

May 12, 2011

To Parents and students enrolled in AP U.S. History for the 2011-2012 school year:

Welcome to Advanced Placement U.S. History at Richland High School. The AP United States History course at Richland High School is a survey course of United States history beginning with the founding of America and ending with Cold War domestic and foreign policy issues. The course is designed to teach students a variety of skills and a wide range of content to prepare them for the Advanced Placement (AP) test and rigorous academic work in college.

There are several things you need to know about the class:

- When you signed up for AP U.S. History, you made a commitment. Part of the commitment involves being prepared to learn history at a deeper level and at a faster pace from the very beginning of school. The summer assignment insures that all students are prepared to start on day one and that we will be able to cover the required material in a timely manner. The four summer assignments emphasize skills that will be necessary to your success in AP U.S. History, including summarizing, analyzing and inferring from documents, and defending a position. These assignments are due on **FRIDAY, AUGUST 26, 2011.**
- AP US History is a demanding class and requires daily homework. The curriculum is demanding and requires you to do your work when it is assigned, pace yourself and you will do fine. No daily work will be accepted late and being absent is not an excuse. This is a college class and will be treated as such. You will be given the time allotted via the student handbook to complete any absent work for major assignments. You will be given a syllabus every six weeks – it is not carved in stone. Be flexible!!
- Internet access and email is a must. Many assignments and resources are posted to the teachers' web page and copies of these will not be distributed in class. If you are unable to access Internet from home, you may use any public library or the RHS library computers.
- Students will be expected to do their own work. **Honesty is must.** Telling a friend what is on the test or quiz is cheating and copying someone's homework is cheating. Collaboration on the summer assignment will also be considered cheating, as it was designed to be individual work. Cheating results in a 0 for all parties involved. Understand the concept of plagiarism – turning in work that is not your own will result in a 0 (includes cutting and pasting off the internet). Go to <http://www.plagiarism.org/> and read the definition.
- **Grading Policies: There will be no test retakes, but you are required to complete test corrections for the equivalent of 2 daily grades. No daily grades will be dropped and no extra credit will be given – you are in a weighted class THAT IS YOUR EXTRA CREDIT!**

The AP US History class is designed to teach you to analyze, make assertions and to your best ability support and defend that assertion. You will be expected to do more than memorize dates, names, and facts – this course is meant for you to become an independent thinker and challenge your thinking about history!

This is a class in which YOU, the student, must take primary responsibility for your learning. You must take an active role in your education. You are expected to participate in all activities in a positive, constructive manner. Lectures are designed to be interactive, not a passive experience. Please come to class everyday prepared and work with the best of your ability.

Enjoy your summer and we will see you in the fall. If you have any questions, please feel free to send your questions to [apushatrhs@yahoo.com](mailto:apushatrhs@yahoo.com) and either Mrs. Richmond or Mrs. Thompson will respond to your e-mails.

## Assignment 1: Gather Information

Using the Hippocampus online textbook for AP U.S. History (<http://www.hippocampus.org/?tab=course>), read/watch the following lessons to learn background information about the colonial era.

<b>Week 1:</b>	Diversity The Jamestown Colony	<b>Week 4:</b>	New York and New Jersey Pennsylvania and Delaware Maryland, Carolina, and Georgia
<b>Week 2:</b>	The Plymouth Colony The Puritan Religion	<b>Week 5:</b>	Family and Social Life Origins of Slavery
<b>Week 3:</b>	Massachusetts Bay Colony Dissent in the Bay Colony	<b>Week 6:</b>	The Enlightenment The Great Awakening

Hint: Use the “TEXT” tab on the Hippocampus lessons to see the information in text form.

Hint #2: Because it’s important to pace yourself, the assignments have been divided out over six weeks. If you fall behind, catch up the following week. DO NOT wait until the end of the summer to start the assignment! It’ll make you miserable... and, more importantly, you won’t learn anything!

Each week has the following vocabulary

### Week 1

1. Sir Walter Raleigh
2. Roanoke Colony
3. joint stock company
4. primogeniture
5. Virginia Company
6. Jamestown
7. Pocahontas
8. Powhatan
9. John Smith
10. indentured servitude
11. John Rolfe
12. “starving time”
13. House of Burgesses

### Week 2

14. Calvinism
15. Mayflower Compact
16. William Bradford
17. Pilgrims (Separatists)
18. Puritans
19. Church of England
20. “visible saints”
21. predestination

### Week 3

22. Massachusetts Bay Colony
23. Great Migration
24. John Winthrop

25. Congregational Church
26. Anne Hutchinson
27. antinomianism
28. Roger Williams
29. Thomas Hooker
30. Fundamental Orders of Connecticut
31. Dominion of New England
32. Sir Edmond Andros
33. Navigation Acts
34. mercantilism
35. “salutary neglect”

#### **Week 4**

36. Lord Baltimore
37. Maryland Act of Toleration
38. James Oglethorpe
39. Peter Stuyvesant
40. William Penn
41. Quakers
42. “The Holy Experiment”

#### **Week 5**

43. Harvard College
44. 1<sup>st</sup> African in America
45. Nathaniel Bacon
46. Bacon’s Rebellion
47. headright system
48. William Berkley
49. middle passage
50. triangular trade
51. Leisler’s Rebellion

#### **Week 6**

52. conversion
53. Covenant theology
54. Halfway Covenant
55. Salem witch trials
56. Great Awakening
57. Jonathan Edwards
58. George Whitefield
59. “old and new lights”
60. Benjamin Franklin
61. Enlightenment
62. deism
63. Poor Richard’s Almanac

## Assignment 1: “Come to the Colonies” Brochures (Test Grade)

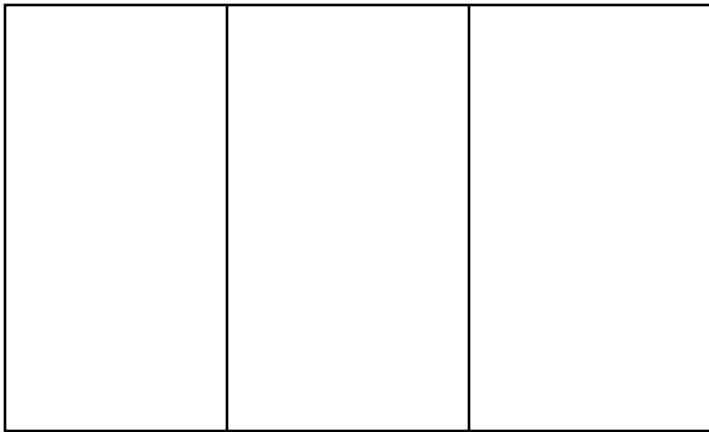
The year is 1750 and economic times have improved throughout Europe, especially in jolly ole’ England! People now have disposable income that they are looking to spend on a “holiday” in the colonies.

Using what you’ve learned from Hippocampus (as well as any other scholarly resource – *not Wikipedia*), create THREE tri-fold travel brochures (one each for New England, the Middle Colonies, and Southern colonies) to be distributed throughout England convincing these Brits to come and settle. Your brochure needs to be persuasive, informative, and NEAT!

You may use standard letter paper (8 ½” X 11” or 8 ½” X 14”). You must utilize all of the available space on both sides of your brochure, and you must include:

- History of each region
- Climate
- Economy
- Government
- Geographical features
- Map of each region
- Colored illustrations, including a flag and motto (of your creation) for each region

Hint: Microsoft Office has great templates you can use in creating a tri-fold brochure.



In each brochure

## Assignment 2: Understanding Bacon's Rebellion (Daily Grade)

The Virginia Colony rebellion led by Nathaniel Bacon in 1675-1676 was one of the most significant events of the colonial period. It reflected the stresses of that period and helped shape the future of the Chesapeake colonies in important and surprising ways. Use the primary and secondary resources below (as well as any scholarly resource you may choose – *not Wikipedia*) to learn about the background for and impact of Bacon's Rebellion.

Overview of Bacon's Rebellion –

<http://www.pbs.org/wgbh/aia/part1/1p274.html>

Analysis of Bacon's Rebellion -

[http://www.nps.gov/history/history/online\\_books/jamel/moretti-langholtz/chap8.htm](http://www.nps.gov/history/history/online_books/jamel/moretti-langholtz/chap8.htm)

Bacon's Declaration (primary source) -

[http://odur.let.rug.nl/~usa/D/1651-1700/bacon\\_rebel/bacon.htm](http://odur.let.rug.nl/~usa/D/1651-1700/bacon_rebel/bacon.htm)

Governor Berkeley on Bacon's Rebellion (primary source) -

[http://odur.let.rug.nl/~usa/D/1651-1700/bacon\\_rebel/berke.htm](http://odur.let.rug.nl/~usa/D/1651-1700/bacon_rebel/berke.htm)

As these documents show, most events in history can be seen from differing perspectives. Utilize what you've learned to create two propaganda posters about the event:

- One poster encouraging Virginia farmers to join in Bacon's Rebellion, including the immediate causes for the rebellion as well as the underlying tensions that explain why others joined Nathaniel Bacon
- Another poster that reflects the Virginia governor's position, explaining why he opposed the rebellion as well as the divisions within Virginia government and society

The posters may be small (as little as 8 ½" X 11"). They should include both (1) factual information about the causes and results of the rebellion and (2) colored illustrations that support the poster's viewpoint.

Your posters **MUST** reflect your understanding that this rebellion was more than a simple conflict between farmers and Indians, but reflected larger tensions in society that would result in major changes to the course of American history.