

Advanced Placement United States History Vista Murrieta High School

Welcome to Mr. Daarstad's or Mr. Hanson's A.P. United States History class. This class will be an intensive one year study of U.S. history from discovery to present. Because this class is similar to a college freshmen-level course, students should expect, for example, that the reading and writing load will be heavier than most high school history classes. With that in mind, it requires seriously committed students who are willing to work far above the level required in a "regular" high school history class. To that end we have prepared a summer assignment that will ensure that you are adequately prepared for the rigors of this course from day one. It is your responsibility to work on this assignment over the summer and come to school in August 2016 with the assignment 100% completed. Failure to do so may result in you being dropped from the class, more than likely it will result in an extremely low grade on the first quiz and exam. Lastly, to ensure that everyone does their own work, **the summer assignment must be handwritten.** You have the requirements and the assignment; go to it, **and DON'T GET BEHIND!**

Feel free to email us at anytime if you have any questions or concerns!

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TEXT: (You may check the book out from the school library): Norton, et. al, *A People & A Nation* (7th edition)

AP US History Summer Assignment

The following assignments constitute your summer study for A.P. U.S. History. **All assignments are due the 1st day of class.**

1) ID/Sigs, Chapter 1

Please use the format that follows. For each ID, you must include the significance.

ID-SIG FORMAT

- A. Identification—The ID is the traditional definition of the term. Who? What? When? Why? Always list the date when applicable.
- B. Significance—This is the importance of an event or person. This may represent a far more encompassing concept or pattern. Included in the Significance would also be the effects of the event or person.

SIG verbs: represents, demonstrates, illustrates, is evidence of, is an example of, symbolizes, indicates.

Sample ID/SIG

Black Robes

Black Robes was a name given to Jesuits by the Indians, who were committed to converting nonbelievers to Christianity. They arrived in New France and set up settlements near Quebec around 1625. They learned to allow the natives to have Catholicism added to their traditional customs without extracting from their culture.

Sig: 1. They built a strong relation with the natives that allowed customs and knowledge to be passed between each group and helped forge a strong alliance during conflicts with other European nations.

Chapter 1: Three Old Worlds Create a New, 1492-1600

Reading: pp.

Terms and Events

- | | | |
|-------------------------------------|-----------------------------------|------------------------------|
| 1. Teotihuacán | 7. Great Basin / Great Plains | 13. West African Slave Trade |
| 2. Maya | 8. <i>A Brief and True Report</i> | |
| 3. Anasazi | 9. Atlantic Seaboard | |
| 4. Cahokia/Mississippi River Valley | 10. Feudalism | |
| 5. Columbian Exchange | 11. Capitalism | |
| 6. Encomienda | 12. Joint-Stock Companies | |

Persons

1. Christopher Columbus
2. Hernán Cortés

2) Contact Worksheets:

You are to download from either Mr. Hanson's or Mr. Daarstad's website three assignments: **Columbian Exchange Chart**, **Contextualization—Columbian Exchange**, and **Comparing Colonizers**. Complete both of these over the summer to help you understand the origins of our nation's history.