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Dear APUSH Students,

 AP U.S. History (APUSH) is a fast paced course, therefore we are going to cover Periods 1 and 2 (only 5% of the AP Exam) over the summer. I am using APUSH instructor Tom Richey’s summer assignments because he’s a South Carolina guy, from down the road in Seneca, and because he has created a great summer assignment series for APUSH. Why re-invent the wheel?

 Please follow the link and complete the assignments 1 – 6. I’ve summarized what you need to do below. You will not need the textbook for any of the assignments.

Link: <https://www.tomrichey.net/apush-summer-assignments.html>

**Assignment #1:** watch the video on Native American cultures and complete both the Native American Cultures Graphic Organizer and the Native American Tribes Map in handwriting (not typed).

**Assignment #2:** watch the two videos posted on the Columbian Exchange and Triangle Trade and complete the graphic organizer for this assignment in handwriting (not typed). The graphic organizer is linked in the assignment introduction

**Assignment #3:** watch the video lectures on Colonial Encounters and complete the graphic organizer in handwriting (not typed).

**Assignment #4:** This one involves reading. There are some unique requirements for each of these four excerpts so follow the requirements below closely. All should be in handwriting.

1. New Spain: (Primary Source) read the de las Casas excerpt. You do not have to answer the questions at the end of the document. I want you to identify the following on a sheet of paper.
	1. Historical Context – who, what, when, where, why, and how? What’s happening in the world and/or locally when the document was written/created …going beyond the document in order to understand the document.
	2. Intended Audience – to whom is the author speaking?
	3. Purpose – what is the author hoping to communicate, gain, or accomplish?
	4. Point of View of the Author – does the author have bias? Is the source reliable?
		1. Students often confuse point of view with purpose, they are different. Point of view (P.O.V.) is the author’s perspective on a person/issue shaped over a period of time due to one’s
			1. Experience/job/motives
			2. Race/ethnicity
			3. Nationality
			4. Class status
			5. Ideology/beliefs
			6. Gender
2. New France: (Primary Source) read Friar le Jeune’s excerpt and complete the same HIPP analysis you did above for his document.
3. New Netherland: (Secondary Source) read the excerpt on New Netherland and answer the 3 questions to consider located at the bottom of the excerpt.
4. New England: (Secondary Source) click on the box that says ‘View Assignment.’ There will be an assignment page that opens and the excerpts will be embedded in that document. When you click on ‘this excerpt’ it will ask you for a password. The password is bobcat. Use the excerpts to complete the graphic organizer.

**Assignment #5:** Watch the thirteen colonies lecture and complete the graphic organizer in handwriting (not typed).

**Assignment #6:** Watch the videos on Virginia (Chesapeake Colonies) and New England. Virginia is a two part video and New England includes the Roger Williams and Anne Hutchinson videos. Take notes on the following:

|  |  |  |
| --- | --- | --- |
|  | Virginia (Chesapeake Colonies) | New England |
| Environment |  |  |
| Economy |  |  |
| Culture |  |  |
| Demographics  |  |  |
| Politics/Governing structure |  |  |
| Purpose for founding the colony |  |  |

Question: Are the Chesapeake colonies and the New England colonies more similar or more different? What evidence do you have for your argument? What are the key reasons for the similarities? What are the key reasons for the differences?