

Advanced Placement American History Unit I

Directions:

- At the top of your homework page, you must write your name, band, date, and HW assignment number.
- All answers should be answered in complete sentences and **IN YOUR OWN WORDS**. *Copying answers from any source is unacceptable.*
- During the cycle we will randomly collect TEN (10) homework assignments. Therefore, you must thoroughly complete every assignment. Late homework assignments will not be accepted.
- In the event of an excused absence, you are responsible for making up missed assignments. If you are absent on a day when homework is collected, you must hand in that homework assignment on the day you return to school. Please write the word "ABSENT" on the top of the page when submitting your makeup homework assignment.
- Each assignment includes reading selections from *Out of Many*, the textbook, and your sourcebook, *American Spirit*.

Homework assignments will be graded using the following scale:

Check Plus (10 points)	Check (8 points)	Check minus (7 points)	0 (no credit)
Outstanding level of detail beyond required source reading. Opinions are clearly explained and supported with specific evidence.	Specific answers supported by relevant facts and details found in the reading (all the sources). Opinions are clearly explained and supported with evidence.	Not all sources were used, answers are weak in details and specifics. Or work is late.	Answers copied directly from sources without being re-worded or explained. Or no work is submitted at all.

HOMEWORK ASSIGNMENTS:

1. Due Thursday, Sept 13 Read *Out of Many* p.26-45; Sourcebook 1D4; Fill in the chart

	Spanish Colonization	French Colonization	English Colonization
Motivation			
Key Dates			
Key explorers and their experiences			
Geographic Land Claims			
Impact on Europeans			
Treatment of Native Americans			

- a. Fill in the chart above with SPECIFIC details and information in your textbook. You may need at least one page for each group. Make sure you take notes on:

<ul style="list-style-type: none"> ✓ Columbus ✓ Ponce de Leon ✓ Bartolome de las Casas ✓ Cortes ✓ De Soto 	<ul style="list-style-type: none"> ✓ Vespucci ✓ Isabella and Ferdinand ✓ Encomiendas ✓ Huguenots ✓ Walter Raleigh
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- b. Throughout the year, you will often be asked to assess an argument or position. In your own words, what does assess mean?
- c. Summarize and assess (explain if you agree or disagree) the arguments presented by Hakluyt (Refer specifically to 1D4) for promoting English colonization in America.

2. Due Friday Sept 14th Read *Out of Many* 54-61;

Sourcebook 2A1, 3A1

a. Draw the following map in your notebook or on an 8x11 piece of paper (or staple in the one I gave you) that you will staple into your notebook. All semester we are going to continue to label and add to this map, so be sure to allow room and make it big and easy for you to read. COLORS are helpful. There will be geography questions on your exam.

- Label each of the 13 colonies.

Label the following regions as well:

- "New England colonies
- Middle Colonies
- the "Chesapeake" colonies
- the "Southern Colonies."
- The Appalachian mountains
- The Atlantic Ocean.



b. You will also encounter compare & contrast questions, in which you must discuss BOTH similarities AND differences between events, periods, actions, etc. Compare and Contrast the conditions, challenges, and way of life between the early colonies in Virginia and Massachusetts. Use SPECIFICS. (Refer to Docs 2A1 and 3A1 in your response.)

3. Due Thurs Sept 20th Read *Out of Many* 61-64 and 112-113; Sourcebook 3A2, 3C1, 4D1, 4D3, 5D1; Watch the presentations or read the 'text' at the following link (There are three tabs: "slavery, diversity, and social life")

http://uccpbank.k12hsn.org/courses/APUSHHistory/course%20files/multimedia/lesson07/lessonp_uccp_ap.html

- a. Create a chart in which you describe the economic, political, and social elements of colonial life in New England. Your entries MUST be specific (Specific names, dates, policies, events, etc.)

Helpful information:

"Economic" refers to trade, jobs and money and land

"Political" refers to the kind of government and laws

"Social" refers to the way people lived including families, religion, school, women,

4. Due Friday Sept 21st Read *Out of Many* 64-66 and 113-115; Sourcebook 2C1, 3E2; Watch the presentations or read the 'text' at the following link (There are three tabs: "slavery, diversity, and social life")

http://uccpbank.k12hsn.org/courses/APUSHHistory/course%20files/multimedia/lesson07/lessonp_uccp_ap.html

- a. Create a chart in which you describe the economic, political, and social elements of colonial life in Middle colonies. Your entries MUST be specific (Specific names, dates, policies, events, etc.)

5. Due Monday September 24th Read *Out of Many* 88-92, and 115-117; Sourcebook 2A2, 4C1; Watch the presentations or read the 'text' at the following link (There are three tabs: "slavery, diversity, and social life")

http://uccpbank.k12hsn.org/courses/APUSHHistory/course%20files/multimedia/lesson07/lessonp_uccp_ap.html

- a. Create a chart in which you describe the economic, political, and social elements of colonial life in the South. Your entries MUST be specific (Specific names, dates, policies, events, etc.)

b. Thesis Activity: "A strong thesis statement is an essential part of every AP history essay.... A thesis requires some judgment and interpretation of the evidence.... An effective thesis does not have to be complex or sophisticated, but it must be focused on the question.... For a thesis to be well developed it should have some power to explain the issue in question." To practice writing an effective thesis, read the following question carefully and create a thesis statement that you would include in an introduction if you were actually to write this

essay. Remember, you are just creating a thesis statement to this statement:

“The geographical conditions of the three major areas of English settlement in America -- New England, the Middle Colonies, and the South -- account for the differences in the colonial way of life in these three areas.” Assess the validity of this statement.

6. Due Tuesday September 25th Read *Out of Many* 119-129. Complete the following chart and answer the questions below.

	French	Spanish	British (13 colonies)
Social Class Differences			
Economic Opportunities			
Colonial Politics			

- To what extent did colonial conditions attempt to mimic life in Europe?
- How might the differences between New Spain, New France and the British colonies impact their success and development?
- (Why might it matter that the British colonies had a larger, comfortable middle class?)
- Identify: Great Awakening, Half Way Covenant, New lights, Old lights, Reverend Edwards, George Whitefield,
- What was the relationship between The Enlightenment and the Great Awakening?
- What were 5 impacts (effects) of the Great Awakening and why might they matter in colonial America?

7. Due Thursday, September 27th Read *Out of Many* 17-22. Sourcebook 3D3, 3C2; Complete the following chart and answer the questions that follow.

A. Chart:

	South	Southwest	Northeast
Names of tribes			
Social structure (values)			
Political structure (leadership and laws)			

B. Summarize the following events (4 sentences should be enough: Dates, locations, Who was involved, Main issue and outcome)

- The Iroquois Confederacy - p. 21
- Powhatan Confederacy - p. 54
- Indian and Puritans - p. 60
- Williams Penn and Natives - p. 66
- King Philip's War - p. 66
- Bacon's Rebellion - p. 68
- King William's War - p. 69

C. Use examples from at least three of the above events and your chart to answer the following question in 2 paragraphs: **Was conflict between Europeans and Native Americans inevitable?**

Essay Exam September 28th

