

# **Welcome to the Wonderful World of AP US History!!!**

I am really looking forward to this upcoming year. APUSH is a difficult class but you have made the choice that you are a student who can handle the challenge. Congratulations on your decision.

In By the People: A History of the United States by James W. Fraser, the textbook, you will be responsible for the first four (4) chapters which encompass Periods 1&2 (pd1 – Contact and Exploration/1491-1607 and pd2 – Colonization/1607-1754). Look for general themes and patterns as you read. Be able to explain the “Big Picture” (typically by familiarizing yourself with the key concepts) and connections within and among the early regions, countries, etc. **DON'T** get bogged down on names & dates. In APUSH it will be necessary for you to develop discriminating reading habits, that is, being able to read an abundance of details and be able to filter out the most crucial information that you will need to figure out the “big picture”. In APUSH, names and dates are tools we will use to figure out the important WHY questions of US History.

Please be sure to have your work/notes with you the first day of classes. NO EXCUSES!!

## THE SUMMER WORK:

Part 1 Key Concepts: These are found at the beginning of the book (pg XXIII). Look them over before reading to get an idea of what the main points are for the period.

Part 2 Reading and notes (among other things):

- A. Join the APUSH Google classroom. The code is **axmic3n**. There will be a prompt(s) in Google Classroom that you will need to respond to by August 1<sup>st</sup>. If there is no response from you, the year will start with a “0” that cannot be made up☺  
**\*\*\*\*\*All notes MUST BE HANDWRITTEN for B-D\*\*\*\*\***
- B. Ch1: Personal Choice: Read and take notes using a note-taking structure of your choice.
- C. Ch2: Cornell Notes: Read and take Cornell notes (be sure to have terms, questions, comments, etc. in the left-hand column AND a summary at the end).
- D. Ch3&4: Use pd2 Key Concepts to create a chart and jot down specific evidence to support the Key Concept ideas. (use your notes from the end of the year meeting we had).
- E. Read Ch1 of America at 1750 by Richard Hofstadter and be prepared to write/discuss the major points. There are questions, terms, vocabulary attached that you may find helpful, but you do not need to complete. This is a book that you have purchased, so you may highlight, underline, etc. major points as you read. The expectation is active reading!

Be prepared to turn in the chapter notes and write/discuss major points from ch1 of America at 1750 on the first day of class.

**\*\*\*\*\* Failure to submit *all* work on time will result in your being removed from this class.**

As soon as school starts you will have many other assignments so falling behind at the start is not an option.

Good luck during the summer and throughout the upcoming school year. If you have any questions at all, please do not hesitate to e-mail me at [kelly.angell@portlanddiocese.org](mailto:kelly.angell@portlanddiocese.org) or put a note in the Stream on Google Classroom...GC will get noticed faster ☺ ~Mrs. Angell

### **Chapter 1 --- America at 1750 – pg3-32**

1. Hofstadter divides the colonies into four sections...what are they and how do they differ? Besides the English, who were the other major migrant groups to America in the 1700's? What sections did they migrate to?
2. Why were the New England colonies less diverse than other regions of colonial America?
3. Hofstadter seems to feel that there is a connection between the type of person who would migrate to America and the American Revolution. What is that connection and do you agree with his generalization?
4. What was the pattern of population growth in the American colonies in the 18<sup>th</sup> century and in what ways did it differ from European population information?

### **Names & Terms: Treat as short ids. Be able to state their importance/significance too!**

Benjamin Franklin. William Penn. Anglicans Puritans (Congregationalist) receptionists

Presbyterians (Calvinists) Mennonites Lutherans Moravians. quitrents

Reformed Church Palatines Ulstermen Headright system. Indentured servants

### **Vocabulary: Dictionary Time...be sure you understand what these mean!**

aggrieved homogeneous husbandry obdurate nativism/nativist

**THE END ... at least for now ...**