

APUSH  
Summer Assignment

**YOU MUST STOP BY ROOM 238 TO PICK UP YOUR TEXTBOOK BETWEEN MAY 29  
AND JUNE 18—YOU CANNOT COMPLETE YOUR SUMMER ASSIGNMENT  
WITHOUT IT!**

Welcome to AP US History. First, let me tell you that I have tremendous respect for you for signing up for an advanced course in history—particularly in US History. I sincerely hope that you will enjoy this course. Please note that I used the word “enjoy”—this does not necessarily translate to “have fun.” We will work hard. It is my goal to provide you with the tools you need to successfully complete the AP exam in the spring. It is my hope that we will have “scholarly” discussions and debates about the topics within the curriculum. It is my profound hope that you take away from this course some measure of the love for the history of the United States that I have.

Because this is an AP course we will not have the number of grades that you would have in a survey course. Your grades will come from quizzes, tests, some class work, some homework assignments, and writing assignments. I will not give you busy work. The work we do will be relevant to building your knowledge and/or skills for taking the AP exam. All of our tests will be timed. Because your AP exam is timed, I feel I would be doing you a disservice to let you have unlimited time on the tests. (If you have written accommodations in place this rule will be adjusted according to your accommodations.)

I will need you to come to class ready to work. This means:

- **Completing your reading assignments.**
- **Having pens, pencils, paper, and your notebook.**
- **Not talking while I am talking. Our time is limited and the information we need to know by the end of this year is abundant—if I have to repeat myself it takes up valuable time.**
- **Not talking while a fellow student “has the floor.” This is disrespectful and time consuming.**
- **Not doing work for other classes in my class—it is disrespectful and a waste of our class time.**

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- **Not sleeping in class. If you sleep you are not benefiting from the class**
- **Coming to class on time—when we interrupt class to let you in—again you are taking up precious time that belongs to the ENTIRE class—not just to you.**
- **Turning in your assignments ON TIME. A penalty may be assessed for late work.**

The overarching theme here is—be respectful to me, your fellow students, and yourself!

Now . . . for the assignment. . .

Because of the amount of material included in the AP curriculum, this assignment is designed to help us get a head start on the year.

**BEFORE YOU CAN START YOUR SUMMER ASSIGNMENT YOU MUST HAVE A TEXTBOOK!**

**#1--By the FIRST DAY of class you should have read and taken notes on chapters 1-5 of *The American Pageant*.** Please remember to look at the illustrations, read the captions, and assume that **EVERYTHING** in the chapter is something that you should pay attention to. It is up to you whether you outline the chapter or just take notes as you read. One good strategy is to pay close attention to the sub-headings in the chapters—these make good outline headings OR bullets for your notes. Your notes should be hand written. *I will collect your chapter 1& 2 notes on the first day of class.*

**#2--Be prepared for a QUIZ on chapters 1 & 2 on DAY ONE of class. This first quiz will be short answer.** This will count as a “quiz” grade. You will be quizzed on the other 3 chapters on dates to be announced. Your test for these first 5 chapters will be somewhere near the middle of September.

**#3--Write a 2 to 3 page (estimate) response to ONE of the following free response questions. This will also be due on the FIRST DAY OF CLASS.** You should hand-write this also (as with your AP exam) in blue or black INK. Remember to write in complete sentences and to ANSWER the entire QUESTION. Please keep in mind that the goal here is not “word-count” or filling up the three pages. The goal is, as previously stated, to ANSWER the QUESTION. I would rather have 1.5 pages of clear concise information that effectively answers the question than 5 pages of filler. Because you will have had several months to write this essay, failure to turn it in on the FIRST day of class will result in a grade reduction--except in the case of a documented extenuating circumstance. This assignment will count as a “writing” assignment.

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Remember, choose **ONLY ONE** of the following free response questions to answer.

1. Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures.

Analyze how the actions taken by **BOTH** American Indians and European colonists shaped those relationships in **TWO** of the following regions. Confine your answer to the 1600s.

New England  
Chesapeake  
Spanish Southwest  
New York and New France

2. Analyze the difference between the Spanish settlements in the Southwest and the English colonies in New England in the seventeenth century in terms of **TWO** of the following:

Politics  
Religion  
Economic development

3. Compare the ways in which religion shaped the development of colonial society (to 1740) in **TWO** of the following regions:

New England  
Chesapeake  
Middle Atlantic

If you have any questions, fears, or panic attacks, the **BEST** way to contact me is to e-mail me at [Margaret.Harris@vbschools.com](mailto:Margaret.Harris@vbschools.com). If you do not have access to e-mail, you may leave me a voice mail at school: 648-5700 #78710. I will also be at Tallwood High School to answer your questions on Monday, July 13<sup>th</sup> from 12:00pm to 2:00pm and on Monday, August 10 from 12:00pm to 2:00pm.

Have a great summer!

Margaret Harris

**Tallwood High School Honor Code**

*I, as a student of Tallwood High School, pledge: to do all within my power to uphold the honor, integrity and scholastic standing of my school, to assume the responsibility of my own actions, and to neither give nor receive help on any quiz, test, or other assignment*

Nine weeks grades will be calculated as follows:

Tests	40%
Quizzes	20%
Writing Assignments/ Class Assignments	40%

**Virginia Beach City Public Schools Grading Scale**

A=Superior	(94-100)
B=Above Average	(86-93)
C=Average	(78-85)
D=Below Average	(70-77)
E=Failing	(69 and below)

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**The following is the scoring rubric that will be used in grading ALL Free Response Questions.**

**GENERIC SCORING STANDARD FOR AP US HISTORY ESSAYS**

**8-9 (94-100 A)**

- Contains a clear and well-developed thesis
- Understands complexity of questions; analyzes rather than describes; shows superior analysis; displays well-reasoned cause and effect; evaluates historical change; reaches fully-supported conclusions
- Supports thesis with substantial and relevant information
- Is clearly organized and well-written
- May contain minor errors
- (DBQ) Analytical and effective use of approximately ½ of the documents

**5-7 (86-93 B)**

- Contains a limited or partially developed thesis
- Shows limited understanding of complexity of questions; but has some sense of the historical causes and changes; shows limited analysis; is mostly descriptive
- Uses some factual information, but less supporting material than an 8-9 essay
- May contain errors that do not detract from the overall argument
- (DBQ) Analytical use of less than ½ of the documents

**2-4 (78-85 C)**

- Thesis is confused, limited and/or poorly developed
- Essay shows little or no understanding of complexity; deals with the question in a superficial way; simplistic explanation
- Has little supporting information or information that is generally inaccurate or irrelevant
- Has problems in organization
- May contain major errors
- (DBQ) Quotes or briefly cites some documents

**1 (70-77 D)**

- Contains no thesis; simply paraphrases or restates the questions; a thesis which does not address the problem
- Shows inadequate or inaccurate understanding of the question
- Contains numerous errors, both major and minor
- Is so poorly organized or written that it prevents understanding
- (DBQ) Little or no understanding of the documents or ignores them completely