company** |  |  |
| **Juan Gines de Sepulveda** |  |  |
| **Maize Cultivation** |  |  |
| **Matrilineal Society** |  |  |
| **Mercantilism** |  |  |
| **Meso-Americans** |  |  |
| **Mestizo** |  |  |
| **Mulatto** |  |  |
| **Pequot War** |  |  |
| **praying Indians** |  |  |
| **Pueblo Revolt** |  |  |
| **Puritans** |  |  |
| **Roanoke** |  |  |
| **Separatists** |  |  |
| **Smallpox** |  |  |
| **Spanish Catholic Missions** |  |  |
| **Triangular Trade** |  |  |

**Learning Activity #2- Document Analysis**

Document analysis is a large component of the APUSH course. The acronym that we use for document analysis is HIPP: **H**istorical Context, **I**ntended Audience, **P**urpose, **P**oint of View. Descriptions of each aspect of document analysis are included below. For each document listed, analyze using HIPP to the best of your ability. Be sure to read the descriptions of each aspect of HIPP before you analyze the documents. At the end of each descriptions are the main questions you should be focusing on in your analysis.

**Historical Context**: Analysis of ‘Historical Context’ involves connecting a document to specific historical events, to specific circumstances of time and place, and/or to broader regional, national, or global processes. Identifying the Historical Context places the document within broader trends contemporary to the source. It might also connect the document across time to earlier and later eras, or across space to events happening in different places. *What has just happened or is on the verge of happening? When/where was the source created? What issues are causing the doc to be created? Does the context affect the reliability?*

**Intended Audience**: Authors sometimes express attitudes about the people they are writing to influence. Authors occasionally express attitudes such as respect, deference, disdain, dislike, camaraderie, superiority, inferiority, and etc., toward their audience. To comment on an author’s tone toward their audience it is necessary to identify both the audience and the particular tone expressed*. To what person, group, sector of society is it being directed? Does speaker belong to this group? Why is he/she targeting this audience?*

**Point of View**: In order to write a successful POV statement, you should try to establish a better understanding of the identity of the author; you can do this by asking yourself questions about the author and the source. What is the author’s profession? What is the author’s gender or social class? What religion does the author follow? Does the author have an identifiable ethnicity, nationality, or other allegiance to a particular group? Once you’ve asked these questions, go further and explain how one of these factors may have influenced the content of the source. Put simply, to do POV identify an important aspect of WHO the author is, and explain HOW the author’s personhood might have impacted what they wrote. Do NOT simply state the opinion of the author. POV=CORNPEG: Class, Occupation, Race, Nationality, Political Affiliation, Ethnicity, Gender. (Include the aspects that are relevant) *How reliable is POV and is it limited or strengthened by who they are?*

**Purpose**: Author’s Purpose can be thought of as the goal sought by the author. It involves identifying the author’s endgame, what they hope to accomplish, and why they are writing the document. Common purposes include attempts to inform, to question, to persuade, to inspire, to influence, to teach, to record, to describe, to illustrate, to justify, to expose, to clarify, to disagree, to establish, and/or to regulate (as in laws or rules). *Why did author write the document? To accomplish what?*

**\*\*For EACH box in the following charts, ALSO give the significance of each element of HIPP. (explain why knowing that element is important to your understanding of the document)\*\***

**Document 1**: Landing of Columbus Engraving

Go to <http://ap.gilderlehrman.org/period/1> and click on “Landing of Columbus, 1492” under “Documents” then fill in the chart below.

|  |  |
| --- | --- |
| **HIPP** | **Document Analysis** |
| **Historical Context**  *What is happening around the world that would help you better understand this document in the context of history?* |  |
| **Intended Audience**  *What person, group, or sector of society is being addressed by the author or creator of this document? Why? (BE AS SPECIFIC AS POSSIBLE)* |  |
| **Point of View**  *Who is the author? Specify their class, occupation, religion, nationality, political affiliation, ethnicity, and gender. How do these elements affect the author’s perspective on the topic of this document?* |  |
| **Purpose**  *Why did the author write/create this document? What is the goal of the document?* |  |

**Document 2**: Concubines and Cloth: Women and Weaving in Aztec Palaces and Colonial Mexico. Go to my Fort Bend ISD website click on “Summer Assignment.” Open the document titled “Concubines and Cloth.” After reading the article, fill out the chart below.

|  |  |
| --- | --- |
| **HIPP** | **Document Analysis** |
| **Historical Context**  *What is happening around the world that would help you better understand this document in the context of history?* |  |
| **Intended Audience**  *What person, group, or sector of society is being addressed by the author or creator of this document? Why? (BE AS SPECIFIC AS POSSIBLE)* |  |
| **Point of View**  *Who is the author? Specify their class, occupation, religion, nationality, political affiliation, ethnicity, and gender. How do these elements affect the author’s perspective on the topic of this document?* |  |
| **Purpose**  *Why did the author write/create this document? What is the goal of the document?* |  |

**Document 3**: Juan Ginés de Sepulveda Belittles the Indians

Go to my Fort Bend ISD website click on “Summer Assignment.” Open the document titled “Concubines and Cloth.” After reading the article, fill out the chart below.

|  |  |
| --- | --- |
| **HIPP** | **Document Analysis** |
| **Historical Context**  *What is happening around the world that would help you better understand this document in the context of history?* |  |
| **Intended Audience**  *What person, group, or sector of society is being addressed by the author or creator of this document? Why? (BE AS SPECIFIC AS POSSIBLE)* |  |
| **Point of View**  *Who is the author? Specify their class, occupation, religion, nationality, political affiliation, ethnicity, and gender. How do these elements affect the author’s perspective on the topic of this document?* |  |
| **Purpose**  *Why did the author write/create this document? What is the goal of the document?* |  |

**Document 4**: Bartolomé de Las Casas Defends the Indians

Go to <file:///C:\Users\Jody.Glass\Downloads\bartolome_de_las_casas_defends_the_indians.pdf>

|  |  |
| --- | --- |
| **HIPP** | **Document Analysis** |
| **Historical Context**  *What is happening around the world that would help you better understand this document in the context of history?* |  |
| **Intended Audience**  *What person, group, or sector of society is being addressed by the author or creator of this document? Why? (BE AS SPECIFIC AS POSSIBLE)* |  |
| **Point of View**  *Who is the author? Specify their class, occupation, religion, nationality, political affiliation, ethnicity, and gender. How do these elements affect the author’s perspective on the topic of this document?* |  |
| **Purpose**  *Why did the author write/create this document? What is the goal of the document?* |  |

**Learning Activity #3- Important American History Events**

You will be conducting independent research to determine the **10 events** in American History that YOU believe are the ten most significant events in shaping American History. The events should fall in the time period 1491-2008. While conducting your research, use reputable sources, such as Gilder Lehrman, the YAWP, OpenStax, Teaching American History and Khan Academy. Write an ID for each of the ten events you choose. An ID should be done in the following format. Each of the following elements in your ID should be a minimum of 2 sentences (ex. Who: 2 sentences, What: 2 sentences, etc)

* Who (Significant individuals/groups involved)
* What (Define in your own words)
* When (Key date(s) and historical context)
* Where (Specific location(s) within the United States or abroad. Do NOT just say “America”)
* Why Significant (Here you should explain why you chose this event as one of the most significant events in US History. Be as specific as possible)

Complete on a separate sheet of paper and ATTACH to this packet. You can use the space below to brainstorm, but you must complete the 10 event IDs on separate sheets of paper.

**Learning Activity #4- Themes**

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP U.S. History course in order to be qualified for credit and placement. We will use these themes to connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States.

* Go to <https://apstudent.collegeboard.org/apcourse/ap-united-states-history>
* Click on “AP US History Course and Exam Description”
* Go to Page 10 to find the beginning of the descriptions of the themes. Use this to fill out the chart.

|  |  |
| --- | --- |
| **APUSH Theme** | * **Define the Thematic Learning Objective** * **Then explain the theme in your own words** * **How do you think you will be seeing this theme in U.S. History?**   *Please write in complete sentences, not a bulleted list.* |
| **American and National Identity** |  |
| **Politics and Power** |  |
| **Work, Exchange, and Technology** |  |
| **American and Regional Culture** |  |
| **Social Structures** |  |
| **Migration and Settlement** |  |
| **Geography and the Environment** |  |
| **America in the World** |  |

**Learning Activity #5- Map of the United States**

Label the following on the map of the United States on the next page:

We recommend making a key so that you can fit all of these elements onto a map that can be easily studied.

* + Label all 50 states *and capitals* in BLACK. (this may be included on the key as well)
  + Rivers: Draw the rivers onto the map and label the rivers in BLUE.
    - Mississippi
    - Rio Grande
    - Ohio
    - Missouri
    - Potomac
    - Hudson
  + Bodies of Water: Also shade and label in BLUE
    - Atlantic Ocean
    - Pacific Ocean
    - Gulf of Mexico
  + Mountain Ranges: Draw the mountain ranges onto the map and label in BROWN.
    - Rocky Mountains
    - Appalachian Mountains
  + Shade and label the following in GREEN.
    - Great Plains
    - Great Basin
    - Gulf Coastal Plains
* Outline and label the area where these tribes lived prior to European arrival in PURPLE.
  + Pueblo
  + Iroquois
  + Natchez
  + Seminole
  + Sioux
  + Powhatan
  + Nez Perce

**Learning Activity #6- OPTIONAL Extra Credit**

**Extra Credit-APUSH IRL (In Real Life)**

For your first extra credit opportunity, we want to encourage you to explore American History in the world around you. If your family travels somewhere this summer or even if you are exploring the city where you live, you’re likely to find some kind of connection to US History! We want you to seek out these connections in your travels this summer! Take a school-appropriate picture of yourself somewhere **this summer** where you encountered APUSH. You will also need to attach a one-page reflection to that picture telling us what you saw and how it is relevant to APUSH! Write your reflection as if you are sending a postcard to your new APUSH teacher (we want to get to know you better!)

Maybe it was a Civil War Battlefield, or the place where Presidents are buried. A landscape that inspired the creation of our National Parks system. Maybe you found somewhere in Downtown Houston where Texas fought for its independence, or the home of an important person from US History. Wherever you encountered APUSH-it’s sure to leave a lasting impression on you!

Please note: You do NOT have to travel far to complete this assignment. This CAN be done within the Sugar Land/Houston area.

**This extra credit is due on the first day of school; electronic submissions will NOT be accepted. ☺**

